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MINISTRY OF SKILL DEVELOPMENT
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Domestic Workers Sector Skill Council
DWSSC

Facilitator Guide

Sector
Domestic Workers Sector Skill Council

Sub-Sector
Caregiving (Non Clinical)

Occupation
Child Care (Non Clinical)

Reference ID: DWC/Q0203, Version: 1.0
NSQF level: 4

Caregiver-Mother and Newborn (Non Clinical)

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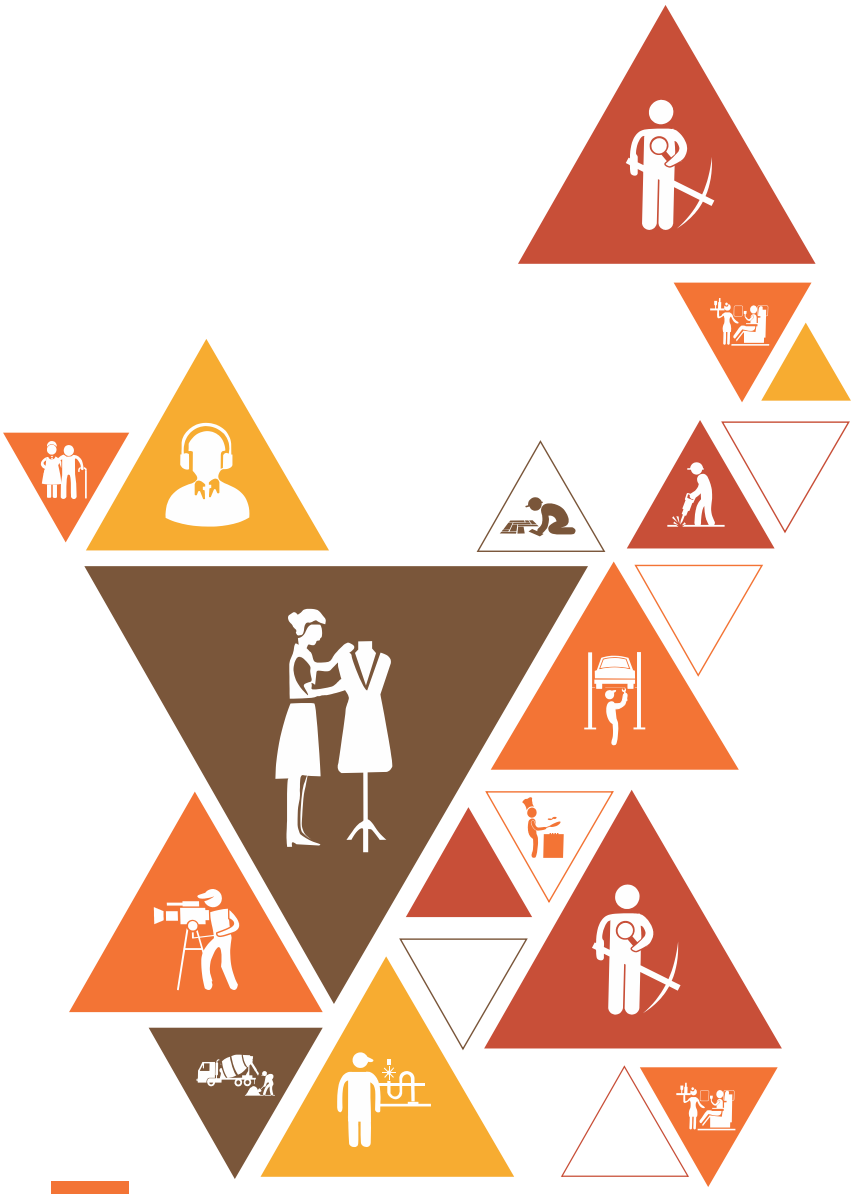
"Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission."

Shri Narendra Modi
Prime Minister of India



Acknowledgments

Domestic Workers Sector Skill Council (DWSSC) takes this opportunity to express its gratitude towards all the consortia members and stakeholders who played a significant role in the formation of this Sector Skill Council as it would not have been possible without their support. The objective of this Sector Skill Council is to regularise and professionalise this sector so that its job roles may become aspirational for the young generation and creation of this Facilitator Guide is a step towards this. DWSSC would also like to thank its promoter organisations and their management for their valuable guidance and support.

About this Guide

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

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- DWC/N0216: Provide care to expectant mothers
- DWC/N0217: Provide care to new mothers
- DWC/N0218: Attend to the basic needs of newborn
- DWC/N9901: Prepare basic food as per dietary requirements
- DWC/N9902: Display standards of hygiene and work etiquette
- DWC/N9903: Maintain a clean and secure working environment

Symbols Used

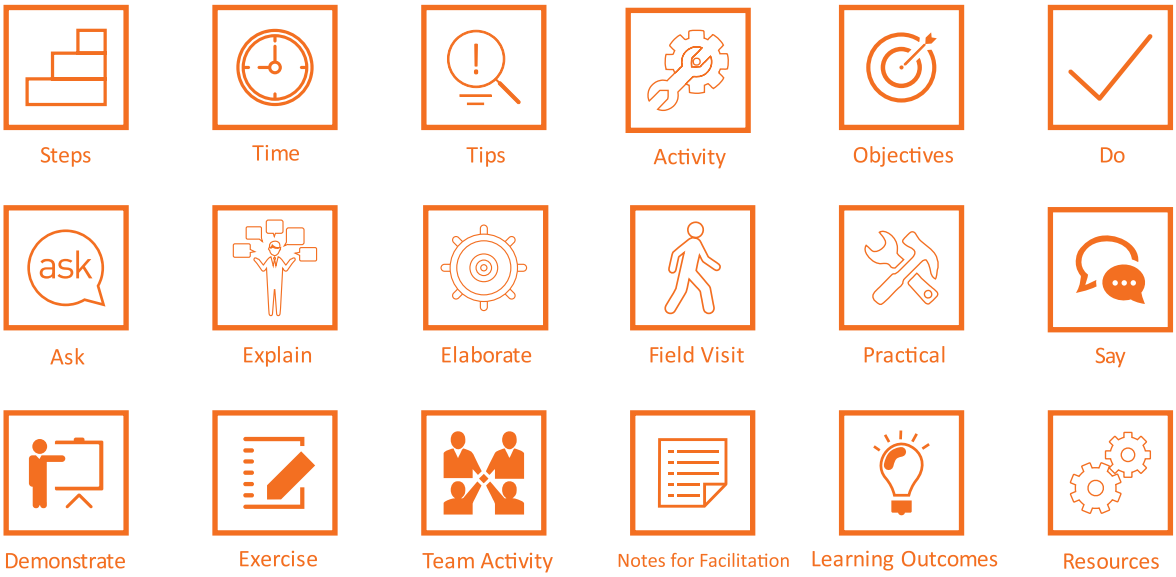


Table of Content

1.	Introduction and Orientation	1
	Unit 1.1 - Objectives of the Program.	3
	Unit 1.2 - Introductions to Domestic Workers Sector in India	7
	Unit 1.3 - Roles and Responsibilities of a Caregiver – Mother and New-born (Non-Clinical)	10
	Unit 1.4 - Nutrition and Meal Planning	13
2.	Pre-Natal Care (3rd Trimester – Pre Delivery) (DWC/N0216)	17
	Unit 2.1 - Prenatal Care and Pregnancy	19
	Unit 2.2 - Supporting Expectant Mother and Her Family	26
3.	Post Natal Care (DWC/N0217)	31
	Unit 3.1 - Post Natal Care	32
	Unit 3.2 - Supporting the New Mother and Providing Guidance with New-born	40
4.	Care giving to the New-born/ Infant (DWC/N0218)	45
	Unit 4.1 - Routine Care and Assistance during Illness	47
	Unit 4.2 - Developmental Milestones of the New-born/ infant	52
	Unit 4.3 - Safety, Security and Hygiene of the New-born (cleaning and sterilising baby products)	55
5.	Preparing Food as per Dietary Requirements (DWC/N9901)	61
	Unit 5.1 - Nutrition and Meal Planning for Expectant Mother, New Mother and New-born (Preparing chart for daily cooking/ feeding)	63
	Unit 5.2 - Utensils and Appliances (breast milk pump)	68
	Unit 5.3 - Basics of Cooking and Cooking Methods (Knowledge and Arrangement of raw materials/ ingredients, Cleaning and preparing – cutting, chopping, etc. ingredients for cooking, Cooking as per nutritional requirements, Preparing bottle for the baby)	71
	Unit 5.4 - Serving and Leftover Food Management (storing breast milk and colostrum)	76

Table of Contents

S.No	Modules and Units	Page No
6.	Standards of Hygiene and Work Etiquettes (DWC/N9902)	81
	Unit 6.1 - Maintenance of Standards of Behavioural, Personal and Telephone Etiquettes.	83
	Unit 6.2 - Maintenance of Hygiene	88
	Unit 6.3 - Professionalism at the Workplace	91
7.	Clean and Secure Working Environment (DWC/N9903)	95
	Unit 7.1 - Safety and Security at the Workplace	97
	Unit 7.2 - Waste Management	101
	Unit 7.3 - Promoting Wellbeing	104
8.	Employability and Entrepreneurship Skills	109
	Unit 8.1 - Personal Strengths & Value Systems	113
	Unit 8.2 - Digital Literacy: A Recap	141
	Unit 8.3 - Money Matters	148
	Unit 8.4 - Preparing for Employment & Self Employment	163
	Unit 8.5 - Understanding Entrepreneurship	177
	Unit 8.6 - Preparing to be an Entrepreneur	198
9.	Annexures	215
	Annexure I - Training Delivery Plan	216
	Annexure II - Assessment Criteria	240

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1. Introduction

Unit 1.1 - Objectives of the Program.

Unit 1.2 - Introductions to Domestic Workers Sector in India

Unit 1.3 - Roles and Responsibilities of a Caregiver – Mother and New-born (Non-Clinical)

Unit 1.4 - Nutrition and Meal Planning

Key Learning Outcomes

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

1. Explain Domestic Workers Sector in India.
2. Describe categorization of domestic workers in India.
3. Identify the reasons for the growth of domestic worker's sectors in India.
4. Discuss the emerging trends in Domestic Workers Sector in India.
5. Define the roles and responsibilities of Caregiver –Mother and New Born (Non Clinical).

Unit 1.1 Objectives of the Program

Unit Objectives

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

1. Explain about domestic workers in India.
2. Explain the objectives and overview of the program.

Resources to be used

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and power point presentations
- Activities (role plays)

Ask

- Ask the participants to share their expectations from the program.
- Ask them to tell what they know about the domestic worker and the tasks a domestic worker does.

Do

- Give an overview of the program to the participants - duration of the program, objective etc.
- Tell them about the domestic workers and their existence and scenario in Indian society.

Explain

- Legal provisions of the states for domestic workers
- Categorization and classification of domestic workers job role/occupation
- Growth drivers and emerging trends in the domestic sector

Notes for Facilitation

- Make sure that each participant understands the session objectives

- Answer questions and explain what seems confusing.
- Lead group discussions, video exercises, demonstrations, and role play practice.
- Assess each participant's work and contributions.
- Ensure that participants have mastered the skills listed in the beginning of each session.
- Help participants identify how to apply the skills taught in the course to their work
- Give guidance and feedback as needed during classroom and practical sessions.
- Review the "take-home messages" at the end of each session.

Elaborate

Facilitator shall elaborate the elements of the Program. As far as possible, he/she should do it in Q & A method

- Domestic Workers Sector
- Caregiving to Expectant Mother (3rd Trimester – Pre Delivery)
- Caregiving to the New Mother (up to 6 months Post Delivery)
- Caregiving to the New-born (up to 6 months)
- Preparing Food as per Dietary Requirements
- Hygiene and Work etiquette
- Clean and secure working environment
- Employability and Entrepreneurship

Tips

- Go slow with information flow with participants.
- Observe each participant's body language.
- Keep a positive and supportive approach towards the candidates.
- Should some already have worked in domestic sector, they would know some of the pro grams

Activity

Objectives:

- Conduct a general activity: Favorite Animal Game
- Know each other

Steps in Skill Practice	Time	Resources/ Material Required
• Ask the participant to assemble together • Explain the purpose and duration of activity • Ask the participants to tell the class their favorite animal and three adjectives to describe that animal. • Next ask participants to write three adjectives on a name tag BEFORE their name (omit the name of the animal). • At last, ask participants to mingle with the crowd, sharing why these adjectives best describe their own personality. EXAMPLES: Loyal, cuddly, offensive, defensive, clever etc.	1 Hour	Pen, Note Book

Conclusion: Understanding each other on the first day of the training.

Activity

Objectives:

- Conduct a general activity: Pair & Share
- Know each other

Steps in Skill Practice	Time	Resources/ Material Required
• Ask the participant to assemble together • Explain the purpose and duration of activity • Social interaction is always necessary between trainer and trainees and among trainees. • Divide the participants into pairs and ask each pair to share their general information (name, hometown, hobbies etc.) with their partner. • Next, you may ask a question to anyone from each pair to tell about his/her partner. • In this exercise, trainer and the trainees get to know each other.	1 Hour	Pen, Note Book

Conclusion: Understanding each other on the first day of the training.

Exercise

1. State true or false
   a) The domestic workers have always been a crucial part of Indian households - True
   b) This section of workers has always got their due recognition. False
   c) There has been a rapid growth in the demand for domestic workers. True
   d) The new age Indians, essentially the splintered families are not ready to pay higher remunerations and privileges to the domestic workers. True
2. List any four points which are part of the programme overview of Caregiver - Mother and New-born (Non-Clinical).

Solution:

1. Providing care to expectant mother
2. Providing care to new mother till 6 months
3. Providing care to new-born
4. Preparing Food as per Dietary Requirements

Unit 1.2 Introduction to the Domestic Workers Sector in India

Unit Objectives

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

1. Illustrate about the Domestic Workers Sector in India.
2. State the size and significance of domestic workers sector.
3. Explain the laws related to domestic workers.
4. Categorise and classify domestic worker occupations.
5. Identify the growth drivers and emerging trends of the domestic workers sector.
6. Explain the progression of the job role of a Caregiver Mother and New-born.

Resources to be used

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point Presentations.
- Activities (role plays)

Elaborate

Facilitator shall elaborate the elements of the Program.

- Domestic workers are within the scope of Unorganised Workers Social Security Act-2008. Some relevant schemes as relevant under schedule are- Indira Gandhi National Old Age Pension Scheme, National Family Benefit Scheme, Janani Suraksha Yojana, Aam Admi Bima Yojana.
- Categorization and Classification of Domestic Workers Job Role/Occupation
  - o Domestic workers job is classified into three categories - Live-in worker, Full - Time worker, Part-time worker
  - o Domestic Workers Sector Skill Council is divided into two sub – sectors i.e. “Household Services/ Housekeeping and Services” and “Caregiving (Non Clinical)”. These two sub – Sectors are further divided into seven occupations
- Growth Drivers and Emerging Trends in the Sector - The past trends reflect the increasing demand for skilled domestic help in India. Domestic Workers Sector Skill Council in India is the only National level platform in the country, which, through its activities of mobilisation, training, certification, and placement, one of the best platforms, which are working hard to create a safe and financially stable ground for the domestic workers of India.

Do

- Ask participants to share their views on domestic workers sector in India.
- Give participants some time to think how domestic sector has changed in last few years.
- Brainstorm on the broad categories of the domestic worker in India and also classification.
- Write down all the responses of participants on the board.
- Brief them about three broad categories of Domestic sector based up on time he /she de votes.
- Ask and inform participants how domestic sector trends are changing. Discuss change inem ployer's expectations; define job roles & the necessity of present time.
- Discussion in details why this sector will grow and generate more job opportunities for skill domestic workers. In directly need to discuss why they should be attending this programand get certified. What is the need for it?

Notes for Facilitation

- Review the objectives of the workshop.
- Use PPT in local language along with videos for better understanding.
- Give relevant information to participants and go slow in transferring it.
- Observe each participant's body language.
- Encourage participation
- Create a game or activity for the better understanding on categorization and classification.
- Conduct a simple test at the end of the topic to check the understanding of each topic.

Tips

- In addition to the working on understanding the Domestic Sector in India, Facilitator/ Trainerneeds to start working on the soft skills of the participants so that by end of the training they aregroomed.
- Start soft skills training by telling him ways to greet each other and with the employer.
- Identify the candidates who are shy and who are outspoken, so that they may be teamed up for better grooming.

Exercise

1. Which is not the category of Indian Domestic Workers
   a) Live In
   b) Full - Time
   c) Part Time
   d) **Apprentice**

2. State the role of Live-in Worker.

Solutions: Worker who works full time for a single employer and also stays on the premises of the employer or in a dwelling provided by the employer and does not return back to her/his home every day after work are called live-in workers

3. List down sub-sectors of DWSSC.

Solutions:

- Household Services/ Housekeeping and Services
- Caregiving (Non-Clinical)

Unit 1.3: Roles and Responsibilities of a Caregiver – Mother and New-born (Non-Clinical)

Unit Objectives

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

1. Describe the roles and responsibilities of a Caregiver.
2. Identify the expectations from a Caregiver – Mother and New-born (Non – Clinical).

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the sessions ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about job roles of a Caregiver – Mother and New-born in a Non-Clinical setting.

Say

- Give a brief introduction on the job description of a Caregiver – Mother and New-born outlining their personal attributes to the participants.
- Provide the participants with a list of roles and responsibilities of a Caregiver – Mother and New-born.
- Talk about the skills which are essential to become a Caregiver – Mother and New-born (Non-Clinical).

Activity

Objectives:

- Identify the roles and responsibilities of a caregiver.

Steps in Skill Practice	Time	Resources/ Material Required
• Divide the participants in different groups. • Subdivide the activity amongst the class and randomly choose and distribute these amongst participants: • Roles and responsibilities of a Caregiver towards expectant mother • Roles and responsibilities of a Caregiver towards new mother • Roles and responsibilities of a Caregiver towards new born • Attributes of a Caregiver – Mother and New-born • Ask them to present the given topics one by one.	1 Hour	Pen, Note Book

Conclusion: Understand the roles and responsibilities of a caregiver.

Notes for Facilitation

- Reemphasize the important points discussed in this unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Discuss the question with the class and answer their queries satisfactorily.
- Help participants identify how to apply the skills taught in the course to their work
- Praise participants and the group on improving their performance and developing new skills.
- Encourage participants to move through the initial difficulties of learning new skills, by focusing on steps in their progress and the importance of what they are learning to do

Exercise

1. Identify the most important aspect of nursing care during postpartum period from the options given below.
   a) Assisting mother's ability to successfully feed and care for her neonate
   b) Involve the family in the teaching
   c) Facilitate group discussions on infant care
   d) Monitoringsigns of postural hypotension
2. Caregiver should be able to stay calm in stressful situations.
   a) **True**
   b) False
3. Caregiver is responsible to guarantee the health and safety of the new-born along-with his family.
   a) True
   b) **False**

4. List the important traits that a mother and new-born caregiver must have.

Solution:

1. Compassion and Patience
2. Trustworthy
3. Attentive
4. Emotional and mental strength

5. Mention responsibilities of a caregiver for an Expectant Mother.

Solution:

- Educate and give assistance to expectant mothers about different methods of self-care to survive common discomforts and concerns of pregnancy
- Help mother in do exercise religiously as per healthcare provider suggestion.
- Respond to the psychological, physical, emotional, and spiritual needs of women seeking care

Unit 1.4: Nutrition and Meal Planning

Unit Objectives

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

1. Define nutrition.
2. Identify need and types of nutrition.
3. Identify the principles of meal planning.
4. Gain knowledge about meal planning.
5. Describe the factors considered in meal planning.
6. Identify the meal planning for different age group.
7. Plan meals for people with special dietary needs and for special occasions.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary
- Tell them that they will learn about Nutrition and Meal Planning.

