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**THSC**  
TOURISM & HOSPITALITY  
SKILL COUNCIL

# Facilitator Guide



Sector  
**Tourism and Hospitality**

Sub-Sector  
**Tours and Travels**

Occupation  
**Tour Packaging**

Reference ID: **THC/Q4404** , Version 1.0  
NSQF level: **4**

# Travel Consultant

Published by



**RACHNA SAGAR PVT. LTD**

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First Edition, October 2020

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**Shri Narendra Modi**  
Prime Minister of India

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

## Acknowledgements

Tourism & Hospitality Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

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

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

## About this Guide

This Facilitator Guide is designed to enable training for the Travel Consultant Qualification Pack (QP).

Each National Occupational Standard (NOS) is covered across Unit/s.

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

The guide aims to build trainer capability to deliver training programs by:

- Assisting a trainer to create conducive environment for learning
- Establishing standardization in training content and delivery
- Providing necessary knowledge and information on the Qualification Pack-National Occupational Standards for Travel Consultant
- Providing learning/reference material comprising Facilitation Notes, Tips, What to Say, What to Do, What to Ask etc. thereby enhancing quality of training delivery

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes



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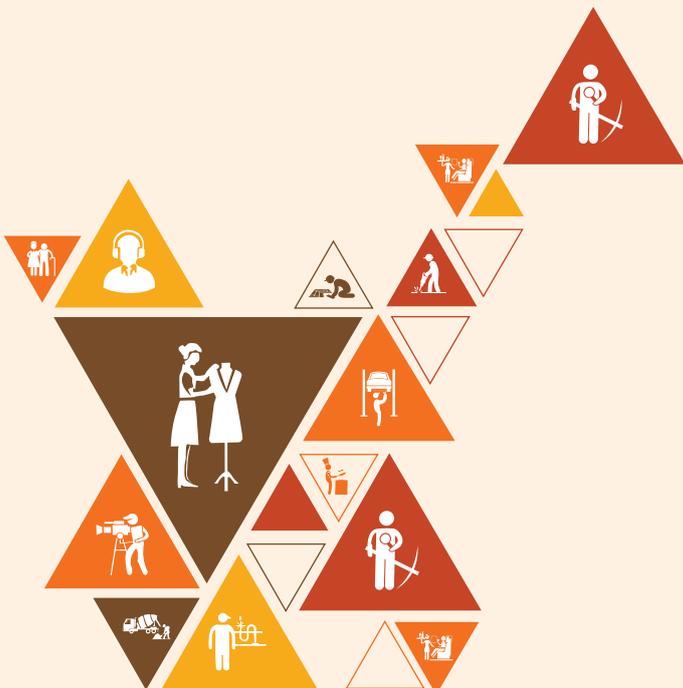
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# 1. Introduction

Unit 1.1 - Introduction to the Tourism and Hospitality Sector  
(Hospitality Sector in India)

Unit 1.1 - Roles and Responsibilities of Travel Consultant



## Key Learning Outcome

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

1. Explain Tourism and Hospitality Sector.
2. Explain the roles and responsibilities of a Travel Consultant.

## Unit 1.1: Introduction to the Tourism and Hospitality Sector (Hospitality Sector in India)

### Unit Objectives

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

- Explain Tourism and Hospitality Sector.

### Resources to be used

- White board and marker
- PowerPoint presentation on graphs on tourism growth in India, international tourist arrivals, hotels rooms sales in India over past few years, employment growth in the sector. Presentation on famous tourist attractions and destinations of India.

### Do

- Greet students and welcome them.
- Make students introduce themselves first, then introduce yourself to them.
- Ask students about their career plans.
- Explain about the training program.
- Give them information on how this program will be helpful in career.

### Say

- Thank you, students, for interacting and for participating.
- You will be updated about tourism sectors and its growth in India,
- You will be skilled to become a travel consultant after completion of this program.
- You will know about various techniques of handling tourists and would be able to either start your own consultancy firm or you can get job in hotel industry and allied industries like travel companies, star hotels and resorts.
- Students you should be inquisitive throughout the course and try getting your doubts cleared wherever you come across.

## Elaborate

- Explain the scope of the course in the field of tourism and hotel sector.
- Role of travel consultant –
- Responsible for searching good and attractive destinations, transportation, communication, costing, climate, food, local tours etc.
- Understand customer’s needs and suggest appropriate tour plans
- Organise tours from beginning to end including ticket bookings, accommodation, local tours, transportation.
- Provide information material like brochures, booklets, website links, pictures
- Use effective promotional techniques
- Handle unforeseen issues, and complaints
- Personal attributes and soft skills travel consultant should possess – Grooming, good communication skills, pleasant positive body language, understanding of latest software and technology.
- Elaborate on promotional techniques, attending conferences to update with latest tourism development.
- Communication skills and its importance in tourism.
- Elaborate on sectors of hospitality industry giving examples –
  - Hotels and its various departments
  - Food & Beverages- Restaurants, food outlets, kiosks
  - Travel & Tourism – Tourist destinations like heritage sites, nature tourism, adventure, festivals
  - Lodging – Youth hostels, lodges, dharamshalas and Recreation – Theatre, museums, zoo etc
- Elaborate on sub sectors by giving examples of Indian scenario – Like Thomas Cook, Cox & Kings, SOTC, Kesari tours, Veena World, Expedia, Travelocity, MakeMyTrip, EzeeGo Travel, Cleartrip etc.