Say

- Tell the participants about Nutrition, need of nutrition and its types.
- Talk about balanced diet and its benefits with the participants.

Explain

- Explain in detail digestion in human beings
- Explain meal planning, its objectives, and importance of meal planning.

- Explain what is serving size of a meal.
- Explain in detail factors of meal planning.

Elaborate

- Discuss the things to be considered while planning meals for different age groups like infants, children, adolescents, adults, and elderly.
- Discuss the things to be considered while planning meals for people with special dietary needs.

Do

- Define recipe yield.
- Define recipe balance.

Activity

Objectives:

- Identify the need of nutrition and meal planning

Steps in Skill Practice	Time	Resources/ Material Required
Tell the participants to start a debate with a small group of team on the topics: • Need of nutrition and its types • Principles of meal planning • Factors considered in meal planning • Meal planning for different age groups	1 Hour	Pen, Note Book

Conclusion: Understand the need of nutrition and meal planning.

Notes for Facilitation

- Summarize the important points and terms explained in the session.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer questions, as needed, providing concrete and brief answers.
- Tell participants to complete the questions at the end of the unit.

Summary

Initially, we learnt the overview of the programme, followed by the understanding of the Domestic Workers Sector. We also discussed the size, constitution and significance of the domestic workers section In India.
This was followed by the statutory provisions and draft National Policy for Domestic Workers. Thereafter we looked at the sub-sectors, occupations and categories of the domestic workers, followed by growth drivers and emerging trends.

We then studied the roles and responsibilities of a Caregiver – Mother and New-born (Non-Clinical) in detail. This included the identification and discussion on the expectations of a Caregiver. The last unit pertained to Nutrition. The following points were discussed and revised:

- Definition of nutrition
- The need and types of nutrition
- Meal planning and factors to be considered in meal planning
- Meal planning for different age groups
- Meal planning for people with special dietary needs and for special occasions

Exercise

1. Match the following

Food	Nutrient
i. Milk	a. Protein, Fat
ii. Meat	b. Energy, Protein, Iron, Fibre
iii. Vegetables (Green Leafy)	c. Calcium
iv. Pulses	d. Iron, Fibre

Table 1.4.2: Match the Following

Solution:

Food	Nutrient
i. Milk	c. Calcium
ii. Meat	a. Protein, Fat
iii. Vegetables (Green Leafy)	b. Energy, Protein, Iron, Fibre
iv. Pulses	d. Iron, Fibre

2. Around what percentage of our body is made of water?
   a) 50%
   b) 55%
   c) **50 to 70%**
   d) 60 to 70%

3. A balanced diet should consist of
   a) Both plant and animal foods
   b) Only plant foods
   c) Only animal foods
   d) Only cereals and pulses

4. A balanced diet is one which has
   a) Some nutrients in referred amount
   b) Food from one food group in correct amounts
   c) All the nutrients in correct amounts
   d) All those foods that a person likes to eat in correct amount

5. It is the breakdown of the ingested food into microscopic and finally molecular fragments.
   a) Ingestion
   b) Digestion
   c) Absorption
   d) Excretion

6. Which one of the following is not one of the influencing factors for meal planning?
   a) Financial and Resource Constraints
   b) Climate Factor
   c) Nutritional Needs
   d) Self-actualization needs

7. **Absorption** is the process where food ingested is converted to actual energy to be used by our bodies

8. **Nutrients** are the substances obtained from food and used in the body to promote growth, maintenance, and repair of body tissues.

9. The **Recipe Yield** quantify the amount of usable food of a recipe that would be left after it has been prepared.

10. **Poor Nutrition** can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity

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2. Pre- Natal Care (3rd Trimester – Pre Delivery)

Unit 2.1 Prenatal Care and Pregnancy

Unit 2.2 Supporting the Expectant Mother and Her Family

DWC/N0216

Key Learning Outcomes

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

1. Identify and comprehend different methods to facilitate expectant mother of self-care to manage common discomfort and concerns of pregnancy.
2. Develop knowledge of emotional, spiritual, and biological aspects of child birth.
3. Assist and facilitate women on the family way, to be liberated from the anxieties of child birth.
4. Enable expectant mother to be prepared for child delivery in all aspects.
5. Identify and provide dietary requirements of expectant mothers as required.
6. Importance of emotional support and how to provide it to the expectant mothers.
7. Support fathers to be, and other members in family.
8. Maintain poise and steadfastness while supporting the mother to be and her family.
9. Tackle/approach the mental, social and physical challenges of work in positive manner.

Unit 2.1 Prenatal Care and Pregnancy

Unit Objectives

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

1. Define pregnancy and its related terms.
2. Identify the stages of pregnancy.
3. Demonstrate the changes in periodic cycle.
4. Identify the changes during pregnancy.
5. Illustrate conditions and problems in pregnancy.
6. Explain the exercise tips for pregnancy.
7. Identify the types of infections during pregnancy.
8. Demonstrate the feeling and relationships during pregnancy.
9. Assist with the healthcare professional's appointments.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power PointPresentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about prenatal care and pregnancy in this unit.

Say

- Give participants a brief overview of the unit
- Provide details on pregnancy and explain the below given terms related to pregnancy:
  - Menstruation
  - Embryo
  - Zygote
  - X and Y chromosomes

- Womb
- Fallopian tubes
- Ovaries
- Cervix
- Vagina

Elaborate

- Discuss with the participants how pregnancy happens
- Discuss stages of pregnancy: 1st Trimester, 2nd Trimester and 3rd Trimester.
- Brief the participants about the changes in menstrual cycle.

Activity

Objectives:

- Identify the changes in woman's body during pregnancy.

Steps in Skill Practice	Time	Resources/ Material Required
• Divide the class into 3 groups. • Assign one of the following stages of pregnancy to each group: » 1st Trimester » 2nd Trimester » 3rd Trimester • Ask participants to identify: » Early changes in a woman's body » Physical and emotional changes a woman may experience » Complications, solutions, and precautions. • Explain the purpose and duration of the activity. • Ask one volunteer from each group to present the points for other participants learning.	1 Hour	Pen, Note Book

Conclusion: Develop the knowledge of all the trimester.

Role play

- Randomly select two participants. One will act as a caregiver and the second one will act as a pregnant women.
- **First participant (Caregiver)**: Will listen to the problems of pregnant women (second participant) and provide solution to solve the problem.
- **Second participant (Pregnant women)**: Will tell her problems (any one: backache, constipation, cramp, dizziness) to the caregiver and ask him/her for solution. Repeat the same activity by picking other participants as well.

Notes for Facilitation

- Gather and organize the supplies and other items needed for all the activities scheduled for the day.
- Encourage participants to follow all the ground rules of the activity and maintain decorum
- While the participants are doing the activity, go around and make sure they are doing it properly.
- Assess each participant's work and contributions.
- Provide help wherever the participants are unable to understand the question.

Explain

- Explain in detail how pregnancy is measured in different weeks.
- Explain physical, emotional, hormonal, social and financial changes during pregnancy and how to handle them.
- Explain conditions and problems in pregnancy like backache, constipation, cramp, dizziness, feeling warm, indigestion, heartburn, mild itching, nausea and morning sickness, etc.

Do

- Provide exercise tips for pregnancy

Demonstrate

- Take the participants to the lab and demonstrate stomach stretching exercises

Fig.2.1.1: stomach stretching exercises

- Demonstrate pelvic tilt exercises
- Demonstrate pelvic floor exercises

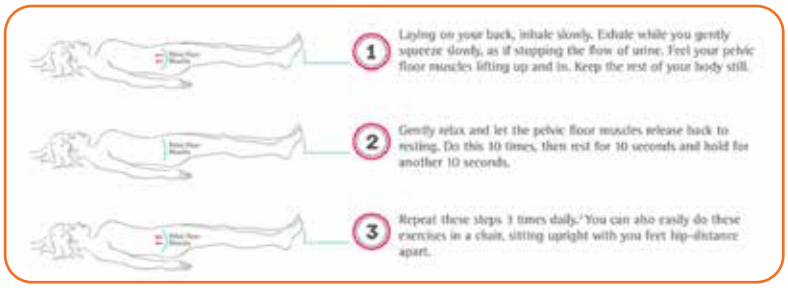

Fig.2.1.2: Pelvic exercises

- Demonstrate Wall side squat

Fig.2.1.3: Wall side Squat

- Demonstrate knee extension

Fig.2.1.4: Knee extension

- Demonstrate tailor sitting

Fig.2.1.5: Tailor sitting

- Demonstrate wall press

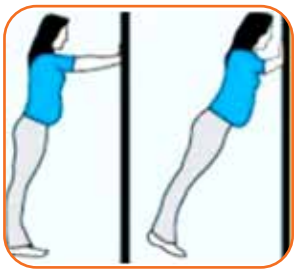

Fig.2.1.6: Wall press

- Demonstrate outer thigh lift

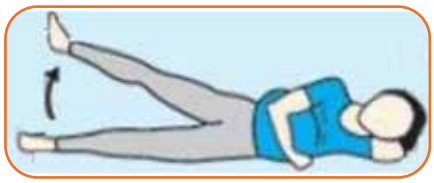

Fig.2.1.7: Outer thigh lift

- Demonstrate walking lunge

Fig.2.1.8: Walking lunge

Activity

Objectives:

- Perform exercises which required during pregnancy.

Steps in Skill Practice	Time	Resources/ Material Required
• Randomly call participants one by one and ask them to perform any one out of the following exercises: » Pelvic tilt exercises » Pelvic floor exercises » Wall slide squat » Knee extension » Tailor sitting » Wall press » Outer thigh lift » Walking lunge	1 Hour	Pen, Note Book

Conclusion: Perform exercises which required during pregnancy.

Say

- Discuss the below-mentioned infections in detail:
  - Rubella
  - Sexually transmitted infections
  - HIV and AIDS
  - Hepatitis B
  - Hepatitis C
  - Chickenpox
  - Inherited conditions
- Discuss work hazards
- Discuss when how appointments should be taken during pregnancy

Activity

Objectives:

- Identify changes in pregnant women during pregnancy to birth.

Steps in Skill Practice	Time	Resources/ Material Required
• Randomly call participants one by one and ask them to list out at least two changes in pregnant women during pregnancy to birth.	1 Hour	Pen, Note Book

Conclusion: Identify changes in pregnant women during pregnancy to birth.

Notes for Facilitation

- Gather and organize the supplies and other items needed for all the activities scheduled for the day.
- Encourage participants to follow all the ground rules of the activity and maintain decorum
- While the participants are doing the activity, go around and make sure they are doing it properly.
- Assess each participant's work and contributions.
- Provide help wherever the participants are unable to understand the question.

Exercise

1. Which period of gestation does the 1st trimester represent?
   a) 1-13 weeks
   b) 1-11 weeks
   c) **1-12 weeks**
   d) 1-10 weeks

2. It is an organ that develops in your uterus during pregnancy. This structure provides oxygen and nutrients to the growing baby and removes waste products from baby's blood
   a) Uterus
   b) Placenta
   c) Gall Bladder
   d) Fallopian Tubes

3. When will a mother begin to feel the movement of the fetus?
   a) Immediately
   b) After six months
   c) After four months
   d) After three weeks

4. The child born may have hearing and vision impairments, heart problems, learning disabil ities and ongoing health problems, if mother catches this disease in the first four months of pregnancy.
   a) Hepatitis B
   b) Rubella
   c) Chicken pox
   d) Hepatitis C

5. How does exercise benefit a pregnant body?
   a) Strengthens muscles
   b) Reduces fatigue
   c) Reduces stress
   d) All of the above
6. It is a liver disorder which slows or stops the normal flow of bile from the gallbladder. This causes itching and yellowing of your skin, eyes, and mucous membranes (jaundice).
   a) Cholestasis
   b) Indigestion
   c) Placenta Praevia
   d) Pre-eclampsia

7. Eggs are released from the ovaries into the **Fallopian Tube** each month.

8. **Gestation** is defined as the time between conception and birth.

9. Describe different stages during pregnancy.

Solution:

The pregnancy of a women is divided into three stages i.e., 1st trimester, 2nd trimester, 3rd trimester.

- 1st trimester –the first sign of early pregnancy is a missed period followed by lack of energy, swollen breasts, cravings, or aversions for certain foods.
- 2nd trimester – The baby bump may start to show up, Stretch marks on the abdomen, breasts, thighs, or backsides, Back, abdomen, groin, or thigh aches
- 3rd trimester – It starts about 28 weeks and lasts until birth. As the baby grows and puts more pressure on the internal organs, one may feel frequent urge to urinate, baby "dropping," or moving lower in the abdomen, contractions, which can be a sign of real or false labour.

10. Briefly explain about common fears which an expectant mother may have during pregnancy.

Solution:

An expectant mother may have fears related to birth, concerns about disability of the baby, fear of losing the baby or that the baby will not be healthy.

Unit 2.2 Supporting Expectant Mother and Her Family

Unit Objectives

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

1. Identify the types of pain relief.
2. Define the stages of labour.
3. Identify the labour process of twins and triplets.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point Presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn how to support expectant mother and her family in this unit.

Say

- Provide a brief overview of the unit.
- Brief the participants about the things which are to be kept ready two weeks before the due date.

Explain

- Explain the signs of labour
- Explain about types of pain relief
- Explain when it is required to go hospital
- Explain what happens in labour

Discuss

- Discuss the below-mentioned special cases in details:
  - Labour that starts too early (premature labour)
  - Overdue pregnancies
  - Induction of Labour Pain
  - Assisted birth (forceps or ventouse delivery)
  - Caesarean/ C- section
  - Urgent (emergency) caesareans
  - Planned (elective) caesareans
  - After a caesarean section
  - Breech birth
- Explain about twins triplets and more.
- Discuss the role of a baby's father/grandparents/other family members.

Notes for Facilitation

- Gather and organize the supplies and other items needed for all the activities scheduled for the day.
- Encourage participants to follow all the ground rules of the activity and maintain decorum
- While the participants are doing the activity, go around and make sure they are doing it properly.
- Assess each participant's work and contributions.
- Provide help wherever the participants are unable to understand the question.

Exercise

1. Which one of the following is not essential while planning to give birth in hospital?
   a) Sanitary Pads
   b) Loose and comfortable clothing
   c) Nappies for the baby
   d) Blow dryer

2. These are the "false" labour pains that a pregnant woman might have before "true" labour.
   a) Braxton Hicks
   b) Broxton Hitches
   c) Irregular contractions
   d) Labour contractions

3. What is the longest and least intense phase of labour?
   a) Transition phase
   b) Adolescent phase
   c) Latent phase
   d) Waxing phase

4. How many stages of labour are there?
   a) Sixteen
   b) Eight
   c) Five
   d) Three

5. In the first stage of labour pain , the cervix gradually opens up
   a) True
   b) False

6. In the second stage of labour pain, uterus gets contracted to push out the placenta.
   a) True
   b) False

7. Labour that starts too early is called **Premature labor.**

8. In **Caesarean/ C- section** the baby is delivered by cutting through the abdomen and then into the uterus.

9. Explain stages of labour.

Solution:

There are three stages to labour. In the first stage the cervix gradually opens (dilates). In the second stage the baby is pushed down the vagina and is born. In the third stage the placenta comes away from the wall of the uterus and is also pushed out of the vagina.

10. Mention the signs of labour.

Solution:

The signs of labour are- Regular contractions, the water breaks, nausea, or vomiting, diarrhoea

Summary

- The time between conception and birth is called gestation period and its expected length is 40 weeks ± 2 weeks.
- Pregnancy is divided in three stages first trimester, second trimester and third trimester.
- Any vaginal spotting during pregnancy is normal but in case of heavy bleeding immediately consult with doctor
- The body goes through a lot of changes during pregnancy like backache, constipation, dizzi ness, indigestion, heartburn, itching, nausea and morning sickness, urine incontinence, skin and hair changes, vaginal discharge, stress, fatigue, stretch marks.
- Varicose veins happen when the valves in the veins do not work properly and the blood does not flow effectively.
- Placenta connects the developing foetus to the uterine wall to allow nutrient uptake, tem perature– regulation, waste elimination, and gas exchange via the mother's blood.
- The condition in pregnancy with severe itching is called Cholestasis
- Pelvic floor exercises help to strengthen the muscles of the pelvic floor, which support the uterus, bladder, small intestine and rectum.
- Rubella is an infection which catches mother during first four months of pregnancy and can seriously affect the baby's sight and hearing and even cause brain and heart defects.
- The caregiver and expectant mother should be prepared with important list of items for hospital like toiletries, nightdress, slippers, sanitary pad and other important things like transport planning.
- In the first stage of labour dilation of the cervix happens, with foetal heart monitoring adn increased labour
- During second stage the process like pushing the baby and the baby is born
- In the third stage the uterus gets contracted to push out the placenta
- In most cases labour starts by itself, either with contractions or with the sudden breaking of the waters or a 'show'.
- If the baby is likely to be born early, mother will be admitted to a hospital with specialist facilities for premature babies.
- The membrane sweep is the vaginal examination which stimulates the cervix to produce hormones which may trigger natural labour.
- When the baby is distressed or in awkward position Ventouse delivery is used
- When mother is expecting twins, triplets, the baby is delivered by cutting through the abdo men and then into the uterus, the process is called Caesarean section

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3. Post Natal Care

Unit 3.1 Post Natal Care

Unit 3.2 Supporting the New Mother and Providing Guidance with New-born

DWC/N0217

Key Learning Outcomes

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

1. Identify the techniques of handling a newly born and facilitate new mothers about it.
2. Plan the routine procedures for babies to the new mother.
3. Identify and emphasize the importance of recommended timings of reviews during period after delivery.
4. Explain the importance of the healthy home environment for promoting the health and growth of the baby, and recovery of the mother.
5. Maintain hygienic and healthy home environment for the new mother and baby.
6. Assist motheras per the delivery process.
7. Learn the skills required to cook basic dishes as per the dietary requirements of the babies.
8. Identify the healthy and nutritional dishes for the new mother for her speedy and effective recovery.
9. Identify the importance of the healthier diet/ food and ensure the same to be consumed by the new mother.
10. Discuss diets for the new mothers, as per the local practices and taboos consequently, ensure their access to healthy and appropriate nutrition.