## Notes for Facilitation

- Understand the expectations and needs of international tourists after arrival in India.
- Understand expectations and needs of local tourists.
- Collect information on new tourist attractions, local spots, market, food and local commuting.
- Read the Regulations and Norms of Tourism, legal formalities, police verification procedures for international tourists, safety and security means of the destination.
- Collect brochures of various destinations to show students.

## Unit 1.2: Roles and Responsibilities of Travel Consultant

### Unit Objectives

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

- Explain the roles and responsibilities of a Travel Consultant.

### Say

- Travel consultant is a big responsibility and not easy as it looks.
- You will need to acquire certain skills which are not from the usual list.
- Do not forget that personality of a travel consultant is very important for the satisfaction of customer.

### Explain

- Explain the various activities involved in a travel consultant job role
- Explain the role by setting examples

### Elaborate

**Elaborate on role and responsibilities of a travel consultant –**

- Maintain professional image as per organization image quality standards.
- Explore various destinations and means of travel concerning costs, customs, climatic conditions, reviews etc.
- Analyze the customer's specifications and needs and recommend appropriate travel packages or services.
- Design travels from beginning to end, through tickets booking and accommodation, securing rental transportation etc.
- Execute traveler's checks sales.
- Prepare weekly or monthly reports as required in written as well as computerized.
- Attain every sales goal established by company.
- Respond to all phones as well as greet clients.
- Order and maintain miscellaneous brochures.
- Ensure to stock work area of required supplies.
- Respond to all calls quickly, professionally, and courteously.
- Ensure to complete all return calls every day.
- Use promotional techniques and prepare promotional materials to sell itinerary tour packages.
- Handle unforeseen issues and complaints and confirm eligibility for cash returns.
- Attend conferences to maintain familiarity with tourism trends.





## Key Learning Outcome

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

1. Explain how to acknowledge the customer with a smile or welcoming mail / telephone response
2. Explain and ensure all walk-in customers are attended as per the standard of the organisation
3. Explain how to welcome walk-in customers and offer refreshments to them.
4. Explain how travel consultant helps in resolve the queries of customers, and provide them comfortable environment to feel at ease
5. Explain how to inform the customer about any ongoing promotions

## Unit 2.1: Welcoming Customer

### Unit Objectives

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

1. Explain how to acknowledge the customer with a smile or welcoming mail / telephone response.
2. Explain and ensure all walk-in customers are attended as per the standard of the organisation
3. Explain how to welcome walk-in customers and offer refreshments to them.

### Resources to be used

- White board and marker
- Videos / Powerpoint Presentation on welcoming customers
- Tray and glasses

### Ask

- Ask students to narrate their experience of visit to any office and how they were attended.
- Ask students to do role play on welcoming tourists.

### Explain

- Explain the role of correct body language in making tourists comfortable.
- With the help of pictures, explain the way eye contact and smile must be maintained.
- Explain the use of greeting words like – good morning sir, may I help you. Hello madam, welcome, how are you, and thanks for coming, how can I help you.

### Elaborate

- Do's and DONTs of greeting.
- Do's - Make customer feel welcomed, address from an appropriate distance (not too close), create your unique ways, follow basic grooming practices like taking shower before meeting customers, wear fresh appropriate clothes, wear pleasant perfume.
- DON'T's – Do not forget to smile, do not stand too close and make customer uncomfortable, never address from behind, do not shake hands unless customer wishes.
- Elaborate on communication skills to be acquired like – proper voice modulation, fluency of language, correct posture.
- Elaborate on listening skills giving examples and showing videos.



## Unit 2.2: Engaging with Customers

### Unit Objectives

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

1. Make customers comfortable and be accessible to them for queries.
2. Inform them about any ongoing promotions.

### Resources to be used

- White board and marker
- Chart papers and pens
- Projector and screen
- Promotional material like brochures, videos

### Say

- The first impression is very important for any business.
- Customer satisfaction is the ultimate success mantra.
- Satisfied customer gives repeat business and are best promotional tool.

### Elaborate

- Elaborate on customer satisfaction –
  - Understand the type of tour customer is looking for.
  - Listen to customer and accordingly suggest best tours
  - Understand the customer psychology. Do not push your interests.
  - Analyze based on information collected from customer and suggest suitable tours.
  - Stay in touch through e-mails with customer
  - Keep yourself updated on latest rates, facilities, weather conditions and safety issues of selected destinations
- Elaborate on attending to booking queries –
  - Attend customer's calls, emails, messages at the earliest possible.
  - Satisfy their queries up to their satisfaction.
  - Give brief idea of budget and correct package.
  - Inform customers about terms and conditions of payments.
  - Inform customers about Do's and Don'ts for the selected destinations.