Unit 3.1 Post Natal Care

Unit Objectives

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

1. Demonstrate the health issues and infections during post-partum period.
2. Define postpartum depression syndrome and hormonal influences.
3. Illustrate the procedure of recovery after a Caesarean Section.
4. Demonstrate the post-natal exercises.
5. Demonstrate the ways of feeding the baby.
6. Identify the ways of storing mother's milk.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power PointPresentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about post natal care in this unit

Say

- Provide an overview of postnatal care.
- Explain health issues and infections during post-natal period.
- Explain Post-Natal depression syndrome and hormonal Influences.
- Discuss the stage of Recovery after a Caesarean Section.

Activity

Objectives:

- Health issues and infections during post-natal period.

Steps in Skill Practice	Time	Resources/ Material Required
• Divide the class into three groups and give one topic to each group • Ask each group to prepare a short presentation on the given topic and present it in front of the class. • Topics of presentation: Health issues and infections during post-natal period » Stitches » Bleeding » Contraception • Only one group will give presentation at one time while other two groups will watch the first group perform. • The trainer may ask participants from other groups to ask questions or queries with the presenting group • The marks will be given at the end when all the presentations will be completed. • The criteria of evaluating presentation can be – knowledge of the topic, number of the questions answered, coverage content of the topic presented, confidence during presentation • The trainer may ask participants to set the ground rules for presentation and evaluating criteria	1 Hour	Pen, Note Book

Conclusion: Health issues and infections during post-natal period.

Notes for Facilitation

- Do not just explain, involve yourself in it – modeling personal investment in process invests others
- Encourage risk taking and model it appropriately – keep it challenging
- Keep rules to a minimum and bend the rules appropriate
- Pick fair teams/groups – don't let them self-segregate or fall into old 'comfort zones'
- Evaluate the performance
- Applaud the best group performance and give suggestions wherever required.

Role play

- Divide the whole class into pairs
- And ask each pair to choose their roles as a caregiver and a pregnant woman
- Next, give all the pairs 5-7 minutes time to prepare their role play
- Now, let each group present their role play in front of whole class
- The role play should cover topics like postnatal depression, complications in pregnancy, comforting an expectant mother, etc.
- Applaud the group which is the most innovative and creative

Demonstrate

Demonstrate following postnatal exercises to the participants:

- Abdominal bracing

Fig.3.1.1: Abdominal bracing

- Pelvic tilts

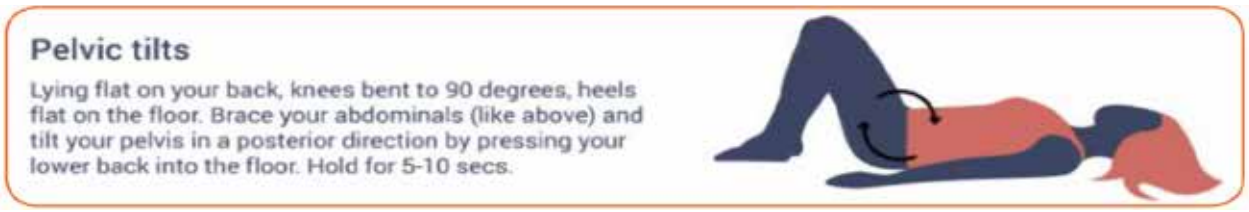

Fig.3.1.2: Pelvic Tilts

- Bird Dog
- RKC Plank

Fig.3.1.3: Bird dog and RKC plank

- Side plank

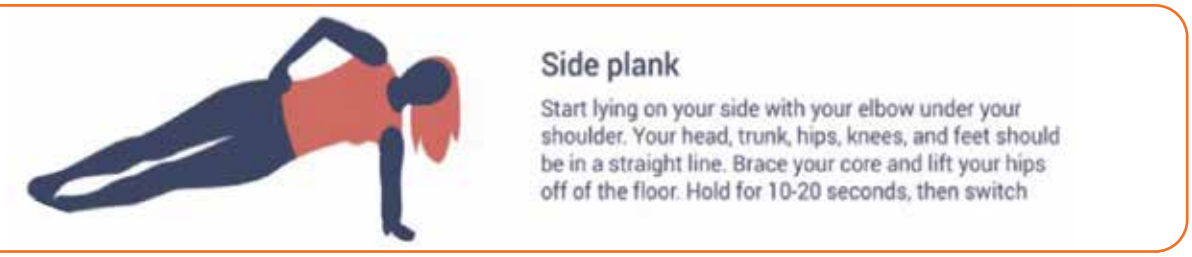

Fig.3.1.4: Side plank

Activity

Objectives:

- Practice the followings:
  - » Abdominal bracing
  - » Pelvic tilts
  - » Bird dog
  - » RKC plank
  - » Side plank

Steps in Skill Practice	Time	Resources/ Material Required
• Divide the class in 4-member group • Now ask every group to read thoroughly about postnatal exercises • Next in each group tell two members to orally present any one postnatal exercise, its benefits and rest two member of the group will demonstrate exercise simultaneously in front of whole class • The process will be repeated for each group • Ask groups to perform any one out of the following exercises: » Abdominal bracing » Pelvic tilts » Bird dog » RKC plank » Side plank	1 Hour	Pen, Note Book

Conclusion: Understanding of the Abdominal bracing, Pelvic tilts, Bird dog, RKC plank, Side plank.

Explain

- What is APGAR Scale and how it helps to determine the health of new-born immediately after birth.
- How to feed the baby.

Elaborate

- Steps of breastfeeding by explaining the following:
  - How do you know that baby is feeding well?
  - How do you know baby is getting enough milk?
  - Tips for breastfeeding
  - Breastfeeding more than one Baby

- What is meconium?
- How to store mother's milk by explaining the following:
  - Expressing Breast milk
  - How to prepare a container for expressed breast milk (EBM)
  - How to express Breast milk with Hand
  - Breast pumps
  - Warm Bottle Method
  - Storing Expressed Milk

Elaborate

- Human milk banks play an essential role by providing human milk to infants who would otherwise not be able to receive human milk. The largest group of recipients are premature infants who derive very substantial benefits from it. Human milk protects premature infants from necrotizing enterocolitis and from sepsis, two devastating medical conditions. Milk banks collect, screen, store, process, and distribute human milk. Donating women usually nurse their own infants and have a milk supply that exceeds their own infants' needs. Donor women are carefully selected and are screened for HIV-1, HIV-2, human T-cell leukemia virus 1 and 2, hepatitis B, hepatitis C, and syphilis.
- There is a detailed process involved in becoming a breast milk donor and donating milk. The entire process takes about 3-4 weeks. First the donor will check for the excess of milk, then apply online for the process, get medical confirmation forms, testing of breast milk do nor, then labelling and record keeping is done and eventually milk is made available in the milk bank.

Do

- Discuss baby feeding equipment and explain how to sterilize them.
- Discuss the guidelines for weaning processes in Breastfed.
- Discuss complementary foods and their methods to cook.

Activity

Objectives:

- Identify the use of baby feeding equipment.

Steps in Skill Practice	Time	Resources/ Material Required
• Take the participants to the lab and show them baby feeding equipment to the participants • Explain participants about usage of each equipment. • Now show the participants how to sterilize this equipment. • Next show them how top store them safely	1 Hour	Pen, Note Book

Conclusion: Identify the use of baby feeding equipment.

Notes for Facilitation

- Explain the learning objectives
- Encourage and guide participants to think critically
- Listen to the participants' comments, questions, and feedback
- Help participants with observations and analysis
- Help participants arrive at appropriate conclusions
- Encourage participants to contribute to the discussion
- Help participants to reach an appropriate consensus
- Help identify opportunities and potentials
- Summarize the discussion or ask others to do so

Exercise

1. These are mild and short-term mood disorder that results after pregnancy.
   a) Baby Blues
   b) Depression
   c) Anxiety
   d) Postpartum psychosis.
2. Identify the one which does not come under pelvic area
   a) Bladder
   b) Womb
   c) Umbilical cord
   d) Back passage

3. The primary critical observation for Apgar scoring is the:
   a) Heart rate
   b) Presence of Colostrum
   c) Presence of Meconium
   d) Evaluation of the Motor reflex
4. What is the name of the first stage of rich and creamy milk that starts during pregnancy and lasts for a few days after?
   a) Meconium
   b) Hindmilk
   c) Colostrum
   d) Foremilk
5. Colostrum is rich in the following constituents as compared to breast milk:
   a) Proteins
   b) Minerals
   c) Carbohydrates
   d) Fats
6. Eating more bread and milk will increase milk production.
   a) True
   b) False
7. **Meconium** is the initial dark green, brown, or yellow faecal material during the time the infant spends in the uterus and constitutes the first bowel movement of the new-born.
8. **Weaning** is the process by which a baby slowly gets used to eating family or adult foods and relies less and less on breast milk.
9. Explain the importance of human milk bank.
   Solution:
   Mother's milk is crucial for the baby but when it is not available, pasteurised human milk is the next best option. A human milk bank is associated to the hospitals or nursing homes to provide breast milk to children whose mother cannot breastfeed them.
   Human milk bank collects, screens, and stores breast milk donated by healthy lactating mothers to meet the adequate nutritional requirements of the babies.
10. Mention different types of method for expressing breast milk
    Solution:
    Following are the methods for expressing breast milk-

- Expressing Breastmilk with Hand
- Breast pumps: Rubber Bulb Pump, Syringe Pump
- Warm Bottle Method

Unit 3.2 Supporting the New Mother and Providing Guidance with New-born

Unit Objectives

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

1. Demonstrate about the new mother's care.
2. Identify the steps of postnatal care taken in first Four to Six weeks.
3. Identify the helpful hints after C-Section birth.
4. Explain the ways of handling a New-born.
5. Explain the importance of bonding and soothing the new-born.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to support the new mother and provide guidance with new-born in this unit

Say

- Provide a brief intro on new mother care.
- Talk about the recovery care during the first four to six weeks after delivery
- Discuss the breast changes to expect.

Elaborate

- Discuss some effective treatment measures for engorgement.

- Discuss the changes in muscles and joints.
- Discuss skin changes and weight loss.
- Provide and explain helpful hints after C-Section Birth.
- Discuss bonding and soothing.

Demonstrate

- Different ways to handle a newborn:
  - Cradle hold
  - Shoulder hold
  - Lap hold
  - Belly hold

Fig.3.1.5: ways to handle a newborn

Activity

Objectives:

- Analyse the baby holding techniques.

Steps in Skill Practice	Time	Resources/ Material Required
• Divide the class into two groups A and B • Now ask group A to send a member to act any of the baby holding techniques, the members of the group B will guess the technique • If the guess is correct the group B will be rewarded with 1 point, if not negative 1 will be given to them. • Also, if the Group B gives the correct answer then the person doing the act will have to explain the baby holding technique and its benefit to the class.	1 Hour	Pen, Note Book

• But if group B fails to give the answer then they will have to send any member of their group to explain the holding technique presented by the Group A. and then 1 cycle completes. • Again, ask the winning group to send a member to represent any baby holding technique and the other group will guess the right answer and rest process will be repeated as explained above. • The group with the maximum marks will be the winner. • Ask groups to choose any of the following baby holding techniques. » Cradle hold » Shoulder hold » Belly hold » Lap hold		

Conclusion: Identify about the baby holding techniques.

Notes for Facilitation

- Explain the learning objectives
- Encourage and guide participants to think critically
- Listen to the participants' comments, questions, and feedback
- Help participants with observations and analysis
- Help participants arrive at appropriate conclusions
- Encourage participants to contribute to the discussion
- Help participants to reach an appropriate consensus
- Help identify opportunities and potentials
- Summarize the discussion or ask others to do so

Summary

- After the baby is delivered it is important to have someone nearby mother for the first 24 hours.
- A healthy diet, proper rest and extreme personal hygiene is of utmost importance for mother during postnatal period
- Most women after delivery are most commonly to experience sudden mood changes and depression called baby blues.
- Postnatal depression affects 1 in 10 women following the birth of their baby. Common symptoms are as panic disorder, obsessive compulsive disorder and generalized anxiety disorder.
- It is safe to begin pelvic floor exercises straight after delivery. Start gently, within the com fort range, and progress to stronger exercises.
- The health of the new born is checked immediately after birth by the method called APGAR scale.

- The APGAR scale is based on five criteria: Colour, heart rate, reflex irritability, muscle tone, breathing
- Breast milk is the complete food for a new born baby in the first six months of her life
- WHO recommends breastfeeding for two years or longer.
- Colostrum is the yellow colour thick and sticky milk that comes after the baby is born for several days after birth
- Colostrum is very important for a new born baby as it is full of antibodies to boost the baby's ability immune system.
- Meconium is the initial dark green, brown, or yellow faecal material produced in the intestines of a foetus and constitutes the first bowel movement of the new-born.
- Meconium Aspiration Syndrome (MAS) happens when due to stress the baby may pass meconium stool while still in the uterus. This problem should be addressed immediately.
- Expressing breast milk means storing the breast milk for later use to feed the baby.
- Expressing breast milk is useful to relieve engorgement, blocked duct, to store milk when mother is not available with baby and also prevent nipple from becoming dry and sore.
- The milk can be expressed by hand in a cup or container, different types of breast pumps are also available for the purpose like rubber bulb pump, syringe pump etc.
- For the purpose of making available breast milk to every new born child, human milk bank is a service attached to hospitals, where breast milk is collected, screened and stored from healthy lactating mothers
- The equipment used to feed baby or prepare the baby's food like, bottles with caps, feeding nipples, nipple brush, sterilizing equipment, knife, fork, whisk, should be sterilized using following methods: using cold water sterilizing solution, steam sterilizing, sterilizing by boiling.
- Weaning process involves introducing complementary foods alongside breast milk or to stop baby feeding the breast milk.
- The new mother should be given proper rest and recovery care during the first four to six weeks after delivery.
- After normal or C-section delivery it is normal to have a discharge from vagina called Lochia
- Breast engorgement after delivery is due to swelling of tissue and the increase in the milk volume as the breast milk transitions from Colostrum to mature milk.
- After the delivery it is important to monitor incision daily to check for warning signs like redness, warmth, increased drainage or painful incision
- Personal hygiene is important while doing any activity related to baby whether it is breast feeding or handling the baby
- There are various correct ways to hold a baby like cradle hold, shoulder hold, belly hold, lap hold

Exercise

1. The discharge containing blood, mucus and uterine tissue after the baby is born is called **Lochia.**

2. The tender or slightly small red lump in the breast is called **Blocked or Plugged Ducts**

3. The type of hold in which baby is horizontal at chest level, and hands are slide from their bottom up to support their neck is **Cradle hold**

3. Lap hold is done by laying the baby, stomach down, across your forearm with the head up toward your elbow
   a) True
   b) False

4. During pregnancy, the uterus increases approximately 11 times to its non-pregnant weight
   a) True
   b) False

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4. Care giving to the New-born/ Infant

Unit 4.1 Routine Care and Assistance during Illness

Unit 4.2 Developmental Milestones of the New-born/ infant

Unit 4.3 Safety, Security and Hygiene of the New-born
(cleaning and sterilising baby products)

DWC/N0218

Key Learning Outcomes

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

- Identify the factors that may adversely affect the health and wellbeing of new born infants.
- Prepare and assist mother in feeding the baby with appropriate nourishment, such as milk and baby food preparations in the market.
- Assist in preparation of the nourishment for the newly born.
- Feed babies/ assist mothers in feeding babies, when not breast feeding.
- Protect the newly born babies from the factors which affect their wellbeing adversely.
- Ensure proper and routine care of the newborn.
- Provide appropriate care during illnesses.
- Sanitize and maintain cleanliness of the baby's products.

Unit 4.1 Routine Care and Assistance during Illness

Unit Objectives

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

1. Explain the basics of Baby Care.
2. Explain whether usage of Langots/ Diapers is safe or unsafe.
3. Explain the how much and how often to feed a baby.
4. Explain the basics of Immunizations .
5. Define a Baby's Warning Signs.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to provide routine care and assistance during illness in this unit

Say

- Provide detailed information about baby care and explain the following:
  - New-born appearance
  - Jaundice in new-born
  - Umbilical cord care
  - Fingernails
  - Ear care, sneezing and hiccups
- Explain how to use diapers and also explain the precautions to be taken before using diapers

Activity

Objectives:

- Identify diaper Changing Technique.

Steps in Skill Practice	Time	Resources/ Material Required
• Take the participants to the lab and show them how to change the diaper using baby mannequin. • Call student randomly ask him/her to change the diaper • Encourage participants to ask their query and make sure no student is left unattended.	1 Hour	Baby mannequin, diaper, clean cloth, water and soap

Conclusion: Identify the process of changing diaper.

Explain

- Stoolsor Bowel Movements
- How much and how often you should feed the infant
- Developmental milestones of baby and feeding skills in normal

Discuss

- Discuss how to protect baby against disease.
- Discuss infants warning signs

Role play

- Select participant randomly and ask each participant to come one by one and act as a care-giver and explain one point to be kept in mind while bathing new born.
- Evaluate the performance and provide suggestions wherever required

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

1. These are the tiny yellow-white cysts on the nose, forehead and cheeks of a new-born.
   a) Vernix
   b) Milia
   c) Acne
   d) Cyst

2. The baby begins to eat mashed food with a spoon, drinks from cup with some spilling-
   a) Birth through 5 months
   b) 4 months through 6 months
   c) 5 months through 9 months
   d) 8 months through 11 months

3. During this period, the baby begins diagonal movement of the jaw as food is moved to the side or centre of the mouth
   a) Birth through 5 months
   b) 10 months through 12 months
   c) 5 months through 9 months
   d) 8 months through 11 months

4. Which one of these is a true sign of fullness for an infant?
   a) Dry lips and mouth or thick saliva
   b) Closes mouth at sight of spoon
   c) Covers mouth with hands
   d) Increasing physical movement

5. Traditional langot can be washed, reused, has very ill effects on skin/ health of the baby, and is alsovery costly.
   a) True
   b) False

6. Infants should be fed at least 8 to 12 times per 24 hours.
   a) True
   b) False

7. The diaper should be changed after every hour to protect baby from infection.
   a) True
   b) False

8. Immunization is the process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine.
   a) True
   b) False
9. Discuss effective ways to calm an infant.

Solution:

To calm baby/ infant, start with one soothing action at a time. If one action is not working, stop and try a different soothing action. Here are some soothing ideas and actions to try to help calm baby's crying:

- Hold baby skin-to-skin (For mother only).
- Cuddle the new-born close to the chest and breathe slowly (calmness is contagious).
- Sing, hum or play quiet music.
- Feed baby/ infant; check he/she might be hungry.
- Burp baby once more.
- Take baby outside for a walk (weather permitting).
- Rock baby in arms, a cradle, or a baby swing
- Walk with baby upright, with his head on shoulder.
- Gently massage infant/ baby's arms and legs.

10. Describe the stepwise process of changing a diaper

Solution:Steps to Change the Diapers

- Take a fresh diaper.
- Hold the dirty diaper's tab and unfasten it. To prevent it from sticking to the baby's skin, fold the tab without removing the diaper.
- Hold the front half of the diaper and pull it down.
- Use the front section of the diaper to clean excreta sticking (if any) in the baby's bottom.
- Gently pull the legs of the baby up by the ankle and fold the used diaper in half. Lay the bottom/ hip of the baby on the dry/ clean side.
- Take baby wipes or a damp, clean cloth to clean the baby's front.
- Take a new baby wipe to clean the baby's excreta.
- Pat the baby's bottom/ hip dry or let the area air-dry for some time. If you see rashes appearing on the baby's bottom/ hip, apply rash cream or baby powder.
- Hold gently and pull the baby by ankle and slowly pull out the diaper. Keep it aside.
- Continue holding the baby by ankle with your non-dominant hand and insert a fresh diaper beneath the baby. The portion with tabs should be under the baby. Ensure that the front half should cover the navel of the baby.