## Key Learning Outcome

### **At the end of this module, students will be able to:**

1. Describe all resources such as brochures, internet, travel books and other sources of information required for the travel.
2. Explain the importance of collecting timetable for railway and airline for the preferred destination.
3. Explain how to update information on the different categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season, etc. in the destination.
4. Describe the way how to understand customer needs and fulfill them.
5. Explain how to analyze the cost of travel to the destination by the different modes of transportation.
6. Explain how to Coordinate with the various hotels to understand the cost of different levels of accommodation in the destination.
7. Explain how to coordinate with various travels agents to understand their package rates for various destination.
8. Explain how to gather information through internet about the places of attractions at various destinations and their entrance fees, opening and closing timings, background of the places.
9. Explain how to plan on the cost, for meals, shopping, guides, and miscellaneous expenses etc. based on the destination's cost of living.
10. Describe on the route map and ensure the routing is planned with nearby locations packed together in an effective way time saving.
11. Explain how to plan the itinerary in a way in which all places of attraction and interest are covered within the time available for the customers and in an efficient way.
12. Explain the considering the guest like, interest of tourist, energy level of the tourists, etc. while planning the itinerary
13. Explain how to prepare the itinerary right from the start of journey till the end of journey.
14. Explain why to mention the opening and closing time of the places of attraction and information about the background of the place too.
15. Explain distance between every location that is mentioned on day to day schedule/ itinerary and various restaurant options available in and around their scheduled location.
16. Explain how much time required for every activity that can be easier for the tourist to understand the allotted time and the available timing for remaining activities.
17. Explain how to tailor tour package according to needs and interest of the customer.

## Unit 3.1: Gathering Resources

### Unit Objectives

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

1. Collect all resources such as brochures, internet, travel books and other sources of information required for the travel.
2. Explain the importance of collecting timetable for railway and airline for the preferred destination.
3. Explain how to update information on the different categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season, etc. in the destination.
4. Explain how to update information on the different categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season, etc. in the destination.
5. Explain how to update information on the different categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season, etc. in the destination.

### Resources to be used

- White board and marker
- Power point presentation on showing timetables for various transportation modes.

### Say

- Remember customer tries to verify the information you give them.
- Customer is also internet friendly and collect information before coming to your office.
- Do proper homework and give correct information only.
- As a Travel Consultant you should know about the other competitors and their packages.
- Always try to search for a better offer and have your USP.
- Perfect Itinerary planning needs lot of efforts and homework.
- A good itinerary is the key to successful business.

### Explain

- Explain the meaning of an itinerary. Give definition from various sources.
- Explain different resources require to prepare an itinerary – Brochures of destination/monument, website links, government tourist offices, guidebooks and magazines, railway/airline/bus timetables, cheaper flights.



## Unit 3.2: Estimating the Tour Cost

### Unit Objectives

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

1. Explain how to analyze the cost of travel to the destination by the different modes of transportation.
2. Explain how to coordinate with the various departments to understand the cost of different levels of accommodation in the destination.
3. Explain how to coordinate with various travels agents to understand their package rates for various destination.
4. Explain how to gather information through internet about the places of attractions at various destinations and their entrance fees, opening and closing timings, background of the places.
5. Explain how to plan on the cost, for meals, shopping, guides, and miscellaneous expenses etc. based on the destination's cost of living.

### Resources to be used

- White board and marker
- PowerPoint presentation on costing methods, sample price lists and packages.

### Say

- Cost of the package is the first important attraction for most of the customers.
- Customers chose destinations after deciding budget, that's how costing becomes first priority for customers.

### Elaborate

- Elaborate on important factors while estimating the cost of the package –
  - Hotels – Should be according to the customer's budget, comfortable, basic facilities
  - Meals- Many hotels include different meals in the tariff. Different types of Meal Plans are:
    - ◆ AP (American Plan)-Room including all meals
    - ◆ MAP (Modified American Plan)- Room including breakfast and any other meal
    - ◆ CP (Continental Plan)- Room including only breakfast
    - ◆ EP (European Plan)- Only Room (without any meals)
  - Local commuting facilities – Rates and means of commuting
  - Food – Local food outlets, specific choices of customer
  - Guide fees – How much fees are charged, how can they select a cheaper guide



## Unit 3.3: Preparing Tour Itinerary

### Unit Objectives

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

1. Describe on the route map and ensure the routing is planned with nearby locations packed together in an effective way time saving.
2. Explain how to plan the itinerary in a way in which all places of attraction and interest are covered within the time available for the customers and in an efficient way.
3. Explain the considering the guest like, interest of tourist, energy level of the tourists, etc. while planning the itinerary.
4. Explain how to prepare the itinerary right from the start of journey till the end of journey.
5. Explain why to mention the the opening and closing time of the places of attraction and information about the background of the place.
6. Explain distance between every location that is mentioned on day to day schedule/ itinerary and various restaurant options available in and around their scheduled location.
7. Explain how much time required for every activity that can be easier for the tourist to understand the allotted time and the available timing for remaining activities.
8. Explain how to tailored tour package according to needs and interest of the customer.

### Resources to be used

- White board, marker
- PowerPoint presentation on complete itinerary on some popular destinations

### Say

- Customer does lots of homework on trip from different sources before he reaches to the Consultant.
- Though customer has idea what is good and what is bad, he still will come to you to cross check if his information is correct.
- You should be smart enough to make him like your planning.

### Explain

- How to write an itinerary step by step – Details of whole day from reporting till end of the day, like reporting time, meal timings, rest timing, name of place to be visited etc.
- What additional benefits can be given to customer, so he gets value for his money.
- How to fit in more and more destinations to make customer happy.

## Elaborate

- Elaborate the steps of preparing itinerary –
  - Step 1- Routing of itinerary should be planned properly. No zigzag routing,
  - Step 2- Traveling time between two places should be proper, no waste of time, customer should not get tired, it should be comfortable for old customers, children etc.
  - Step 3- Consider interests of customer like adventure games, historical places, animals, temples etc.
  - Step 4- Other details like shopping, climatic conditions, emergency preparedness, carrying weight on self.

Day 01	Reporting at the institute at 06:30 a.m. Departure from Pune by a 20-seater non/a/c bus at 07:00a.m. (230 km - 5 hours' drive approx.) on arrival check-in into the hotel Tourist Home. After lunch excursion to paithan, (50kms) visit sant shyaneshwar udyan, Jayakwadi dam. Overnite back to hotel.
Day 02	After breakfast excursion to Ajanta caves (103 kms, 2 ½ hours' drive) Evening visit Bibi ka makbara and panchakki. Overnite back to hotel.
Day 03	After breakfast visit Daulatabad fort (14 kms), Grishneshwar temple (32 kms), Ellora caves (29kms) Aurangzeb tomb at Khultabad (20 kms).
Departure for Pune at 5:00 p.m., Arrival at Pune at 10:00 p.m.	

Fig. 3.3.1- Itinerary Sample

- Connections of flights and trains suitable for the destinations to be covered.
- Useful websites and Apps customer can check to get more information.
- Plan a free day for any unforeseen situation like closing of the spot on that day. Such days could be utilized for leisure activities.

## Team Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give them names of popular tourist attractions
- Ask them to prepare an itinerary and list of major requirements of information for the customer.
- Ask students to present in front of the class.
- Observe their performance and comment



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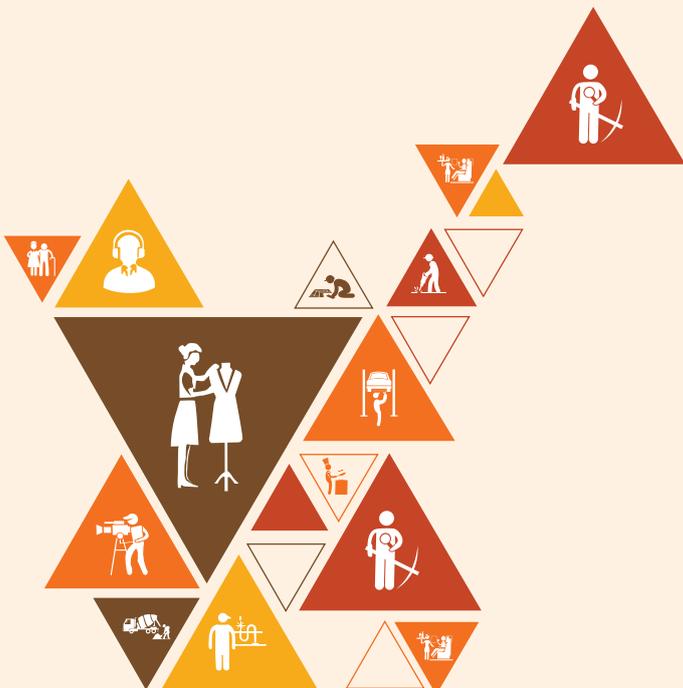


## 4. Arrange Tour Package

Unit 4.1 – Package Tour

Unit 4.2 – Handing Over the Final Package

Unit 4.3 – Coordinating with Industry Partners and Departments



THC/N4412

## Key Learning Outcome

### **At the end of this module, students will be able to:**

1. Explain a package tour
2. Elaborate the components of a package tour
3. Explain about the relevant travel information, reviews, news, and handy travel tools fulfill the customer needs
4. Ensure to update the customer with the destination maps, weather forecast during their stay, destination guides, etc.
5. Explain the customers on luggage limits and insurance, medical, visa, passport, currency, and other requirements as required
6. Advise customers on the issues that can be faced during the travel in terms of safety, travel, finance, currency, etc., in specific to the destination as appropriate
7. Explain the booking of hotels, tickets, visa, etc. with the respective department in charge
8. Explain the importance of confirmation name of the customer at the airlines and hotel once booking is made
9. Explain the importance of confirmations for transportation, guides, accommodation, insurance, visa, etc.
10. Ensure to perform the necessary processing in case the customer cancels the tour after everything is booked or planned
11. Explain how to coordinate for the transportation of cab, mini-van, coach, etc. depending on the number of tourists and their budget
12. Explain how to arrange a tour escort or a guide based on the customer needs
13. Ensure the escort or guide is well versed in the language preferred and understandable by the customer and is aware about the destination
14. Explain package tour and its components
15. Explain how to coordinate with the appropriate department on events, entertainment, etc. arranged during the travel

## Unit 4.1: Package Tour

### Unit Objectives

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

1. Explain a package tour
2. Elaborate the components of a package tour

### Resources to be used

- White board and marker
- PowerPoint presentation on tour packages of different tour companies

### Say

- Package tour is a popular tourist attraction.
- For any vacation, one need to plan it well in advance and there is a long list of aspects which needs planning like selecting destination, local spots, hotel booking, food, weather conditions, local transportation etc.
- Package tour makes everything very easy and convenient.