- In case of new-born, whose umbilical cord stump has not dried off, do not cover the diaper over the area/ navel.
- Ensure that the diaper's part covering the area between the legs is spread wide. This prevents discomfort, chafing and rashes.
- Hold the diaper's tabs firmly and fasten it on one side. Repeat the process for the other side as well.
- The diaper changing process is complete.
- Throw away the used diaper in the wastebasket
- Clean the hands with soap and water after changing the diaper.

Unit 4.2 Developmental Milestones of the New-born/ infant

Unit Objectives

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

1. Explain the basics of caring of child development.
2. Explain Significant Developments with a Normal Baby.
3. Define nurturing care.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Check the classroom for equipment and lay out for the class/subject being taken
- Greet and Introduce the subject
- Discuss the subjects
- Get the activities done/ supervise the activities.
- Summarise/ conclude,
- Ensure timely completion and time plan to be followed.
- Hold question and answer session/ ask doubts,
- Tell them what next and what they should do for it

Say

- Talk about significant development of the infants/babies.

Elaborate

- Significant developments, such as identifying, listening child holding the finger, controlling/ lifting head/ neck, crawling, speaking, raising on two legs, walking, etc.
- What is nurturing care and how its elements enable the nurture and healthy growth and development of the baby/ infant

- Essential elements of nurturing, some important ones being health, nutrition, safety, secu rity, responsive care and early learning

Notes for Facilitation

- Determine the learning needs of the participants
- Establish session objectives
- Gather the session essentials: participant manual, slide show file, facilitation notes
- Clarify the purpose, need for and outcomes of the session
- Facilitate and debrief training activities

Exercise

1. At two months, new moms should _____ the baby.
   a) Talk to
   b) Play with
   c) Leave the baby alone
   d) Feed solid food to the baby

2. It's time to start childproofing when the baby is-
   a) Born
   b) 4 months

3. By the eighth month, your baby can:
   a) Roll over 180 degrees - while resting on its back or stomach
   b) Pick up objects using its finger and thumb
   c) Sit alone without support
   d) All of the above

4. The baby will be able to stand up on its own, stoop and squat by –
   a) 6 months
   b) 8 months
   c) 11 months
   d) 16 months

5. Describe the important elements for Nurturing care.

Solution:

- Health
- Nutrition
- Safety and security
- Responsive care
- Early learning

Unit 4.3 Safety, Security and Hygiene of the New-born (Cleaning and Sterilising Infant's Products)

Unit Objectives

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

1. Explain the safety and security measures specific for the infant (up to 6 months).
2. Describe the basic hygiene measures.
3. Identify different types of sterilizers.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about safety, security and hygiene of the new-born (cleaning and sterilizing infant's products) in this unit.

Elaborate

- Provide information about safety of the new-born with the help of explaining the following:
  - o Safety of the newborn at home is very important. New-born babies have a very weak immune system, keeping the environment clean and hygienic is of utmost importance when it comes to a new-born. It is very important to make sure that everyone who handles or around the baby, including mother, has performed hand hygiene first
  - o Safety for babies in bath - Never leave the new-born/ infant alone at the bath. During the period of bathing, the new-born/ infant should always be in your hands.
  - o To ensure safe sleeping environment for baby, always put baby to sleep on their back, make up bottom of the cot with blankets, Keep baby's head uncovered while they sleep.

o Safety of the infant when outdoor is important. Remember to protect baby from the sun and wind. A simple cloth thrown over the stroller may be enough, but make sure it is very light to avoid trapping heat inside the stroller. Sunshades can be bought from baby supply stores.

Explain

- Baby product safety measures
- Cleaning sterilizing process of baby products/equipment.
- How to store sterilized bottles

Activity

Objectives:

- Sterilize baby equipment and store them.

Steps in Skill Practice	Time	Resources/ Material Required
• Take participants to the lab and show them baby equipment • Ask participants to raise their hands once asked about their name and usage • Show the participants how to sterilize baby equipment. • Show the participants how to store sterilized bottles.	1 Hour	Pen, Note book, baby equipment

Conclusion: Identify the process of sterilizing baby equipment and store them.

Elaborate

- First aid techniques for infants.

Role play

- Randomly call participant one by one and ask them to act as a caregiver and perform one of the following on baby mannequin:
  - o How to stop infant from choking
  - o Perform Cardiopulmonary Resuscitation or Mouth to Mouth Resuscitation in Infants

Notes for Facilitation

- Evaluate the performance of participants and provide suggestions wherever required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Summary

- The process of change in the shape of baby's head after birth is called "moulding."
- It is common in newborn girls to have thick, white, occasionally blood-tinged secretions from the vagina. Boys may have swollen testicles, and babies of either sex may have en larged breasts and milky fluid coming from the nipples.
- Milia are tiny yellow-white cysts on the nose, forehead, and cheeks. Do not squeeze them. They will go away on their own.
- Vernix is the creamy substance that protected baby's skin while in the uterus.
- The baby's umbilical cord stump will usually dry and fall off by itself in two to three weeks after birth. To help prevent infection, keep the base of the cord stump clean, dry, and open to air.
- Call doctor if umbilical cords stump bleeds, smells bad and has drainage in it
- Diapers for infants are convenient but costly and are less advisable. Instead, traditional lan got should be used as they can be reused, washed and has no ill effects on baby's skin.
- Baby's diaper should be very wet 6 to 8 times in 24hours and should be tracked.
- Immunizations or vaccinations or shots, are medicines given to protect child against certain harmful diseases.
- Consult the doctor if any such warning signs is observed: redness, drainage in umbilical cord, bluish lip colour, yellow skin colour, body temperature changes, vomiting, white patch-es in mouth, watery stools, seizures etc.
- Holding the baby skin to skin, cuddle, sing or hum, burping the baby, rocking baby in arms are some of the calming techniques for an infant.
- Babies have significant developments by each passing months
- Nurturing care is what the infant's brain expects and depends upon for healthy develop ment.
- Essential elements of nurturing care are: health, nutrition, safety and security, responsive care, early learning
- Supervise the child and make sure they are nearby, keep animals/ pets away from the baby, never leave the new-born/ infant alone at the bath, keep baby's head uncovered while they sleep.
- Baby product safety measures should be taken while using any such product and look for the related hazard and take necessary precaution or eliminate hazard
- Hand hygiene and other precautions should be taken while storing sterilized bottles
- The bottles of the infant can be sterilized by using following different types of sterilizing methods like Microwave sterilizers, UV, by boiling or through cleaning agents
- Most common choking hazard is food in infants
- CPR procedure is done while infant has stopped breathing, has no pulse or unconscious
- Do not start the CPR process if the infant has signs of normal breathing, movement or coughing as doing so may cause the heart to stop beating.

- Most accidents with infants happen while feeding, ensure that the food given to the new-born is mashed or pureed once they start eating solid food

Exercise

1. A baby dummy can be potentially hazardous for baby as-
   a) Suffocation
   b) Choking
   c) Strangulation
   d) All of the above

2. Which one of the following is a hazard caused by a cot?
   a) arm, leg and head traps
   b) ingestion
   c) falls
   d) inhalation

3. Identify the one which is not a steriliser.
   a) Microwave sterilizers
   b) electric steam sterilizers
   c) UV sterilizers
   d) Advanced sterilizers

4. Identify the correct first aid technique for infant burns.
   a) Apply an ice pack to decrease pain
   b) Cool the burned area by flushing it with cool water
   c) Wash the affected area with soap and water, pat it dry, and then apply an antibiotic ointment
   d) Apply firm pressure with sterile gauze or a clean cloth to the site
5. Explain ways to ensure a safe environment for a new-born baby.

Solution:

- Supervise young children whenever they are near the baby.
- Keep animals/ pets away from the baby. The pets may feel discomfort with sudden changes in household because of the baby.
- Avoid drinking hot beverages while holding the new-born to avoid any serious scald burns

- Always keep new born's safety in mind even while changing the clothes, for example, change Any table with sharp or raised edges might make baby rolling off. Always keep your one hand on the baby at all the times.
- Do not leave the baby alone while changing clothes.

6. Describe the stepwise process for cleaning an infant's bottle.

Solution:

Step 1

Make sure your hands and the work surface are clean.

Step 2

Touching only the outside of the collar, place it over the teat and use sterile tongs to pull the teat through the Collar.

Step 3

Screw the collar onto the bottle and tighten fully.

Step 4

Place the cap over the bottle, being sure not to touch the inside of the cap when doing this.

Step 5

Store the bottles in a clean place. If put together correctly the empty bottles and bottles with sterile water will be safe for 24 hours. If not used within 24 hours, sterilize again. Once you open a bottle to add water or powder it is not sterile.

7. Identify the common choking hazard for an infant.

Solution:

- Choking through baby dummies
- Choking through food
- Choking through toys
- Choking through small objects like buttons and seeds out of reach

8. Briefly describe the procedure for CPR for an infant.

Solution:

1. Analyse the Problem Quickly
2. Open the Airway and Check the Pulse
3. Give Five Rescue Breaths
4. Give 30 Chest Compressions

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5. Preparing Food as per Dietary Requirements

Unit 5.1 Nutrition and Meal Planning for Expectant Mother, New Mother and New-born (Preparing chart for daily cooking/ feeding)

Unit 5.2 Utensils and Appliances

Unit 5.3 Basics of Cooking and Cooking Methods

Unit 5.4 Manage Leftover Food

DWC/N9901

Key Learning Outcomes

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

- Identify the healthy and nutritional dishes for the job role concerned.
- Maintain the nutritional value of the food items during and after cooking.
- Prevent wastage of vegetables, ingredients, cooking oil, gas etc. while cooking.
- Apply methods for preserving the leftover dishes after cooking and serving them.
- Identify the temperatures and places at which leftovers need to be preserved.

Unit 5.1 Nutrition and Meal Planning for Expectant Mother, New Mother and New-born

Unit Objectives

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

1. Explain the need of a healthy diet.
2. Describe the prenatal nutritional requirements for an expectant mother.
3. Define the food groups and suggest balanced nutrition during pregnancy.
4. Explain the recommended weight gain goals during pregnancy.
5. Explain the dietary requirements for a new mothers.
6. Explain the recommended weight goals after pregnancy.
7. Plan a breastfeeding diet.
8. Identify the process of feeding the baby/ infant.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about nutrition and meal planning for expectant mother, new mother and new-born in this unit.

Say

- Brief the learners about healthy diet.
- Talk about diet plan with the learners and explain the following:
- Principles of diet planning
- Importance of diet planning
- Energy calories during pregnancy

Elaborate

- Prenatal nutritional requirements
- Balanced nutrition during pregnancy – food groups
- What are the food that should be avoided during pregnancy
- Provide and discuss daily food guide for pregnant women
- Weight gain during pregnancy

Elaborate

- There are some postnatal dietary requirements for mothers which includes folic acid that helps to create new cells and form protein for growth, calcium that helps keep bones and teeth strong, iron that helps in carrying oxygen through the blood.
- A primary concern for many postpartum women is losing weight following delivery. While many returns to within 1-2 Kgs of the pre-pregnancy weight, approx. 15% gain approx. 5 Kgs. Those obese prior to pregnancy, keep the postpartum weight. More pregnancies result in significant weight increase over time.
- Breastfeeding diet should focus on retaining the nutrient stores as it has an influence on the quality and quantity of breast milk. Nutritional requirements are substantially large during lactation than at any other age in a woman's life. Hence, the diet should be wisely chosen and balanced. It is important to gradually lose weight gained during pregnancy. Use a combination of healthy balanced diet and moderate physical activity to do so.Provide and explain about diet plan for postnatal women

Elaborate

- Call participant one by one and ask them to role play caregiver and provide information on nutritional requirements during pregnancy.

Explain

- How to feed the baby for first year
- Nutritional requirements for a newborn
- Essential food group requirements for new born

Elaborate

- Call participant one by one and ask them to provide information onfood which should be avoided during pregnancy.

Activity

Objectives:

- Prepare diet chart for pregnant women.

Steps in Skill Practice	Time	Resources/ Material Required
• Ask each student to make a sample diet chart for pregnant women. • Check sample diet chart of each student and give marks accordingly.	1 Hour	Pen, Note book

Conclusion: Prepare diet chart for pregnant women.

Notes for Facilitation

- Evaluate the performance of participants and provide suggestions wherever required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

1. It serves as the building block for the tremendous growth of the body tissues during pregnancy.
   a) Fetus
   b) Placenta
   c) Maternal blood volume
   d) Protein

2. It is vitamin B which helps prevent neural tube defects
   a) Folate
   b) Carbohydrates
   c) Proteins
   d) Multivitamin

3. Salmonella is a type of bacteria that can cause
   a) flu-like infection
   b) infection to the intestinal tract, such as food poisoning
   c) brain and eye damage in the baby
   d) vision impairment in mother

4. Weight gain in pregnancy depends on all except?
   a) Smoking
   b) Pre pregnancy weight
   c) Ethnicity
   d) Maternal age
5. The milk made by the body in the first days after birth has a certain name. What is it?
   a) Lactose
   b) Acidophilus
   c) Colostrum
   d) None of the above

6. Size of the infant's stomach after one week is compared to the following food item-
   a) An egg
   b) A Walnut
   c) An apricot
   d) A cherry

7. Define the term 'balanced diet'.
   a) A diet containing some nutrients in the correct proportions.
   b) A diet containing most nutrients in the correct proportions.
   c) A diet containing none nutrients in the correct proportions.
   d) A diet containing all nutrients in the correct proportions.

8. According to balanced diet chart fats oils and sweets should be used
   a) 2-3 servings
   b) frequently
   c) sparingly
   d) 2-4 servings

9. If you had a healthy weight when you got pregnant, how much weight should you expect to gain before your baby's born?
   a) 10 to 15 pounds
   b) 15 to 20 pounds
   c) 20 to 25 pounds
   d) 25 to 35 pounds

10. Prenatal care is the care given to the mother and her new-born baby immediately after the birth.
    a) True
    b) False

11. Women who are breastfeeding need additional nutrients in their diets.
    a) True
    b) False

12. Explain the importance of effective postnatal care.

Solution:

It is important to take effective postnatal care of new mother for the following reasons: -

- To replace the nutrients which mother lost during pregnancy, blood loss after delivery (as in C sections)
- To promote wound healing
- Prevent complications such as anaemia, and other infections
- Help meet the additional nutritional requirements of breastfeeding.
- To maintain the body weight and shape of newborn mother

Unit 5.2 Utensils and Appliances

Unit Objectives

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

1. Identify the basic utensils, appliances and equipment required for making mother and baby's food.
2. Define equipment for preparing baby's food.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about utensils and appliances in this unit.

Say

- Brief the learners about basic utensils, appliances and equipment required for making mother and baby's food.

Explain

- List and explain common utensils
- List and explain special equipment used for Veg/Non-Veg/Continental food preparation.
- List and explain common appliances

Activity

Objectives:

- Identify the use of utensils and special equipment used for food preparation.

Steps in Skill Practice	Time	Resources/ Material Required
• Take the participants to lab and ask them to identify common utensils, special equipment used for veg, non-veg and continental food preparation and also explain their usage.	1 Hour	Pen, Note book

Conclusion: Identify the use of utensils and special equipment used for food preparation.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

1. It is used for making variety of Indian food like for making rice or cooking lentils.
   a) OTG
   b) Pressure cooker
   c) Air Fryer
   d) Kadhai

2. It is used to keep cooked and uncooked food fresh
   a) Refrigerator
   b) Microwave
   c) Oven
   d) Boiler

3. A blender is used to –
   a) Strain the food
   b) Puree food
   c) Chop the food
   d) Grill the food

4. This type of microwave is best for reheat, cooking, grilling and baking.
   a) Solo Microwave
   b) Grill Microwave

c) Convection Microwave

d) Inverter Microwave

5. List out the important equipment used for making baby's food and briefly explain their usage for the purpose.

Solution:

- A blender can puree foods. A food processor can puree, mash, or finely chop foods
- A fine mesh strainer changes the texture of the food when you push the food through the strainer with the back of a spoon.
- A baby food grinder or food mill grinds and strains soft food pieces, leaving most skins and seeds behind
- A fork and knife is used to mash or finely chop foods for babies. Foods should be no larger than ½ inch or cut into thin slices to reduce the risk of choking.

Unit 5.3 Basics of Cooking and Cooking Methods

Unit Objectives

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

1. Describe the measuring basics and essential terms related to cooking.
2. Identify different types of herbs and their usage.
3. Explain different types of cooking methods: moist heat, dry heat, frying, microwave cooking etc.
4. Identify the essential food pre-preparation hazards and its control rules.
5. Describe the basic responsibilities of a caregiver related to safety and hygiene at work place.
6. Explain the safe preparation of vegetables before Cooking.
7. Define the effects of heat on nutritional value of food.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about basics of cooking and cooking methodsin this unit.

Say

- Brief the learners about cooking process.
- Explain basics of cooking by explaining the following:
  - Measuring dry ingredients and liquid ingredients
  - Measuring equivalents
  - Cooking terms

Explain

- How to cook with herbs, spices and seasoning
- Define cooking methods and explain in detail the following:
  - Moist heat methods of cooking
  - Dry heat methods of cooking
  - Frying
- Define modern methods of cooking and explain the following:
  - Microwave cooking
  - Infra-red cooking

Elaborate

- List and discuss tips to prevent vitamin loss
- Food pre-preparation hazard and control rules
- Hygiene practices to be followed while cooking

Elaborate

- Cooking vegetables precedes washing and cutting them.While cooking vegetables it is ut most important to keep its nutrients, shape, colour and flavour intact without minimum loss. Cook vegetables as soon as possible after preparation. Do not soak them. Water soluble vitamins B and C will be lost in soaking water. Use a small amount of water when cook ing. Avoid over cooking of vegetables
- Elaborate on readiness of raw vegetables before cooking by defining the following:
  - Flavors and nutrients leach out if vegetables are soaked for longer hours. Cabbage, broc coli, Brussels sprouts, and cauliflower may be soaked 30 minutes in cold salted water to eliminate insects, if necessary.
  - Vegetables should be peeled as thinly as possible. Many nutrients lie just under the skin.
- Vegetables cut into uniform pieces are cooked evenly. Save edible trim for soups, stocks, and vegetable purées.
- Heating food rich in carbohydrates leads to caramelisation and gelatinization. Where cara melization. Refers to browning of sautéed vegetables, gelatinization refers to when starch absorbs water and swells.
- Longer cooking means softer vegetables. Do not add baking soda to green vegetables as it destroys vitamins and make vegetables unpleasantly mushy.
- Fibre is made firmer by lemon juice, vinegar, tomato products
- Dried legumes (beans, peas, lentils), rice, and macaroni products Dried beans are usually soaked before cooking to replace lost moisture. Vegetables must be cooked in enough wa

ter for the starch granules to absorb moisture and soften.