### Explain

- Package tour, its meaning.
- Explain how package tour are convenient option for hassle free traveling.

### Elaborate

- Elaborate on Travel icons and what each indicates.



Fig. 4.1.1- Travel icons



## Unit 4.2: Handing over the Final Package

### Unit Objectives

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

1. Explain about the relevant travel information, reviews, news and handy travel tools fulfill the customer needs
2. Ensure to update the customer with the destination maps, weather forecast during their stay, destination guides, etc.
3. Explain the customers on luggage limits and insurance, medical, visa, passport, currency and other requirements as required
4. Advice customers on the issues that can be faced during the travel in terms of safety, travel, finance, currency, etc., in specific to the destination as appropriate

### Resources to be used

- White board and marker
- PowerPoint presentation on few popular destination maps, pictures of currency, names and value in INR

### Say

- Passport and visa are the most important documents for international tours. They must always be kept safe and never hand over to strangers.
- Insurance is for the safety and security of every tourist and it is advisable that one must buy insurance on domestic and international tours.
- Safety during travel should be the priority during travel.

### Elaborate

- Elaborate on relevant information about destination–
  - Reaching airport/railway station/bus stand in time.
  - How to reach destination
  - Local transportation
  - Local language
  - Any conditions for visiting pilgrimage or temples like specific dress code etc.
  - Keep updating customers on situations created because of political disturbances, terrorist activities or climatic changes.

- Notify customer on luggage allowance, things not allowed to carry in hand baggage like cooked or raw food, medicines banned in the country from itinerary.
- Important documents to be carried always.
- Currency rules or instructions like where to get the exchange, how much is allowed to carry in cash?
- Swiping at ATM in international tours. Rules like limit of the amount, and international credit cards.
- Buying local SIM card at the airport or in shops in other countries.
- Precautions to be taken while walking on streets, safety of baggage from thieves.
- How to be alert while hiring cab or taxi.

## Notes for Facilitation

- Update students on the correct latest information, changes in policies and rules for tourists.
- Show PowerPoint presentation or videos to students on various emergency situations and how a tourist should handle it.
- Visit a travel company in your city with students. Show them the set up and explain how it could be attractive.

## Team Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- On flip cards paint or draw currency image of different countries.
- Let students identify each. currency
- Observe their performance and comment

## Unit 4.3: Coordinating with Industry Partners and Departments

### Unit Objectives

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

1. Explain the booking of hotels, tickets, visa, etc. with the respective department in charge
2. Explain the importance of confirmation name of the customer at the airlines and hotel once booking is made
3. Explain the importance of confirmations for transportation, guides, accommodation, insurance, visa, etc.
4. Ensure to perform the necessary processing in case the customer cancels the tour after everything is booked or planned
5. Explain how to coordinate for the transportation of cab, mini-van, coach, etc. depending on the number of tourists and their budget
6. Explain how to arrange a tour escort or a guide based on the customer needs
7. Ensure the escort or guide is well versed in the language preferred and understandable by the customer and is aware about the destination
8. Explain package tour and its components
9. Explain how to coordinate with the appropriate department on events, entertainment, etc. arranged during the travel

### Resources to be used

- White board and marker
- PowerPoint presentation on a few popular destination maps, pictures of currency, names and value in INR
- Flip cards

### Elaborate

- Elaborate on check list for a travel consultant to prepare for important things to do before tour begins –
  - Rechecking tickets for each traveler, timing and dates of flights/trains
  - Reconfirming passport and visas.
  - Transportation with departments and agencies at destination.
  - Arrangements with local event organizers.
  - Reconfirming the events timings or changes if any.
- Elaborate on rechecking with departments –
  - Recheck on internet, call airlines office or railway stations, if there is cancellation or delays
  - Reconfirm bookings at hotels, tourist points where there are entry fees.
  - Coordinate with all concerned departments before tour.
  - Confirm tour guide and his fluency in language and knowledge.





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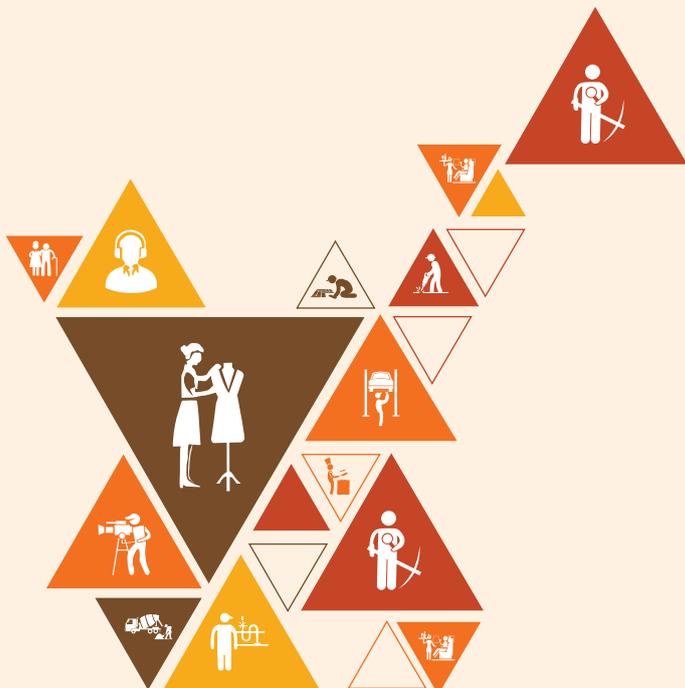
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# 5. Monitoring Tour Packages

Unit 5.1 – Informing Customer about Changes in Itinerary



THC/N4413

## Key Learning Outcome

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

1. Explain how to inform the customer about any changes or mishaps in the planned tour itinerary.
2. Explain how to assist the customer in a quick and efficient manner in case of customer's change of plan.
3. Describe the procedure of taking and recording feedback from customer
4. Describe how to maintain a record of customer's details

## Unit 5.1: Informing Customer About Changes in Itinerary

### Unit Objectives

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

1. Inform the customer about any changes or mishaps in the planned tour itinerary.
2. Assist the customer in a quick and efficient manner in case of customer's change of plan.
3. Seek and record feedback from customer.
4. Record customer's details

### Resources to be used

- White board and marker
- Projector and PowerPoint presentation and videos on natural calamities and its effects on tourists

### Say

- Changes in an itinerary happens very often.
- Learn handling of situations smartly and confidently.
- Do not forget, your customers totally depend on you for the smallest emergency.
- Customer feedback is the tool of success. It can change popularity.

### Explain

- Explain possible changes in any itinerary either from customer or in other items on the itinerary. Possible changes requested by customer may include:
  - Change of travel dates.
  - Change of connecting flights.
  - Change of places to visit.
  - Change of stopovers.
  - Change of hotels.
  - Change of bus/train travel dates.
- Explain the ways and means of informing customer.
- Explain means of customer feedback

## Elaborate

- Elaborate on alteration in plan.
- Elaborate on alteration from customer like cancellations, change in dates, change in days of itinerary, change in flight tickets.
- Elaborate on changes due to other reasons-
  - Flight cancellation because of weather changes, airline or airport issues
  - Political problems like strikes, local unrest, clashes in communities etc.
  - Unforeseen issues like terrorist attacks, and natural calamities
- Elaborate on customers before tour and after starting of tour- alternatives for hotels, destinations, airlines.
- Elaborate on how to communicate, inform and satisfy customer in such situations without disappointing them.
- Elaborate on ways of assisting customer with changes in an itinerary like changes in hotels, flights, means of transportation, local tourist attractions, stop overs– suggest other alternatives.
- Elaborate on ways of customer feedback to be taken before and after the tour completion – Through feedback forms via mails, filling in person at the office, by calling and asking questions on satisfaction.
- Elaborate on records of customer details – names, address, mobile numbers, alternate emergency contact names and numbers, age, email ids, medical details and contact numbers

## Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give them situations of changes in natural calamity, flight and airlines changes, terrorist movements etc.
- Ask them to prepare situation handling as travel consultant.
- Make each group present in front class.
- Observe their performance and comment

## Notes for Facilitation

- Instruct students to collect information on airline issues from past which caused inconvenience to tourists in the middle of the itinerary.
- Instruct students to collect news items on travel companies' issues which created problems and inconvenience to the tourists like Thomas Cook company crashing.
- Show videos on natural calamities like Nepal, Kedarnath floods to the students
- Show videos on how situations were handled during problems by government authorities, hotels and airlines, travel companies and agent's role.



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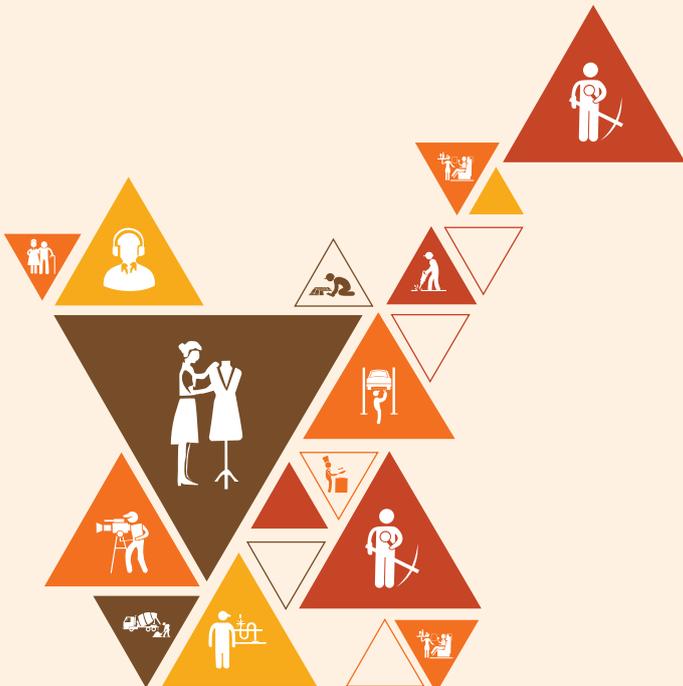
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## 6. Communication