- The longer a vegetable is cooked the more flavours it loses. Cook for as short a time as pos sible Use boiling salted water. Releasing vegetables in boiling water shortens cooking time and reduces flavour loss.
- Vegetables provide vitamins A and C in major amount and are also rich in many other vitamins and minerals. Unfortunately, many of these nutrients are easily lost. Following are the factors for most nutrient loss, High temperature, Long cooking, Leaching/ Oozing, Alkalis Plant enzymes.
- Explain how to prepare food for newborn

Activity

Objectives:

- Identify different methods of cooking.

Steps in Skill Practice	Time	Resources/ Material Required
• Take participants to lab and show them different methods of cooking by explaining advantages and disadvantages of the method used.	1 Hour	Pen, Note book

Conclusion: Identify different methods of cooking.

Activity

Objectives:

- Identify the process of preparing vegetables before cooking.

Steps in Skill Practice	Time	Resources/ Material Required
• Take participants to lab and show them how to prepare vegetables before cooking.	1 Hour	Pen, Note book

Conclusion: Identify the process of preparing vegetables before cooking.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

1. Creates high pressured atmosphere by trapping steam in a airtight chamber.
   a) Moist heat cooking
   b) Pan-broiling
   c) Dry heat cooking
   d) Pressure cooking

2. To cover small pieces of food completely with a liquid and simmer slowly.
   a) Steaming
   b) Frying
   c) Boiling
   d) Stewing

3. Which one of the following is not a method to prevent vitamin loss?
   a) Peel thinly or cook with skin on.
   b) Cut into large pieces.
   c) Use more water for cooking
   d) Cook until just tender

4. The process of browning of sautéed vegetables is called
   a) Gelatinization
   b) Caramelization
   c) Braising
   d) Roasting

5. Identify the factor responsible for most nutrient loss
   a) Low temperature.
   b) Short duration cooking.
   c) Alkalis (baking soda, hard water).
   d) Microwave cooking

6. It is a type of disease which is caused by mixing honey to baby's food
   a) Cerebral Palsy.
   b) Chickenpox.
   c) Botulism
   d) Antibiotics.

7. Cook the pasta in bubbling water.
   Cooking method:Boiling

8. Place the peas in a basket and set the basket in the saucepan above boiling water. Cover and cook until the peas are tender.
   Cooking method: Steaming

9. Steaming vegetables conserves the maximum amount of nutrients by subjecting the vegetables to the least amount of heat.
   a) True
   b) False

10. Pressure steaming shortens cooking time, but the high temperature restores some vita mins.
    a) True
    b) False

Unit 5.4 Manage Leftover Food

Unit Objectives

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

1. Manage leftover food.
2. Identify the methods of handling leftover foods.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to manage leftover food in this unit.

Say

- Brief the learners about left-over food.
- Talk about how to store left-over food.

Explain

- List and explain methods to handle left-over food
- Explain how to handle and store baby food

Activity

Objectives:

- Identify the process of storing dough.

Steps in Skill Practice	Time	Resources/ Material Required
• Take participants to lab and show how to store dough.	1 Hour	Pen, Note book

Conclusion: Identify the process of storing dough.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Summary

- Diet planning depends upon principles like adequacy, balance, nutrient density, energy con trol, moderation, variety.
- During first trimester no extra calories are required for expectant mother
- During second or third trimester additional calories are required for mother
- Prenatal nutrition is very essential for the health of mother and the child
- Folic acid is a form of vitamin B which helps prevent serious neural tube defects, abnormal-ities of brain and spinal cord
- Calcium strengthens circulatory and nervous system
- Vitamin D helps strengthen baby's bones and teeth
- The mother should get enough iron during pregnancy, otherwise she could develop iron deficiency anaemia during pregnancy and also increases the risk of premature birth, having a low birth weight baby and postpartum depression.
- Omega-3 and omega -6 fatty acids are important for developing baby's brain and eyes
- The placenta carries oxygen and other nutrients to baby and helps removing waste products produced by baby
- Alcohol, smoking and excessive use of caffeine during pregnancy may lead to physical and-mental problems in some babies and sometimes may lead to miscarriage.
- Food safety is also essential during pregnancy as some bacteria like Listeria, Salmonella may also cause serious damage to the child.
- Gaining a healthy amount of weight helps an easier pregnancy and delivery. 1 to 4 pounds total can be gained by mother in first trimester and 2 to 4 pounds each month from 4 months till delivery.
- It is important to keep track of food habits during pregnancy and choose for healthier op tion to avoid too much weight gain.
- Postnatal care is given to the mother after the baby is born.
- Folic acid, calcium, iron, fluids, and other nutrients are necessary during postnatal care to - replenish all those valuable nutrients depleted after nine months of pregnancy.

- Colostrum is the first milk produced by mother after the child is born
- The size of an infant's stomach is a size of cherry at day one, on day 2 it is as big as walnut, after 1 week it becomes the size of an apricot and after a month it gets bigger like a large egg.
- The baby food is prepared by using equipment like blender, strainer, grinder, fork or knife
- Cooking methods are classified as moist heat, dry heat or frying
- Boiling is cooking of prepared food in a liquid at boiling point. The liquid be water, milk or stock. Poaching is the cooking of food in the required amount of liquid at just below boiling point.
- Steaming is the cooking of prepared foods by steam (moist heat) under varying degree of pressure.
- Pressure cooking makes use of steam from water boiled in sealed container of oven
- Stewing is the slow cooking of food cut into pieces and cooked in the minimum amount of cooking liquid, the food and the liquid are served together
- Baking, roasting, grilling are dry heat methods of cooking.
- Frying is a quick method of cooking food in hot oil or fat, shallow dry, sauté, griddle, stir fry, deep fry are its different types.
- In Microwave cooking a microwave oven is used mostly for heating prepared foods and for thawing raw or cooked items.
- Once cooked food should be served immediately to prevent vitamin loss
- Cook vegetables as soon as possible after preparation. Do not soak them. Water soluble vitamins B and C will be lost in soaking water.
- Heating food rich in carbohydrates leads to caramelization and gelatinization. Where car amelization refers to browning of sautéed vegetables, gelatinization refers to when starch absorbs water and swells.
- Heat affects the texture, flavour, colour, and nutrients of the vegetables.
- High temperature, long cooking, leaching, using baking soda etc., are the factors commonly responsible for nutrient loss
- Never use canned food, food from dented, rusted cans or jars, jars without labels for the baby
- Home-prepared spinach, beets, turnips, carrots, or collard greens should not be given to babies under 6 months in age.
- Refrigerator is the safest way for defrosting frozen leftover
- Leftover food must be below 5°C when stored and at least 60°C when reheated.
- Using aluminium foil to cover, an airtight container or using less water while preparing dough can increase the shelf life of the dough
- The leftover food can be given to the charity, can be given to the pet, or processed into some other form to prevent wastage,
- Special precautions should be taken while reheating food for the baby as they have devel oping immune systems that are not strong enough to combat dangerous pathogens
- Never defrost food at room temperature but in the refrigerator, in cold water, and in the microwave.
- Always test the temperature of food before feeding baby. It should be lukewarm, not hot.
- After bottle-feeding, throw out leftover breast milk or formula from the bottle.
- Left over infant formula or food after a feeding should be discarded.
- Store foods or beverages in covered plastic or regular glass food storage containers.

- Never use decorative or ornamental ceramic ware or pottery for cooking, storing, or serving food or beverages.
- Never cook, store, or serve foods or beverages in leaded crystal (glass) bowls, pitchers, antique ceramic, dishes, or utensils.
- When using plastic containers, only BPA-free plastic or glass bottles or containers should be used.

Exercise

1. How many times can you reheat leftovers?
   a) As many times as you like.
   b) Twice.
   c) Four times.
   d) You should only reheat leftovers once.

2. _____ leftover is one of the oldest forms of handling foods
   a) Reheating
   b) Eating
   c) Throwing
   d) Freezing

3. The leftover food should be kept into refrigerator within this duration.
   a) 3 Hours
   b) 1 Hour
   c) A Day
   d) Immediately

4. Leftover food must be below _____ when stored and at least _____ when reheated.
   a) 0°C , 80 °C
   b) 5°C , 60 °C
   c) 15 °C , 100 °C
   d) 2 °C , 60 °C

5. Identify the incorrect option for storing the dough in a refrigerator
   a) Use a plastic Foil
   b) Use an Air-Tight Container
   c) Knead the dough with curd
   d) Cover the Dough Surface with Oil/Ghee

6. You can usually tell from a food's taste, odour, or appearance if that food poses a risk for food-borne illness.
   a) true
   b) false
7. Charity is a great way to use the leftovers because you are helping a person.

a) True

b) False

8. Reducing Lead Exposure from Food

Solution:

Following tips are given to prevent the exposure:

- Store foods or beverages in covered plastic or regular glass food storage containers. Once opened canned foods or beverages, store the leftover in containers. Do not store them in their original cans, except infant formula.
- Never give babies any canned imported foods or beverages to avoid any leaked lead seams present in the can.
- Avoid using decorative or ornamental ceramic ware or pottery as such dishware may release toxic levels of lead into food.

9. List out safe ways to defrost food

Solution:

- Refrigerator Thawing.
- Cold Water Thawing.
- Microwave Thawing.
- Cooking Without Thawing.

10. List out the safe ways to handle and store baby food

Solution:

- When reheating solid cooked foods that are stored in the freezer or the refrigerator, the temperature of the food must be75 ºC throughout to ensure bacteria have been killed.
- Stir or rotate the food when heating food in microwave to heat food evenly. Especially when heated in microwave since in this method food might have hot and cold spots.
- Only heat the required amount of food.
- The un-served portions of baby food should be refrigerated in the original container or jar at least 40 ºF or below after marking the jar with the date it was used last.
- After bottle-feeding, throw out leftover breast milk or formula from the bottle.
- Store baby food jars that have been opened and home-prepared baby foods in the refriger ator for no more than 3 days.
- Prepared foods, including infant formula, should not be left at room temperature for more than one hour.

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6. Standards of Hygiene and Work Etiquettes

Unit 6.1 Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes

Unit 6.2 Maintenance of Hygiene

Unit 6.3 Professionalism at the Workplace

DWC/N9902

Key Learning Outcomes

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

1. Greet visitors with appropriate gesture based on the type of guest on their arrival.
2. Listen attentively and respond tactfully and politely.
3. Maintain personal integrity and ethical behavior.
4. Dress professionally.
5. Maintain positive attitude at work.
6. Maintain well-groomed personality.
7. Maintain punctuality.
8. Maintain the social and telephonic etiquette.
9. Use appropriate tone, pitch and language to conveya message with care and professionalism.
10. Recognize importance of hygiene and cleanliness for the benefit of the employer as well as oneself.

Unit 6.1 Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes

Unit Objectives

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

1. Identify the procedure and standards of effective communication at the workplace.
2. Explain about time management.
3. Illustrate about the core values to be followed at the workplace.
4. Explain cultural acclimatisation.
5. Elaborate about gender and age sensitivity.
6. Elaborate about PwD sensitivity.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about maintenance of standards of behavioural, personal and tele phonic etiquettesin this unit.

Say

- Talk about standards of behavior, personal and telephonic etiquettes.

Elaborate

- Discuss elements of effective communication by detailing the following:
  - Importance of communication

- Communication skills
- Fundamentals of effective communication
- Elements of communication
- Methods for effective communication with various categories of people
- Types of communication
- Common communication aspects

Explain

- Explain about time management and also explain the following:
  - Importance of time management
  - How to manage time
- Explain about core values to be practiced at workplace
- Explain about cultural acclimatization
- Explain about gender and age sensitivity
- Explain about PwD sensitivity and also explain the following:
  - Ways to be PwD sensitive
  - Rights of PwD
  - Special benefits for PwD
  - How to make workplace PwD friendly

Activity

Objectives:

- Perform basic household work and cooking too.

Steps in Skill Practice	Time	Resources/ Material Required
• **Case1:** This is a very amusing exercise that helps in developing participant's personal skills. They learn to represent themselves. Pair up the participants and make one of them act as product and other a seller. A seller would convince you (Trainer) to buy his product and you would behave as a tough customer, during the activity you must ensure that all the important aspects of communication should be covered. (Clear pronunciation, confidence while speaking, etc.)	1 Hour	Pen, Note book

• **Case 2:** Divide the participants into groups and ask them to perform the role play of domestic worker and an employer. » There is a BHK 2 house. Where Participant would perform basic household work and cooking too. » Cooking in morning and evening time and cleaning of kitchen only. » Two times cooking only. » Household cleaning only for 3 BHK house.	1 Hour	Pen, Note book
Implementing the activity • Divide the participants into group of two or three or pair up the participants • Tell the group about their role play (Encourage participants to interact) • Give them 2 min time to discuss • Call groups one by one to perform (There should not be any kind of interruption in between) • In each case there will a conversation between the both to settle the wages or domestic worker's salary.		

Conclusion: Perform basic household work and cooking too.

Activity

Objectives:

- Understand the PwD sensitivity .

Steps in Skill Practice	Time	Resources/ Material Required
Call participants randomly and ask them to come one by one and explain any one of the following: • PwD sensitivity • Ways to be PwD sensitive • Rights of PwD • Special benefits for PwD • How to make workplace PwD friendly	1 Hour	Pen, Note book

Conclusion: PwD sensitivity.

Notes for Facilitation

- Evaluate the performance of the participants and guide the participants where required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

1. Every employee should maintain what at the workplace and should not exchange informa tion outside the workplace?
   a) Maintenance
   b) Hygiene
   c) Confidentiality
   d) Conciseness

2. Which of the following are the ways to promote gender equality?
   a) Take part in women empowerment.
   b) Household chores should not be shared by both men and women.
   c) No need to Protest/ Stop masculine and feminine toxicity.
   d) Never encourage women to go ahead in every field of work

3. Which of the followings are the important terms about gender and age sensitivity?
   a) Gender Equality
   b) Gender Difference
   c) Gender Discrimination
   d) All the above

4. Which communication includes all those ways we communicate without words?
   a) Non-verbal communication
   b) Politeness & precision
   c) Right medium
   d) Active listening

5. In _____, thoughts or emotions or information is exchanged between individuals through the use of speech.
   a) Confidence
   b) Verbal communication
   c) Clarity & concision
   d) No-verbal communication

6. Identify the ways to handle common communication issues.

Solution:

Methods for Effective Communication with Various Categories of People

For an effective communication with one's colleagues and peers, below given points should be considered: -

- Listen actively
- Modify Tone according to the receiver
- Watch the body language
- Think before speaking
- Take notes
- Act politely but firmly
- Maintain positive smile and attitude

7. Explain why Caregivers must practice Age and Gender sensitivity.

Solution:

Gender and age sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders also the age. It helps people in examining their personal attitudes and beliefs and questioning the realities they know. In simple words, it is the identification, consideration and acknowledgement of men and women as individuals.

Unit 6.2 Maintenance of Hygiene

Unit Objectives

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

1. Explain about personal hygiene.
2. Elaborate about maintaining hygiene at the workplace.
3. Identify the basic healthcare and emergency procedures.
4. Demonstrate the background, symptoms and precautions in case of highly infectious flu such as corona virus.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about maintenance of hygiene in this unit.

Say

- Talk about personal hygiene

Elaborate

- Discuss guidelines to maintain personal hygiene by explain the following:
  - Cleaning the head
  - Cleaning the mouth
  - Skin care
  - Washing hands

- Cleanliness of crotch genitals
- Practice hygiene during cooking
- Medical hygiene

- Discuss hygiene practices to be followed at workplace

Role play 1

- Call participant randomly one by one and ask them to role play caregiver and explain one point to maintain personal hygiene.

Role play 2

- Call participant randomly one by one and ask them to role play caregiver and explain one point to maintain hygiene at workplace.

Notes for Facilitation

- Evaluate the performance of the participants and guide the participants where required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Exercise

1. Which one of the following is not a hygiene practice?
   a) Taking shower daily
   b) Wearing clean clothes
   c) Trim your nails
   d) Wearing Branded clothes

2. Describe briefly how to maintain personal hygiene.

Solution:

- Taking shower is foremost at least once a day.
- Wear fresh clothes every day.
- Wear minimal or no jewellery or watches during the working hours.

- Have short, trimmed hair/ or tie them up neatly so that it remains safely distant from the infant
- Men caregivers should shave on daily basis
- Fingernails should be short and clean
- Keep the sandals/ chappals/ shoes outside the kitchen. Alternately cloth shoes as part of PPE should be worn.
- Use clean and sanitised PPE designed for the kitchen, such as apron, head gear, masks, gloves etc.
- Wear clean, neat clothing that covers arms and legs to help prevents injury if there is an incident.

3. Describe steps-wise procedure to wash hands

Solution:

1. Wet your hands with running water
2. Use of liquid disinfecting soap to wash hands
3. Rub your hands vigorously for 20 seconds
4. Rinse well
5. Use of a sterile towel to pat your hands dry

4. What precautions should be taken in corona virus time?
   a) Regularly and thoroughly wash hands
   b) Maintain at least 1 metre (3 feet) distance between yourself and others
   c) Avoid going to crowded places
   d) All the above

Unit 6.3 Professionalism at the Workplace

Unit Objectives

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

1. Identify about the ethical behaviour at the workplace.
2. Explain visitors/ guests' management.
3. Explain about social, telephonic and eating etiquettes.
4. Illustrate about the importance of confidentiality at the workplace.
5. Plan to prioritise the workload.
6. Identify the importance of positive attitude and punctuality.
7. Demonstrate the need of dressing and grooming professionally.
8. Explain the procedure for reporting to the concerned person.
9. Define the migration related rules, issues and requirements.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about professionalism at workplace in this unit.

Say

- Brief the learners about professional behavior to be followed at workplace.

Elaborate

- Discuss personal integrity and ethical behavior
- Discuss do's and don'ts of employee's expected behavior

Explain

- Explain how to greet visitors
- Explain about social etiquette
- Explain about telephonic etiquette
- List and explain do's and don'ts of telephonic communication
- Explain about confidentiality
- Explain how to prioritize workload

Role play 1

- Select two participants randomly and ask them to role play:
- One participant will act as a caregiver and second participant will act as a visitor
- The participant who is role playing caregiver will show how to greet the visitor while the participant who is role playing visitor will acknowledge the greeting.
- Call pair of participants one after another to role play visitor and care giver.

Role play 2

- Randomly call participant one by one and ask them to act how to answer telephone calls.

Elaborate

- Positive attitude translates to better performance. Instead of finding excuses for non-per formance, a positive thinking individual will think of ways to accomplish his/her task. Positive attitudes yield greater progress and hence, more compensation or work perks.
- Grooming implies the things that you do to make your appearance clean and neat. In a bigger sense, grooming is preparing or training someone for a particular purpose or activity.
  Proper Grooming Tips for Men are:-
- Hair should be neatly trimmed, clean and combed.
  The hair on the crown or sides of the head should be neatly groomed and trimmed so as not to cover any portion of the ear.
  Hair in the front shall be groomed so that it does not touch the eyebrows.
- Hairpieces or wigs, if worn on duty, should conform to the same standards as those for natural hair. If worn, it should be neatly trimmed and should not extend below the middle ear. Sideburns should be of even width and end in a clean-shaven horizontal line.
- Flashy and bright-coloured clothes should be avoided.
- One wristwatch may be worn.
- Jewellery should be reasonable and should not create a safety hazard.
- Jewellery that is offensive or derogatory for others should not be worn while handling babies.