Unit 6.1 – Communication with Superiors and Colleagues

Unit 6.2 – Communication with Customers



THC/N9901

## Key Learning Outcome

### **At the end of this module, students will be able to:**

1. Explain how to Receive job order and instructions from reporting superior
2. Explain how to escalate unresolved problems or complaints to relevant superior
3. Identify work output requirements, targets, performance indicators and incentives
4. Explain how to deliver quality work and report anticipated delays with reason
5. Explain the communication process for maintenance and repair schedule to superior
6. Describe the procedure of receive feedback on work standards
7. Explain how documented the completed work
8. Define how to show trust, support and respect to all colleagues and assist them with information and knowledge
9. Explain how to achieve smooth overflow
10. Identify the potential and existing conflicts with colleagues and resolve them
11. Explain how to seek assistance from colleagues when required
12. Describe how to pass on essential information to colleagues in a timely manner
13. Explain how to behave responsibly and use polite language with colleagues
14. Explain how to interact with colleagues from different functions to understand their nature of work
15. Describe teamwork, multi-tasking, cooperation, co-ordination and collaboration
16. Describe how to identify errors and help colleagues to rectify them in immediate basis

## Unit 6.1: Communication with Superiors and Colleagues

### Unit Objectives

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

1. Explain how to Receive job order and instructions from reporting superior
2. Explain how to escalate unresolved problems or complaints to relevant superior
3. Identify work output requirements, targets, performance indicators and incentives
4. Explain how to deliver quality work and report anticipated delays with reason
5. Explain the communication process for maintenance and repair schedule to superior
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14. Explain how to interact with colleagues from different functions to understand their nature of work
15. Describe teamwork, multi-tasking, cooperation, co-ordination and collaboration
16. Describe how to identify errors and help colleagues to rectify them in immediate basis

### Resources to be used

- White board and marker
- Audio and video communication between staff and guests on some common situations.

### Say

- Communication is the backbone of hospitality and tourism industry.
- It cannot work and cannot survive without it, rather it works the best when there is effective communication.
- Communication with customers at all times must be courteous, warm and pleasant.
- For any reason, do not use objectionable words with customers.

## Explain

- Responsibilities of travel consultant:
  - Promoting and marketing the business
  - Dealing with customer queries and complaints
  - Providing advice about visas or passports
  - Recruiting, training and supervising staff
  - Managing budgets
  - Maintaining statistical and financial records
  - Planning
  - Selling holidays and insurance
  - Meeting profit or sales targets
  - Preparing promotional materials and displays
- Key performance indicators for a travel consultancy, which directly reflect the efficiency of the travel consultant:
  - Percentage increase in planned sales
  - Actual sales step-up ratio
  - Percentage increase in travel and entertainment
  - Domestic to overseas booking ratio
  - Role of assistants in communicating with superiors, colleagues and customers.
  - Effectiveness of good communication in promotions and marketing.

## Elaborate

- Elaborate on key points to remember in communication –
  - Avoid excessive and unnecessary chats, politics and gossips
  - Avoid personal comments, sexist jokes and cheap remarks.
  - Being polite and humble.
  - Maintaining healthy working environment – Assisting, helping when someone is in need, cooperating colleagues.
- Elaborate on multi-tasking in travel consultancy work.
- Elaborate on stress-free working.

## Team Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks



## Unit 6.2: Communicating with Customers

### Unit Objectives

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

1. Explain what type of questions can be asked to the customer to identify their specific needs.
2. Explain how to brief the customer about product and services and brief in a polite and professional manner.
3. Explain how to build friendly but impersonal relationship with the customers.
4. Define the use of appropriate language and tone and listen actively while talking to customer.
5. Explain gender/ cultural sensitivity and social differences.
6. Explain how to understand customer expectations and provide appropriate product/services.
7. Explain how to understand customer dissatisfaction and address their complaints.
8. Describe the importance of maintaining proper body language and dress code.
9. Describe how to communicate clearly and effectively with the guest.
10. Define how to inform the customers on any issues and developments involving them.
11. Describe how to respond back to the customer immediately.
12. Explain how to do upselling/promoting suitable products and services to the customer.
13. Describe the procedure of receive feedback on work standards.
14. Explain terms and conditions clearly.

### Resources to be used

- White board and marker
- Video on customer services communications and situation handling
- Video on correct body language and use of right words in communication with customers.

### Say

- Every organization has its own communication culture which every employee has to learn, understand and adopt.
- Few brand of travel company chains like Thomas Cook, Cox & Kings and Kesari Tours are popularly known for their special style of communication with guests and customers and customer satisfaction.

## Explain

- Explain two types of communication in organization – Interpersonal and inter-departmental.
- Elaborate on tips for better communication.
- Carefully receiving orders is interpersonal communication and conveying to concern departmental personnel correctly is inter-departmental communication.
- Importance of body language and posture.
- Importance of correct verbal communication.