- Reporting certain incidents is a legal requirement. The report informs the concerned authorities about incidents, injuries, occupational diseases and dangerous occurrences, so they can identify where and how risks arise, and whether they need to be investigated.
- Migration is the movement of people from their home boundary to a new location in search of work or other reasons. In India, it is essentially inter and intrastate migration. It can gen erally be from rural to urban/ industrialized areas in search of jobs. It can be semi-perma nent or permanent.
- Explain basic banking activities like filling in pay slip, remittance procedure followed by banks,
  This change of location not only comes with good opportunities but also brings varied problems. Some of the issues/ aspects of interstate migration are like:-
- Culture shock
- Difficulty in communication, if the language is different (interstate migration)
- Transportation
- Difficulty in finding community support
- Lack of compatibility between employer and employee
- In certain cases, exploitation, forcing Baby Caregivers to live in unsuitable conditions
- Lower wage rate than expected or promised

Practical

- Give sample pay slip to all the participants and ask them to fill it.

Notes for Facilitation

- Evaluate the performance of the participants and guide the participants where required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Summary

- Before letting the guests enter, ask for their name and of the person whom they wish to meet.
- Active Listening is one of the most crucial components of communicating effectively as babies cannot communicate properly their needs, as others can.
- Grooming implies the things that you do to make your appearance clean and neat.
- Jewellery should be reasonable and should not distract others from professional appear-

ance, disrupt the workplace or create a safety hazard.

- A positive attitude helps people build confidence in their workplace.
- Personal hygiene is a very important part of grooming standards and ensures the overall quality of services.
- Effective communication teaches people the appropriate way to share or exchange infor mation.
- Verbal communication refers to our messages through listening, speaking or writing.
- Communicating by telephone is approximately 25% words and 75% the way the words are spoken or the tone of voice.
- Implementing good time management methods allows you to accomplish more in a shorter period.
- Time management is the key to success.
- Integrity talks about following moral conviction and doing the correct thing.
- Every employee should be sensible enough not to discuss work-related information even with the colleagues without proper permission.
- The word 'acclimatisation' implies the adjustment of an individual in any situation.
- Gender sensitivity is the act of being sensitive towards people and their thoughts regarding gender.
- Migration is the movement of people from their home boundary to a new location in search of work/ other reasons.

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7. Clean and Secure Working Environment

Unit 7.1 Safety and Security at the Workplace

Unit 7.2 Waste Management

Unit 7.3 Promoting Wellbeing

DWC/N9903

Key Learning Outcomes

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

1. Identify the safety hazards in the course of work and take safety measures promptly and efficiently, as per existing instructions and procedures.
2. Follow the emergency procedures promptly, calmly and efficiently when confronted with an emergency event.
3. Identify and recommend opportunities for improving health, safety, and security to the concerned person.
4. Demonstrate the process of handling waste safely.
5. Describe the use of different waste containers for different types of waste.
6. List the reasons for keeping waste areas clean, tidy and sanitized at all times.
7. Identify relevant personal protective equipment required for different types of waste.
8. Apply methods of cleaning waste/ garbage from the work area as per the procedures and statutory provisions.

Unit 7.1 Safety and security at the workplace

Unit Objectives

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

1. Identify about the importance of maintaining health and safety at the workplace.
2. Identify the common safety breaches and unsafe acts/ conditions and ways to prevent them.
3. Explain the basic emergency procedures.
4. Elaborate about basic fire awareness.
5. Demonstrate first aid activities.
6. Explain about Cardiopulmonary Resuscitation (CPR)
7. List the helpline numbers.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about safety and security at workplace in this unit.

Say

- Discuss health safety at workplace
- Explain the importance of following measures of safety and security at workplace

Elaborate

- Discuss basic emergency procedures by explaining the following:
  - Power failure

- Discuss basic emergency procedures by explaining the following:
  - Power failure
  - Chocked toilet or drain
  - Gas leak
  - Fire
- Discuss basic fire awareness and also explain the following:
  - Causes of fire
  - Classification of fire and fire extinguisher
  - Correct use of fire extinguisher
  - How to deal with fire
  - Methods of starving fire
  - Fire emergency procedures (do's and don'ts)
  - Fire evacuation steps
  - Rescue techniques during fire hazard

Explain

- Explain about first aid.
- Explain about CPR

Activity

Objectives:

- Recognise the fire safety.

Steps in Skill Practice	Time	Resources/ Material Required
• Paint a situation of Gas Leak, Outbreak of fire, electrical fire and toilet block. Nominate the individuals/team to take action. Others should observe and learn • Debriefing: At the end of the class carry out the debriefing by revising the various health issues, and emergencies and first aid/ how to address the emergencies.	1 Hour	Fire extinguisher

Conclusion: Perform the process of fire safety .

Activity

Objectives:

- Identify the common health issues.

Steps in Skill Practice	Time	Resources/ Material Required
• Prepare chits on common health issues like common cold, Flue/influenza, Cuts or scratches, diarrhea, Nausea and vomiting, burns or scald, electric shock, fracture. • Distribute chits randomly. • Ask participants to speak on the issues (answer will cover what it is or commonly called as? What to do/how to deal and how to avoid. • Ask participants to present and other to identify gaps if any. • As a facilitator, fill in the gaps, where required.	1 Hour	Pen, Notebook

Conclusion: Identify the common health issues.

Notes for Facilitation

- You could reemphasize the points discussed in this unit.
- Ask participants if they have any doubts. Encourage them to questions.
- Answer their queries satisfactorily.

Exercise

1. Which one of the following is essential element for a fire triangle?
   a) Water
   b) Co2
   c) Fuel
   d) Extinguisher
2. Which one of the following comes under class B of fire?
   a) Charcoal
   b) Gasoline
   c) Electrical motors
   d) Animal fat
3. In which class of fire does a water extinguisher used?
   a) Class A fire
   b) Class Cfire
   c) Class B fire
   d) Class D fire

4. Which one of the following should not be done during a fire emergency procedure?
   a) Follow instructions on the extinguisher's label
   b) Drive the flames away from you
   c) Tilt or invert any extinguisher
   d) Find the escape route
5. Choose the correct option for one of the functions of vital signs
   a) Heart Rate
   b) Eyesight
   c) Degree of burn
   d) Any sign of Flu
6. Which one of these burns are extremely serious and takes longest time to recover?
   a) 1st degree burn
   b) 2nd degree burn
   c) 3rd degree burn
   d) 4th degree burn
7. What is the full form of CAB?
   a) Compression, Air, Breathing
   b) Compression, Airway, Throat
   c) Contraction, Airway, Breathing
   d) Compression, Airway, Breathing
8. Briefly explain the importance of health and safety at workplace

Solution:

Importance of following measures of safety and security at workplace

- To Say no to Accidents
- To have Longevity in Life
- To create Public Awareness
- To avoid loss of Property and Life
- To Devise Planning for Safety

9. List out the most obvious causes for fire

Solution:

There are number of causes for fire to happen like, electrical, heating appliances, process dangers, flammable dusts, and carelessness

10. Describe how to use a fire extinguisher

Solution:

P.A.S.S is the standard method for using a fire extinguisher, which stands for: P-Pull the Pin, A-Aim, S-Squeeze, and S-Sweep.

Unit 7.2 Waste Management and Cleanliness

Unit Objectives

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

1. Elaborate about greening and its focus areas.
2. Demonstrate about conservation of material and energy at the household.
3. Explain how to reduce greenhouse gas emission.
4. Explain about waste management.
5. Explain ways to clean garbage bins and keep the area clean.
6. Elaborate about the techniques of waste reduction and disposal.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about waste management and cleanliness in this unit.

Say

- Brief the learners about waste management and cleanliness.

Elaborate

- Greening and its importance.
- Energy and material conservation
- List and explain conservation tips

Explain

- Waste management
- Types of waste
- Categories of waste
- Waste segregation
- Ways to clean garbage bins
- Techniques of waste disposal

Activity

Objectives:

- Identify how the wastes of different types should be treated/ disposed-off.

Steps in Skill Practice	Time	Resources/ Material Required
• Take the trainees around the training house and discuss with them the areas which generate the waste, and its type. • During the discussion bring out, as to how the wastes of different types should be treated/ disposed off. • Bring out that a receptacle for the reuse should be kept outside the house, and how it should be marked. • Practical- Practical to be organized as under • Keep four waste bins of different colours as explained during the class, either in the Lab, or in open areas. • He details auditors and a marker having the list of Trainees, with columns for marking the numbers obtained by the trainee. • Trainer has a list of different types of garbage. He names these in random order and nominates a trainee to go stand next to the bin concerned. Marker will mark the number as per marking policy (say 1 for correct answer, and 0 for wrong) • Similar exercise can be carried out by asking the trainees to name the type of garbage and colour of the Bin.	1 Hour	Pen, Notebook

Conclusion: Identify how the wastes of different types should be treated/ disposed off.

Activity

Objectives:

- Identify how to clean garbage bins.

Steps in Skill Practice	Time	Resources/ Material Required
• Take the participants to lab and show them how to clean garbage bins.	1 Hour	Pen, Notebook

Conclusion: Identify how to clean garbage bins.

Exercise

1. Which one of the following is an area of Greening?
   a) Energy and material degradation
   b) Increase in greenhouse gas emission
   c) Waste management
   d) Increase in Pollution
2. Which one of these is an advantage of material conservation?
   a) Needless material consumption
   b) Soil contamination
   c) Limit landfill use
   d) Increased waste hauling expenses
3. Identify the type of waste which is produced by processing used materials into a new one.
   a) Organic waste
   b) Recyclable waste
   c) Hazardous waste
   d) Liquid waste
4. Choose the one which comes under the category of sanitary waste.
   a) Diapers
   b) Fabrics
   c) Tea bags
   d) Medicines
5. Which one of the following is the most favoured option in waste hierarchy?
   a) Minimization
   b) Reuse
   c) Disposal
   d) Prevention
6. Describe the 3 R's of waste disposal.

   Solution:

   The principle of reducing waste, reusing, and recycling resources and products is often called the "3Rs."

- Reducing means choosing to use items with care to reduce the amount of waste generated.
- Reusing involves the repeated use of items or parts of items which still have usable aspects.
- Recycling means the use of waste itself as resources.

Unit 7.3 Promoting Wellbeing

Unit Objectives

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

1. Explain about PPE (Personal Protective Equipment).
2. Discuss ways to prevent and control infection at the household.
3. Explain the ways to manage spillage.
4. Discuss about ventilation.
5. Elaborate about pollution control.
6. Discuss the ways to minimise dust.

Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart, Participant Handbook
- Projection screen and Power Point presentations.
- Activities (role plays)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to promote well being in this unit.

Explain

- What is PPE
- Sequence for putting on PPE
- How to safely remove personal protective equipment (PPE)
- How to maintain PPE

Elaborate

- Infection control
- How to manage spillages

- Importance of ventilation and how to ensure proper ventilation
- Types of pollution and ways to minimize them
- Ways to minimize dust

Activity

Objectives:

- Identify the process of donning and doffing of PPE.

Steps in Skill Practice	Time	Resources/ Material Required
• Take participants to lab and showcase each PPE to all the participants and demonstrate how to wear and remove them. • Ask participants ask their query. • Answer each student and make sure no student is left unattended.	1 Hour	Pen, Notebook

Conclusion: Identify the process of donning and doffing of PPE.

Activity

Objectives:

- Identify the ways to handle the pollution.

Steps in Skill Practice	Time	Resources/ Material Required
• Randomly select a participant from the class • Ask them to explain any one of the following: » Ways to handle air pollution » Ways to handle noise pollution » Ways to handle light pollution » Ways to handle soil pollution » Ways to handle water pollution » Ways to handle personal pollution	1 Hour	Pen, Notebook

Conclusion: Identify the ways to handle the pollution.

Notes for Facilitation

- Review the objectives of the workshop.
- Use PPT in local language along with videos for better understanding.
- Give relevant information to participants and go slow in transferring it.
- Observe each participant's body language.
- Encourage participation
- Create a game or activity for the better understanding on categorization and classification.
- Conduct a simple test at the end of the topic to check the understanding of each topic.

Summary

- Workplace safety includes employee awareness related to the knowledge of basic safety and workplace hazards and related methods to ensure safety
- Workplace safety ensures avoidance of accidents, longevity in life, public awareness, protect property and life
- Basic emergency procedures should be implemented related to power failure, choked drain, gas leak, fire
- The fire requires three elements to be present: Heat, fuel, oxygen
- There are number of causes for fire to happen like, electrical, heating appliances, process dangers, flammable dusts, and carelessness
- There are five different classes of fire: Class A, Class B, Class C, Class D, Class E, and Class K
- There are different types of fire extinguishers for different types of fire like, Water extin guisher, dry chemical powder extinguisher, foam type extinguisher, carbon dioxide extin guisher, special dry powder extinguisher, etc.
- P.A.S.S is the standard method for using a fire extinguisher, which stands for: P-Pull the Pin, A-Aim, S-Squeeze, and S-Sweep.
- First aid is the first treatment given to a casualty or a sick person for any injury or sudden illness before any medical attention
- The role of a first aider is to first protect, next assess then care and last transport/Triage, which in short called PACT.
- Vital signs are measurements of the body's basic functions such as heart rate, respiration, skin temperature, consciousness, etc.
- First degree burns recovers itself, the burn should be placed under running water
- Second degree burns takes a few weeks to recover and should be covered with a clean wet cloth for treatment.
- Third degree burns are very serious and requires skin grafting procedure.
- The most serious burns are fourth degree burns, require many years to heal, and treated with the help of plastic surgery or skin grafting
- CPR is a technique to keep blood and oxygen flowing through heart and breathing have stopped. It involves chest compressions and rescue breathing
- CPR is also referred to as CAB: C- compressions, A- airway, B-breathing
- Helpline number for police, fire, ambulance, child helpline, gas leakage, women helpline are 100, 101, 102, 1098, 1906 and 181 respectively.

- Greening is a process that includes waste management practices by accessing residential and work site composting to divert waste from landfills.
- There are four areas of Greening i.e., Energy and Material Conservation, Reduction of Green House Gas Emission, Waste management, pollution control.
- Reducing waste, reusing and recycling resources are the 3R's of waste management
- Break down of organic waste in the presence of microorganism, heat and moisture is called composting.
- Personal protective equipment (PPE) provides protection to the wearer's body from injury or infection.
- Types of PPE include eye protection (e.g., goggles, face shields), isolation gowns, facemasks, respirators, and gloves.
- Ventilation refers to the exchange of indoor and outdoor air, poorly ventilated home may threaten health and safety.

Exercise

1. What is the purpose of personal protective equipment?
   a) To protect the mother from the spread of diseases
   b) To protect both the caregiver and the mother from being infected with diseases
   c) To protect the caregiver from the spread of diseases
   d) To protect equipment from being compromised
2. In which situation would you not be required to wear disposable gloves in a care setting?
   a) Preparing food
   b) Changing a catheter bag
   c) Cleaning up a urine spill
   d) Washing a commode
3. Which is the best way to prevent a spill?
   a) Use proper containers
   b) Store only what is needed
   c) Store in safe locations
   d) All of the above
4. Which one of these options is correct for concentration of individual gas in air?
   a) Nitrogen – 0.98
   b) Oxygen — 21 percent.
   c) Argon — 78 percent.
   d) Carbon dioxide — 104 percent
5. Which one of these is not a source of water pollution?
   a) Use of detergents
   b) Drugs, pills, or other medications should not be thrown into drains.
   c) Use of organic products
   d) Use of inorganic products

6. Once your employer has provided you with PPE, you must use it whenever you are at work, even if your job changes.
   a) True
   b) False
7. Define Pollution and list its types.
   Solution:
   The addition of unwanted substances in wrong concentration that has an adverse effect on organisms and environment is called pollution. It can be of different types depending on the part of the environment that is getting polluted. Below are explanations of types of pollution.

- Air pollution
- Noise Pollution
- Light Pollution
- Water Pollution

8. Mention ways to ensure Ventilation.
   Solution:

- Open doors and windows
- Ventilate rooms overnight
- Install extractor fans

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8. Employability & Entrepreneurship Skills

Unit 8.1 - Personal Strengths & Value Systems

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

At the end of this module, participants 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. Discuss the different types of e-commerce.
39. List the benefits of e-commerce for retailers and customers.
40. Discuss how the Digital India campaign will help boost e-commerce in India.
41. 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 transfers.
52. Discuss the steps to prepare for an interview.
53. Discuss the steps to create an effective Resume.
54. Discuss the most frequently asked interview questions.
55. Discuss how to answer the most frequently asked interview questions.
56. Discuss basic workplace terminology.
57. Discuss the concept of entrepreneurship.
58. Discuss the importance of entrepreneurship.
59. Describe the characteristics of an entrepreneur.
60. Describe the different types of enterprises.
61. List the qualities of an effective leader.
62. Discuss the benefits of effective leadership.
63. List the traits of an effective team.
64. Discuss the importance of listening effectively.
65. Discuss how to listen effectively.
66. Discuss the importance of speaking effectively.
67. Discuss how to speak effectively.
68. Discuss how to solve problems.
69. List important problem solving traits.
70. Discuss ways to assess problem solving skills.
71. Discuss the importance of negotiation.

72. Discuss how to negotiate.
73. Discuss how to identify new business opportunities.
74. Discuss how to identify business opportunities within your business.
75. 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.
101. Discuss how to manage your own enterprise.
102. List important questions that every entrepreneur should ask before starting an enterprise.

UNIT 8.1: Personal Strengths & Value Systems

Unit Objectives

At the end of the unit, participants will be able to:

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least4 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.

Summarise

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

Say

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

Activity

- Health Standard Checklist from the Participant Handbook.

Ask

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

Say

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

Do

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

Summarise

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

Ask

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

Say

- Discuss the meaning of hygiene 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?

Summarise

- 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.

Summarise

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

8.1.2: Safety

Resources to be Used

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

Say

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

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.

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?**

Activity De-brief

- 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 Sto10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

Say

- Let's discuss the answer 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.

Summarise

- 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

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?

Activity De-brief

- 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.

Activity De-brief

- 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.

Summarise

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

8.1.4: Honesty & Work Ethics

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Team Activity

Case Study Analysis

Scenario 1

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

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Face book and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's wedding was around the corner, Smita wanted to buy few handicrafted 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 t he 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 on line 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 etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say

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

Do

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

Summarise

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

8.1.5: Creativity and Innovation

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

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

Say

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

A.P.J. Abdul Ka lam

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

Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier. Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home. Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier. Soring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask

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

Say

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

Team Activity

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

Steps in Skill Practice	Time	Resources/ Material Required
• Activity De-brief • Why did you choose this particular entre-preneur? • What is his/her brand name? • What creativity does he/she possess? • What was innovative about their ideas?	1 Hour	Pencil and paper

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.

Summarise

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

Notes for Facilitation

1. 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 on line 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 on line business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here . .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - » Is this task important?
  - » Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.

What do these categories depict?

Category 1: Urgent/Important

- This category is for the highest priority tasks. They need to get done now.

Category 2: Not Urgent/Important

- This is where you want to spend most of your time.
- This category allows you to work on something important and have the time to do it properly.
- This will help you produce high quality work in an efficient manner.
- The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
- The tasks in this category can include strategic thinking, deciding on goals or general direction and planning - all vital parts of running a successful business.

Category 3: Urgent/Not Important

- This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

Category 4: Not Important and Not Urgent

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

TO- DO list format

1.	
2 .	
3 .	
4.	
5.	
6.	

7 .	
8.	
9 .	
10.	
11.	
12.	
13.	
14.	

Fig.8.1.1: To do list format

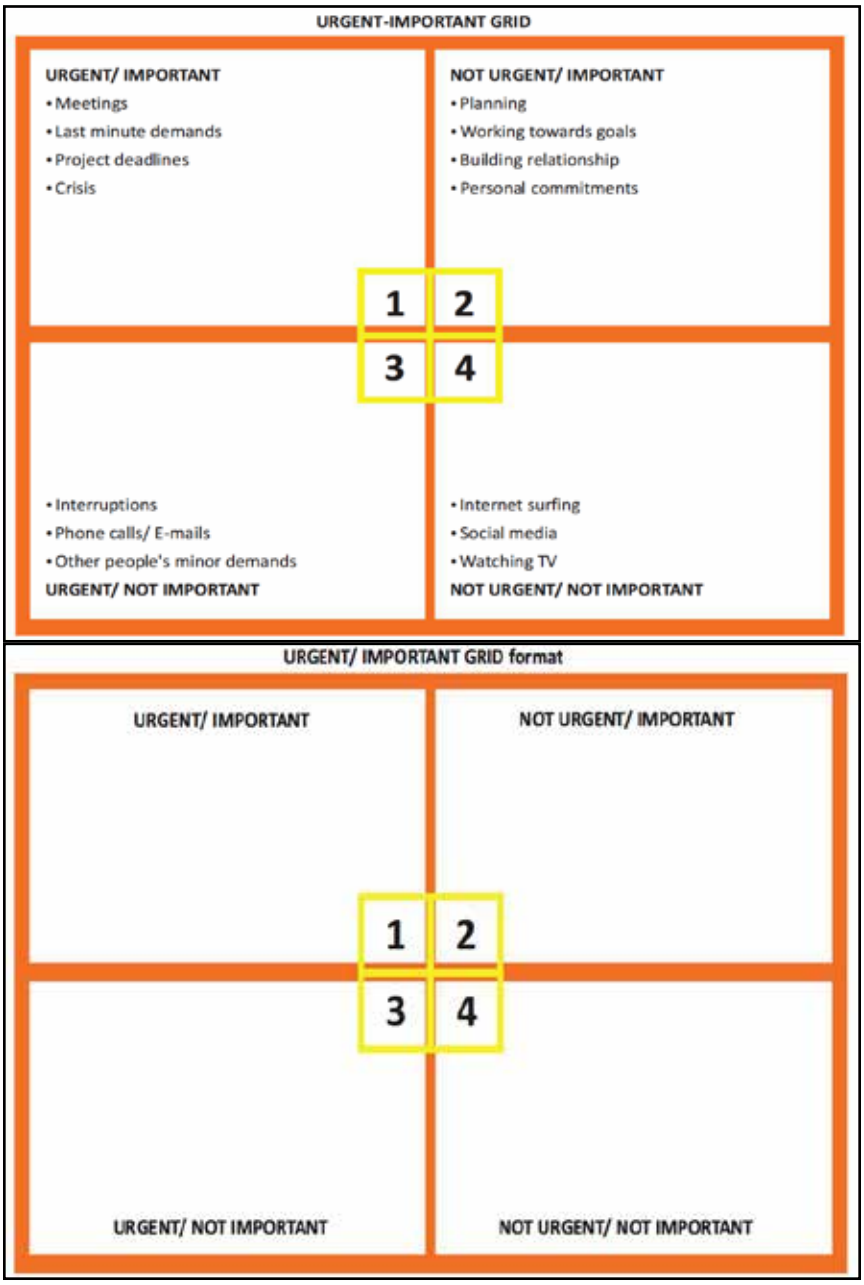

Fig.8.1.2: Urgent-Important grid

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.

Activity

Effective Time Management

This activity has two parts:

Activity De-brief:

- How can we balance tasks between the four categories?
- How to manage time through this grid?

Category 1: Urgent/Important

- Try to keep as few tasks as possible here, with the aim to eliminate.
- If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.

Category 2: Not Urgent/Important

- Plan these tasks carefully and efficiently as they are most crucial ones for success.
- If necessary, also plan where you will do these tasks, so that you're free from interruptions.
- Include strategic thinking, deciding on goals or general direction and planning in your planning process.

Category 3: Urgent/Not Important

- Ask yourself whether you can reschedule or delegate them.
- A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

Category 4: Not Important and Not Urgent

- You also want to minimize the tasks that you have in this category.
- These activities are just a distraction - avoid them if possible. You can simply ignore or cancel many of them.
- Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
- Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

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

End the story with these lines ...

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

8.1.7: Anger Management

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

Do you remember any incident which has hurt?

- You physically
- You mentally
- Your career
- Your relationships.

Ask

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

Say

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

Do

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

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Result of you r 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?

Summarise

- 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

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

8.1.8: Stress Management: What is Stress?

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario2

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.

Scenario3

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.

Scenario4

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.

Scenario2

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 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.

Scenario2

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.

Scenario3

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 s

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.

Summarise

- 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

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

UNIT 8.2: Digital Literacy: A Recap

Unit Objectives

At the end of the unit, participants 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.

Summarise

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

Practical

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

Do

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

8.2.2: MS Office and Email: About MS Office

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

Summarise

- 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 on line 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 on line. Everything from food, clothes, entertainment, furniture and many other items can be purchased on line.

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, P M Mr. Modi launched the "Digital India Campaign".
- Discuss "Digital India Campaign" from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say

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

Role Play

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

Ask

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

Say

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

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

Do

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

Ask

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

Say

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

Summarise

- 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

At the end of the unit, participants 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 on line banking
10. Discuss the main types of electronic funds transfer

8.3.1: Personal Finance - Why to Save?

Resources to be Used

- Participant Handbook

Ask

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

Example

Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

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

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

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1 - WAY S 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 Y O U USE T HE MON EY

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

Instructions

- 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.

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?
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

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

Summarise

You can summarize the session by discussing:

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

8.3.2: Types of Bank Accounts, Opening a Bank Account

Resources to be Used

- Account opening sample forms.
- Participant Handbook

Ask

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

Example

Let's look at the given example:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15 ,000/- per month. As her participants 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 account?

Say

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

Team Activity

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

Activity De-brief

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

Say

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

Ask

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

Say

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

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.

Team Activity

Opening a Bank Account

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

PART1 - FILLING A BAN K ACCOUNT OPEN ING FORM

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

Activity De-brief

How did you design the form?

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

Summarise

Note:

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

Sample Bank Account Opening form

Photograph

XXX Bank

SAVING BANK ACCOUNT OPENING FORM

Account No.: _____ Date: _____

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

Applicant Details:

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

Fig.8.3.1: Saving bank account opening format (a)

Detail of Assets	Owning House : Y/N Owning Farm : Y/N No. of Animals : Any other :
Existing Bank A/c. of family members / household	Y / N If yes, No. of A/cs. _____
Kisan Credit Card	Whether Eligible Y / N
I request you to issue me a **Rupay Card**.	
I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.	

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

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

Nomination:

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

Place:

Date: **Signature / LTI of Applicant**

Witness(es)*

1. _____

2. _____

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

Fig.8.3.2: Saving bank account opening format (a)

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

- Rent
- Telephone bill
- Electricity bill
- Machinery
- Insurance
- Office supplies/ Raw materials
- Employee salaries
- Commission percentage given to sales person for every unit sold
- Credit card fees
- Vendor bills

Do

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

Say

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

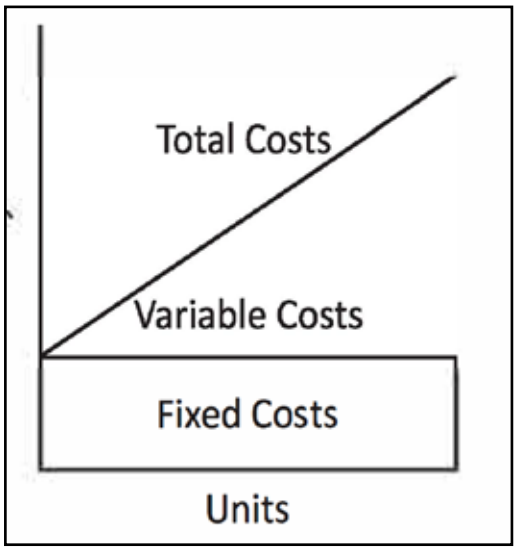

Fig.8.3.3: Fixed and variable cost graph

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.

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Summarise

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

Notes for Facilitation

Answers for the activity - Identify the type of cost

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

8.3.4: Investments, Insurance and Taxes

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Example

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

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

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

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

Say

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

Ask

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

Say

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

Team Activity

The activity is a quiz.

- 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.

Summarise

- 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 OCT ROI?

    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 on line 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 on line banking?" from the Participant Handbook.
- There are various advantages of on line 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 on line account.

Say

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

Do

- Discuss how to transfer money from one account to another using on line banking { N EFT/ RTGS, etc.).
- Illustrate with an example

Summarise

- Close the discussion by summarizing the about on line 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

At the end of the unit, participants 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?

Activity

Introducing yourself

- 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

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

Summarise

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

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

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity careful ly.
- 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 fel low 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 HOUSEKEEP ING 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

- 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.

Summarise

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 8.4.3: Interview FAQs

Resources to be Used

- Participant Handbook

Say

- Tell the participants that you will provide them with interview situations and questions and they have to try to answer them.
- Tell them that you will also 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.
- Ca ll 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

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 forth is?
- Weren't you looking for a job or is it that no one selected you?

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 idea l job.

Role Play

Situation 2

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

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

Situation 3

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

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

Situation 4

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

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."
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play

Situation 5

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

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

Situation 6

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

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

Situation 7

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

De-brief:

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

Explain

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

Do

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

Activity

Mock Interview Questions

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

Summarise

- 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.
- 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.

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

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 start activity part 2.

Team Activity

Terms and Terminology

- This is again a group activity. The members of the group remain the same as in Activity Part 1.
- 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 th is activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

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.

Say

- Let's start activity part 3.

Team Activity

Terms and Terminology

- The activity continues with the same group members.
- 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 th is activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

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.

Summarise

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

UNIT 8.5: Understanding Entrepreneurship

Unit Objectives

At the end of the unit, participants will be able to:

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

8.5.1: Concept Introduction (Characteristic of an Entrepreneur, Types of Firms/ Types of Enterprises)

Resources to be Used

- Participant Handbook

Say

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

Team Activity

Quiz Questions

1. Who is the founder of Reliance Industries?

   Dhirubhai Ambani

2. Who is the Chairman of Wipro Limited?

   Azim Premji

3. Who launched e-commerce website Flipkart?

   Sachin Bansal and Binny Bansal

4. Who is the founder of Paytm?

   Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

   Bhavish Aggarwal

6. Who is the founder of Jugnoo?

   Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?

   Bhavish Aggarwal

Do

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

Ask

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

Say

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

Summarise

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

Notes for Facilitation

1. Check out different Government schemes for small entrepreneurs. Share the information with the participants.
2. You can tell them about the government websites like Start Up India, mudra.org.in etc.
3. 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.

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.

(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 an organisation.

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 as a team player?

Team Activity

Group activity - Long Chain

- 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.

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.

Summarise

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

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

Resources to be Used

- Participant Handbook

Activity

Activity - Chinese Whisper

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

Compare them and have a great laugh!

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.
- 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

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 26 th 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.

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

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?

De-brief question:

- 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 US P. 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 US P, 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?

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.

8.5.4: Problem Solving & Negotiation Skills

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

This is a group activity. The groups will solve the problem and come up with the best solution in each case.

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

Activity De- brief:

- 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.

De-brief questions:

- What was the problem?
- Is there any other alternative solution?
- 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.

Summarise

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

Activity

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

Activity De- brief:

- 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.
- 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.

Activity De-brief

- 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 minutes 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

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

5. 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.
6. 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.
7. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
8. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
9. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
10. 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.

Summarise

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

8.5.5: Business Opportunity Identification: Enterpreneurs and Opportunities

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Do

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

Activity

Do your SWOT analysis

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

Fig.8.5.1: SWOT analysis

Activity De-brief

- 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.

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?

Summarise

- 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 ecosystem?
- What do you think 'entrepreneurship support ecosystem' means?

Say

- Let's learn what entrepreneurship support ecosystem means.
- Discuss 'Entrepreneurship Support Ecosystem' as given in the Participant Handbook.

Ask

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

Say

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

Team Activity

Making a poster showing the entrepreneurship support ecosystem.

- 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.

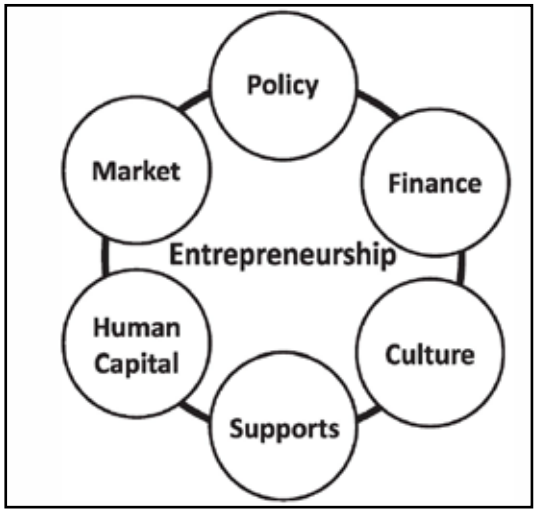

Fig.8.5.2: Entrepreneurship support eco-system

Ask

- What kind of government support ecosystem 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

- 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.

Summarise

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

Team Activity

Group activity - Risk Appetite

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

Activity De-brief

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

Tips for activity

- 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 Am bani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

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

Example

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

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

In 2014, Paytm was launched with on line wallet services after which, the company enabled on line 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.
- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Group 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

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

Summarise

- 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 the following 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.

Notes for Facilitation

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

5. 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.
6. 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.
7. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
8. 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.
9. Give the pairs 15-20 minutes to conduct the role play.
10. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
11. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
12. 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.
13. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Team Activity

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

Summarise

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

UNIT 8.6: Preparing to be an Entrepreneur

Unit Objectives

At the end of the unit, participants will be able to:

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

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

Resources to be Used

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

Ask

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

Example

- Let's have a look at the following 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

- 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?
- 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 4 Ps of Marketing" with the participants as given in the Participant Handbook.
- Let's learn about the 4 Ps of Marketing with the help of an activity.

Team Activity

4 Ps of Marketing

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

Activity De-brief

- 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:
  - » Rural villagers
  - » Rural middle class
  - » Urban middle class
- 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.
- Ask each group to present their 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 ID EA" as given in the Participant Handbook.

Summarise

- 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

Ask

- 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

Activity - Quiz

- 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.

Summarise

- Summarize the unit by discussing the key points.

Notes for Facilitation

Questions for the quiz

1. What does B2 B 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 Joss. The total cost and total revenues are equal.

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

    *A = P(l + rt); R = r * 1 00*

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."

Activity

Activity De-brief

- 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.

Case Study Analysis

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Say

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

Do

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

Say

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

Activity

Group Discussion

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

Summarise

- 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.

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, lO years?

Say

- Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

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

Do

- Ask few participants to share their business ideas.

Ask

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

Say

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

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  1. Create a business idea
  2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

.....

Business Description: What is the nature of your business?

.....

Market Analysis: What is your target market?

.....

Organization and Management: What is your company's organizational structure?

.....

Service or Product Line: What is the life cycle 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?

.....

Activity De-brief

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
  1. Executive Summary
  2. Business Description
  3. Market Analysis
  4. Organization and Management
  5. Service or Product Line
  6. Marketing and Sales

- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say

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

Do

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

Say

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

Summarise

- 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

1. Keep the business plan format ready in a flip chart to display it during the activity.

8.6.5: Procedures and Formalities for Bank Finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

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

Say

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

Do

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

Summarise

- 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

1. Checklist of documents is provided as resources for the session.
2. You can make some copies and distribute it during the group activity.
3. 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 SUBMIT T E D ALONG WIT H 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/D PG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure Ill
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?

Example

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

Team Activity

Enterprise Management

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

Activity De-brief

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

Instruction

- 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.
- Tel l 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.

Summarise

- 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.

Summarise

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

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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

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

Domestic Workers Sector Skill Council
DWSSC

9. Annexures

Annexure I : Training Delivery Plan

Annexure II : Assessment Criteria

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Certificate Course in Caregiver – Mother and New-born (Non – Clinical)		
Qualification Pack Name & Ref. ID	Caregiver – Mother and New-born (Non – Clinical) - DWC/Q0203		
Version No.	1.0	**Version Update Date**	04/07/18
Pre-requisites to Training	10th Standard Pass		
Training Outcomes	**By the end of this program, the participants will be able to:** • Provide care to expectant mothers. • Provide care to new mothers. • Attend to the basic needs of new-born. • Prepare basic food as per dietary requirements. • Display standards of hygiene and work etiquette. • Maintain a clean and secure working environment.		

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
1	Introduction	• Objectives of the Program	• Explain about domestic workers in India.	N/ A	Ice breaking Activities, Discussions, Interaction, Lectures.	PPT, Projector & Screen, Participants Handbook, Audio Visual.	00:30 hrs (T)
		• Objectives of the Program	• Explain the objectives and overview of the program.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Participans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Introduction to the Domestic Workers Sector in India	• Illustrate about the Domestic Workers Sector in India.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Participans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	01:00 hrs (T)
		• Introduction to the Domestic Workers Sector in India	• State the size and significance of domestic workers sector.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Participans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Introduction to the Domestic Workers Sector in India	• Explain the laws related to domestic workers.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Participans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Introduction to the Domestic Workers Sector in India	• Categorise and classify domestic worker occupations.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Participans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Introduction to the Domestic Workers Sector in India	• Identify the growth drivers and emerging trends of the domestic workers sector.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Participans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	01:00 hrs (P)

		• Introduction to the Domestic Workers Sector in India	• Explain the progression of the job role of a Caregiver Mother and New-born.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	01:00 hrs (P)
		• Roles and Re-sponsibilities of a Caregiver – Mother and New-born (Non-Clinical)	• Describe the roles and responsibilities of a Caregiver.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Roles and Re-sponsibilities of a Caregiver – Mother and New-born (Non-Clinical)	• Identify the expecta-tions from a Caregiver – Mother and New-born (Non – Clinical)	N/A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	01:00 hrs (P)
		• Roles and Re-sponsibilities of a Caregiver – Mother and New-born (Non-Clinical)	• Identify the roles and responsibilities of a caregiver.	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Nutrition and Meal Planning	• Define nutrition • Identify need and types of nutrition	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	01:00 hrs (P)
		• Nutrition and Meal Planning	• Identify the principles of meal planning • Gain knowledge about meal planning	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	00:30 hrs (T)
		• Nutrition and Meal Planning	• Describe the factors considered in meal planning • Identify the meal plan-ning for different age group • Plan meals for people with special dietary needs and for special occasions	N/ A	Discussions, Interaction, Lectures.	PPT, Projector Screen, Partici-pans Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	01:00 hrs (P)

2.	Pre- Natal Care (3rd Trimester – Pre Delivery)	• Prenatal Care and Pregnancy	• Define pregnancy and its related terms.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (T)
		• Prenatal Care and Pregnancy	• Identify the stages of pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Prenatal Care and Pregnancy	• Demonstrate the changes in periodic cycle.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
			• Identify the changes during pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Prenatal Care and Pregnancy	• Illustrate conditions and problems in pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)

			• Explain the exercise tips for pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (T)
		• Prenatal Care and Pregnancy	• Identify the types of infections during pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
			• Demonstrate the feeling and relationships during pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Prenatal Care and Pregnancy	• Fix appointments with Healthcare professionals.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (T)
		• Prenatal Care and Pregnancy	• Identify changes in pregnant women during pregnancy to birth.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	08:00 hrs (P)

		• Prenatal Care and Pregnancy	• Perform exercises which required during pregnancy.	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Supporting Expectant Mother and Her Family	• Demonstrate the types of pain relief	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Supporting Expectant Mother and Her Family	• Demonstrate the stages of labour	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	04:00 hrs (P)
		• Supporting Expectant Mother and Her Family	• Identify the labour process of twins and triplets	DWC/N0216 PC1-PC5 KB1-KB16 SA1-SA4 SB1-SB10	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	07:00 hrs (T)
3.	Post Natal Care	• Post Natal Care	• Demonstrate the health issues and infections during post-partum period.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)

		• Post Natal Care	• Define postpartum depression syndrome and hormonal influences.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	04:00 hrs (T)
		• Post Natal Care	• Illustrate the procedure of recovery after a Caesarean Section.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Post Natal Care	• Demonstrate the post-natal exercises.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Post Natal Care	• Demonstrate the ways of feeding the baby.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Post Natal Care	• Identify the ways of storing mother's milk.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (T)

		• Post Natal Care	• Paraphrase health issues and infections during post-natal period.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	05:00 hrs (T)
		• Post Natal Care	• Demonstrate the post-natal exercises to the participants	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Post Natal Care	• Identify the use of baby feeding equipment.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Supporting the New Mother and Providing Guidance with New-born	• Demonstrate about the new mother's care.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Supporting the New Mother and Providing Guidance with New-born	• Identify the steps of postnatal care taken in first Four to Six weeks.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)

		• Supporting the New Mother and Providing Guidance with New-born	• Identify the helpful hints after C-Section birth.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	04:00 hrs (T)
		• Supporting the New Mother and Providing Guidance with New-born	• Explain the ways of handling a New-born.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	03:00 hrs (T)
		• Supporting the New Mother and Providing Guidance with New-born	• Explain the importance of bonding and soothing the new-born.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	03:00 hrs (T)
		• Supporting the New Mother and Providing Guidance with New-born	• Demonstrate different ways to handle a newborn	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)
		• Supporting the New Mother and Providing Guidance with New-born	• Analyse the baby holding techniques.	DWC/N0217 PC1-PC13 KA1-KA3 KB1-KB17 SA1-SA4 SB1-SB9	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Hand towels, bowls for different purposes, such as vomit bag, Sanitary pads, sponge	06:00 hrs (P)

4.	Care giving to the New-born/ Infant	• Routine Care and Assistance during Illness	• Explain the basics of Baby Care.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (T)
		• Routine Care and Assistance during Illness	• Explain whether usage of Langots/ Diapers is safe or unsafe.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (T)
		• Routine Care and Assistance during Illness	• Explain the how much and how often to feed a baby.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (T)
		• Routine Care and Assistance during Illness	• Practice the basics of Immunizations.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (P)

		• Routine Care and Assistance during Illness	• Define a Baby's Warning Signs.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (T)
		• Routine Care and Assistance during Illness	• Identify diaper Changing Technique.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (P)
		• Developmental Milestones of the New-born/ infant	• Demonstrate the basics of caring of child development.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (P)
		• Developmental Milestones of the New-born/ infant	• Explain Significant Developments with a Normal Baby.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (P)

		• Developmental Milestones of the New-born/ infant	• Recreate the nurturing care.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	07:00 hrs (P)
		• Safety, Security and Hygiene of the New-born (Cleaning and Sterilising Infant's Products)	• Participate in the safety and security measures specific for the infant (up to 6 months).	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	08:00 hrs (P)
		• Safety, Security and Hygiene of the New-born (Cleaning and Sterilising Infant's Products)	• Describe the basic hygiene measures.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	06:00 hrs (T)
		• Safety, Security and Hygiene of the New-born (Cleaning and Sterilising Infant's Products)	• Identify different types of sterilizers.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	08:00 hrs (P)

		• Safety, Security and Hygiene of the New-born (Cleaning and Sterilising Infant's Products)	• Sterilize baby equipment and store them.	DWC/N0218 PC1-PC13 KA1-KA3 KB1-KB15 SA1-SA4 SB1-SB11	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Arrangements for hot/ warm drinking water, Baby soap, sponges, nappies, baby food, baby powder, feeding equipment, baby	08:00 P hrs (P)
5.	Preparing Food as per Dietary Requirements	• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Explain the need of a healthy diet.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (T)
		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Demonstrate the prenatal nutritional requirements for an expectant mother.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Define the food groups and suggest balanced nutrition during pregnancy.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (T)

		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Explain the recommended weight gain goals during pregnancy.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (T)
		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Demonstrate the dietary requirements for a new mothers.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Explain the recommended weight goals after pregnancy.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (T)
		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Plan a breastfeeding diet. • Identify the process of feeding the baby/ infant.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)

		• Nutrition and Meal Planning for Expectant Mother, New Mother and New-born	• Prepare diet chart for pregnant women.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the require-ment.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Utensils and Appliances	• Identify the basic utensils, appliances and equipment required for making mother and baby's food.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the require-ment.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Utensils and Appliances	• Define equipment for preparing baby's food.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the require-ment.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (T)
		• Utensils and Appliances	• Identify the use of utensils and special equipment used for food preparation.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the require-ment.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)

		• Basics of Cooking and Cooking Methods	• Demonstrate the measuring basics and essential terms related to cooking.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Basics of Cooking and Cooking Methods	• Identify different types of herbs and their usage.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Basics of Cooking and Cooking Methods	• Explain different types of cooking methods: moist heat, dry heat, frying, microwave cooking etc.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (T)
		• Basics of Cooking and Cooking Methods	• Identify the essential food pre-preparation hazards and its control rules.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)

		• Basics of Cooking and Cooking Methods	• Demonstrate the basic responsibilities of a caregiver related to safety and hygiene at work place.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	03:00 hrs (P)
		• Basics of Cooking and Cooking Methods	• Explain the safe preparation of vegetables before cooking.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	01:00 hrs (T)
		• Basics of Cooking and Cooking Methods	• Define the effects of heat on nutritional value of food.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	01:00 hrs (T)
		• Basics of Cooking and Cooking Methods	• Identify different methods of cooking.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	01:00 hrs (T)

		• Basics of Cooking and Cooking Methods	• Identify the process of preparing vegetables before cooking.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Manage Leftover Food	• Demonstrate managing leftover food.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Manage Leftover Food	• Identify the methods of handling leftover foods.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	02:00 hrs (P)
		• Manage Leftover Food	• Identify the process of storing dough.	DWC/N9901 PC1-PC11 KA1-KA4 KB1-KB12 SA1-SA3 SB1-SB10	Discussions, Interaction, Lectures.	Kitchen Utensils – Cookware, Serve ware, Grocery items as per the requirement.- Fruits, Vegetables, milk, eggs and Canisters to store grocery and cooked food, PPE (Apron, mask, gloves and cap)	03:00 hrs (P)
6.	Standards of Hygiene and Work Etiquettes	• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Identify the procedure and standards of effective communication at the workplace.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	04:00 hrs (P)

		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Explain about time management.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	01:00 hrs (T)
		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Illustrate about the core values to be followed at the workplace.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	04:00 hrs (P)
		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Explain cultural acclima-tisation.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)
		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Elaborate about gender and age sensitivity.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)
		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Elaborate about PwD sensitivity.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	01:00 hrs (T)
		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Perform basic house-hold work and cooking too.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	04:00 hrs (P)
		• Maintenance of Standards of Behavioural, Personal and Telephonic Etiquettes	• Understand the PwD sensitivity.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)
		• Maintenance of Hygiene	• Explain about personal hygiene.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Cleaning gels and tools, brooms, fool jharhu/broom, mops, dusters	02:00 hrs (T)

		• Maintenance of Hygiene	• Elaborate about maintaining hygiene at the workplace.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Cleaning gels and tools, brooms, fool jharhu/broom, mops, dusters	01:00 hrs (T)
		• Maintenance of Hygiene	• Identify the basic healthcare and emergency procedures.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Cleaning gels and tools, brooms, fool jharhu/broom, mops, dusters	04:00 hrs (P)
		• Maintenance of Hygiene	• Demonstrate the background, symptoms and precautions in case of highly infectious flu such as corona virus.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer. Cleaning gels and tools, brooms, fool jharhu/broom, mops, dusters	04:00 hrs (P)
		• Professionalism at the Workplace	• Identify about the ethical behaviour at the workplace. • Explain visitors/ guests' management.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	04:00 hrs (P)
		• Professionalism at the Workplace	• Explain about social, telephonic and eating etiquettes. • Illustrate about the importance of confidentiality at the workplace.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)
		• Professionalism at the Workplace	• Plan to prioritise the workload. • Identify the importance of positive attitude and punctuality.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	04:00 hrs (P)
		• Professionalism at the Workplace	• Demonstrate the need of dressing and grooming professionally. • Explain the procedure for reporting to the concerned person.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (P)
		• Professionalism at the Workplace	• Define the migration related rules, issues and requirements.	DWC/N9902 PC1-PC10 KA1-KA4 KB1-KB18 SA1-SA3 SB1-SB8	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)

7.	Clean and Secure Working Environment	• Safety and security at the workplace	• Explain the importance of maintaining health and safety at the work-place.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	01:00 hrs (T)
		• Safety and security at the workplace	• Identify the common safety breaches and unsafe acts/ conditions and ways to prevent them.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (P)
		• Safety and security at the workplace	• Demonstrate the basic emergency procedures. • Elaborate about basic fire awareness.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (P)
		• Safety and security at the workplace	• Demonstrate first aid activities. • Explain about Cardio-pulmonary Resuscita-tion (CPR)	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	04:00 hrs (P)
		• Safety and security at the workplace	• List the helpline num-bers.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (T)

		• Safety and security at the workplace	• Recognise the fire safety.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	03:00 hrs (P)
		• Safety and security at the workplace	• Identify the common health issues.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (T)
		• Waste Management and Cleanliness	• Elaborate about greening and its focus areas.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	01:00 hrs (T)
		• Waste Management and Cleanliness	• Demonstrate about conservation of material and energy at the household.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	03:00 hrs (P)
		• Waste Management and Cleanliness	• Explain how to reduce greenhouse gas emission.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	03:00 hrs (P)

		• Waste Management and Cleanliness	• Explain the waste management.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (T)
		• Waste Management and Cleanliness	• Explain ways to clean garbage bins and keep the area clean.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (T)
		• Waste Management and Cleanliness	• Demonstrate the techniques of waste reduction and disposal.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	03:00 hrs (P)
		• Waste Management and Cleanliness	• Demonstrate how the wastes of different types should be treated/ disposed-off.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	03:00 hrs (P)
		• Waste Management and Cleanliness	• Identify how to clean garbage bins.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	02:00 hrs (P)

		• Promoting Wellbeing	• Explain about PPE (Personal Protective Equipment).	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer, sample garbage/ waste and garbage bins for different types of garbage/ waste	01:00 hrs (T)
		• Promoting Wellbeing	• Discuss ways to prevent and control infection at the household.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)
		• Promoting Wellbeing	• Explain the ways to manage spillage.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (P)
		• Promoting Wellbeing	• Discuss about ventila-tion.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (T)
		• Promoting Wellbeing	• Elaborate about pollu-tion control. • Discuss the ways to minimise dust.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (P)
		• Promoting Wellbeing	• Identify the process of donning and doffing of PPE.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	02:00 hrs (P)
		• Promoting Wellbeing	• Identify the ways to handle the pollution.	DWC/N9903 PC1-PC12 KA1-KA2 KB1-KB18 SA1-SA4 SB1-SB4	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	04:00 hrs (P)

Annexure II
Assessment Criteria

Assessment Criteria for Caregiver– Mother and Newborn (Non Clinical)	
Job Role	Caregiver– Mother and Newborn (Non Clinical)
Qualification Pack	DWC/Q0203
Sector Skill Council	Domestic Workers Sector Skill 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, as well as the selected elective NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS Total Marks: 600				Marks Allocation	
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
1. DWC/N0216 (Provide care to expectant mothers)	PC1. educate expectant mothers on methods of self-care to manage common discomforts and concerns of pregnancy	100	25	10	15
	PC2. address concerns of expectant mothers regarding different myths, gender biased observations etc. and help dismiss them effectively		20	10	10
	PC3. help mothers get regular exercise as advised by a healthcare provider		25	10	15
	PC4. provide relief from physical discomfort through various methods such as basic massages, relaxation techniques, breathing guidance etc.		20	5	15
	PC5. respond to birthing related queries and combat birthing related fears by extending emotional support		10	5	5
		Total	**100**	**40**	**60**
2. DWC/N0217 (Provide care to new mothers)	PC1. extend help to the new mother with her bath and ablutions	100	10	3	7
	PC2. extend help with dressing up and grooming		10	4	6
	PC3. assist mother and newborn in immunization		10	3	7
	PC4. facilitate storage of pumped breast milk in sterilized containers		10	5	5
	PC5. assist the new mother in relieving herself		5	2	3
	PC6. facilitate breast feeding by appraising the new mother about different techniques of breast feeding		5	2	3
	PC7. demonstrate alternate ways of feeding the newborn to the mother		10	4	6
	PC8. explain certain routine procedures for babies to the new mother		10	4	6

	PC9. maintain a clean home environment for the new mother and baby		5	2	3
	PC10. give the right dosage of medicines to the mother on time, as instructed by the doctor		5	2	3
	PC11. give basic massage and assist the mother with therapy based on the type of delivery in a cozy and private environment		10	3	7
	PC12. arrange for items/articles required for therapy session/ basic massage		5	2	3
	PC13. inform about any signs or symptoms of illness immediately to the doctor		5	2	3
		Total	**100**	**38**	**62**
3. DWC/N0218 (Attend to the basic needs of newborn)	PC1. give the baby a bath carefully as scheduled ensuring its comfort with temperature of water and cleaning agents	100	10	3	7
	PC2. facilitate dressing and grooming the baby		5	2	3
	PC3. clean the baby thoroughly after each call of nature and change the diapers		5	2	3
	PC4. extend help with soothing fussy infants and putting the baby to sleep		5	2	3
	PC5. educate other family members/ siblings on baby care and infant bonding		5	2	3
	PC6. provide massage/ therapy session for the baby using appropriate agents		10	3	7
	PC7. maintain safe and comfortable environment for babies all the time		5	2	3
	PC8. report physical signs of illness in the baby to the parents immediately		10	5	5
	PC9. seek medical assistance when necessary for the baby who becomes acutely ill in one's care		5	2	3
	PC10. administer right dosage of medicines to the baby on time, as instructed by parents/ doctor		10	5	5
	PC11. check nipples and bottles carefully for any cracks or splits		10	5	5

	PC12. sterilize the bottle, nipple, pacifiers, plastic toys and teething rings before using them		5	2	3
	PC13. wash/sanitize babies' clothes, bedsheets and nappies thoroughly using appropriate cleaning agents		5	2	3
		Total	**100**	**43**	**57**
4. DWC/N9901 (Prepare basic food as per dietary requirements)	PC1. identify any specific requirement and feeding routine with people concerned	100	5	2	3
	PC2. develop a feeding plan basis the discussion		10	3	7
	PC3. check the availability of all ingredients as per the regular dietary requirements and procure it if not available		10	5	5
	PC4. check that the ingredients meet both quality and quantity requirements of the food items to be prepared		5	2	3
	PC5. clean the items thoroughly and cut them into required proportions using appropriate tools		10	4	6
	PC6. select and organize ingredients required for the dish from the kitchen/ pantry		10	4	6
	PC7. cook the customized recipes by using appropriate cooking methods as required for the recipes		10	3	7
	PC8. inspect the dish to ensure flavor, color, taste and quality consistency		10	4	6
	PC9. finish and present the dish to meet requirements		10	3	7
	PC10. make different types of beverages (such as tea, coffee, fruit juice etc.)		10	3	7
	PC11. store any cooked or remaining uncooked vegetables not for immediate use adequately		10	4	6
		Total	**100**	**37**	**63**

5. DWC/N9902 (Display standards of hygiene and work etiquette)	PC1. interact in a courteous and disciplined manner with all	100	10	4	6
	PC2. dress appropriately and maintain a well-groomed personality		15	5	10
	PC3. maintain personal hygiene		20	10	10
	PC4. follow hygiene practices at workplace, such as covering one's mouth while coughing or sneezing, washing hands regularly etc.		15	5	10
	PC5. report any personal health issues related to injury, food, air and infectious diseases to the appropriate person		15	5	10
	PC6. establish and agree your work requirements with the person concerned		15	5	10
	PC7. report any kind of issue to the appropriate person		10	5	5
		Total	**100**	**39**	**61**
6. DWC/N9903 (Maintain a clean and secure working environment)	PC1. perform basic first aid techniques including CPR in case of such a situation	100	10	3	7
	PC2. report any identified breaches in health, safety, and security to the designated person		5	2	3
	PC3. identify and correct any hazards that you can deal with safely, competently and within the limits of your authority		5	2	3
	PC4. identify and wear appropriate cleaning gear for waste disposal as required		5	2	3
	PC5. clean waste from the work area thoroughly and according to instructions		5	2	3
	PC6. collect and segregate waste according to type		10	3	7
	PC7. reduce the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins		5	2	3
	PC8. change disposable garbage bags when full and clean the waste bins regularly		10	5	5

	PC9. wash hands thoroughly after the disposal of waste		5	2	3
	PC10. inspect the sites of cleaning and ensure they are clear of waste		10	5	5
	PC11. clean the place of dust or any particulate matters		5	2	3
	PC12. arrange for adequate ventilation		5	2	3
	PC13. make use of techniques to manage pollution such as noise, air etc.		10	3	7
		Total	**100**	**37**	**63**

Notes

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