## Elaborate

- Elaborate on developing listening skills and how to apply them while communicating with customer –
  - Do not get personal while asking questions. Ask only relevant information to the tour.
  - Avoid odd timings to call customer, avoid informal questions.
  - Do not get too much friendly with customer, keep it in the boundaries.
  - Avoid being loud, rough and annoying.
- Elaborate on work ethics –
  - Dress formally and suitable. Do not dress up bold and uncomfortable to others.
  - Wear formal and simple jewelry and makeup.
  - Give time for grooming.
  - Elaborate on understanding the work ethics typically being followed in office and try to stick to them.
  - Elaborate on empathetic treatment to customer – Safety and security of female members, respect to elders and safety of children.
- Elaborate on 7 Cs of communication –

7cs of Communication Checklist	
<b>Clear</b>	Make objective clear Avoid complex words & phrases
<b>Concise</b>	Keep it clear and to the point Avoid filter words and sentences
<b>Concrete</b>	Be specific not vague Use facts and figure to support your messages
<b>Correct</b>	Try to avoid typos. Use correct facts and figure Use the right level of language
<b>Coherent</b>	Does your message make senses? Ensure it flows logically. Avoid covering too much
<b>Complete</b>	Does the message contain everything it needs to? Include a call-to-action
<b>Courteous</b>	Being polite builds goodwill Ensure message is tactful

Fig. 6.2.1- Communication checklist





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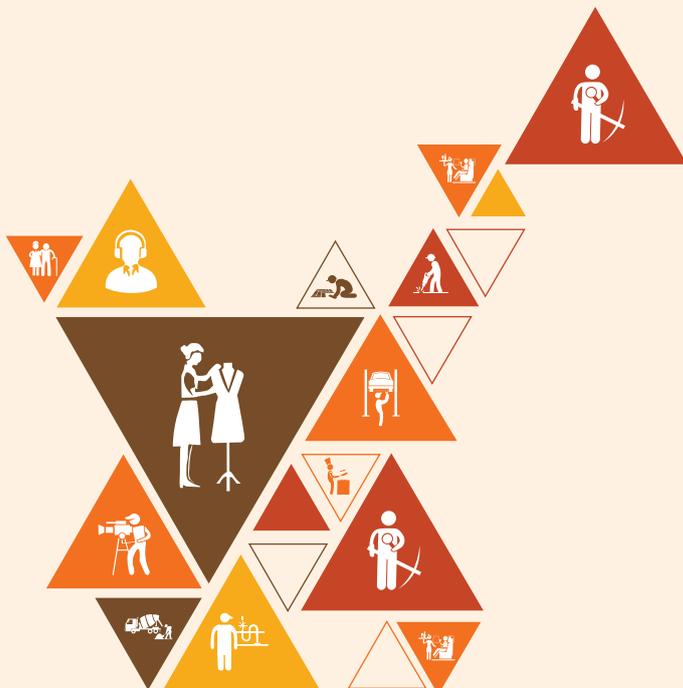


# 7. Customer Service

Unit 7.1 – Service Quality Requirements

Unit 7.2 – Customer Satisfaction through Service and Professionalism

Unit 7.3 – Etiquette



THC/N9902,  
THC/N9903

## Key Learning Outcome

### **At the end of this module, students will be able to:**

1. Identify the market trends and customer expectations by discussing the same with frequent customers
2. Describe the procedure of receive feedback and rating from customer
3. Explain how to use customer-oriented behaviour to gain loyalty and satisfaction of the customer
4. Explain how to behave friendly but not familiar with guest
5. Describe fair and honest treatments to customers
6. Explain how to enhance company's brand value
7. Define how to identify customer expectations and ensure they are met
8. Explain how readily accept and implement new ideas to improve customer satisfaction
9. Demonstrate how to communicate customer feedback to superior
10. Explain how to offer promotions to improve product satisfaction
11. Identify unscheduled customer requests and process for resolution with the help of senior
12. Explain the Importance of using appropriate titles and terms of respect
13. Explain the process of handling customer grievances professionally
14. Explain, friendly, courteous and hospitable service to the customers
15. Explain a way to provide assistance with sincere attitude to the customer
16. Demonstrate the skills for achieve 100% customer satisfaction
17. Familiarise with customer loyalty and brand value
18. Define greet, welcome and address the customer appropriately
19. Demonstrate the pitch and tone of voice while speaking to customers
20. Explain how to maintain high standards of practice and transparency in Ensure fair and honest treatments to customers pricing
21. Demonstrate the etiquettes of answer the telephone calls
22. Describe how to communicate appropriately with the customer
23. Explain the importance of dress professionally, grooming and positive body language
24. Explain how to maintain personal integrity and ethical behaviour
25. Demonstrate responsible and disciplined behaviour in front of guest
26. Demonstrate Escalate grievances to appropriate authority

## Unit 7.1: Service Quality Requirements

### Unit Objectives

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

1. Identify target customers, their profiles and needs
2. Build good rapport with the customer
3. Identify the market trends and customer expectations by discussing the same with frequent customers
4. Describe the procedure of receive feedback and rating from customer
5. Explain how to use customer-oriented behaviour to gain loyalty and satisfaction of the customer
6. Explain how to behave friendly but not familiar with guest

### Resources to be used

- White board and marker
- Case study of customer satisfaction

### Say

- Customer satisfaction is the ultimate goal of every business.
- In today's highly competitive world, customer satisfaction reviews play a key role in marketing.
- Handling customer complains tactfully and effectively helps in satisfying customer.

### Explain

- Customer first policy. How to develop company USP to create a special position in market.
- Explain the importance of knowing the latest trends in travel and tourism
- Impact of communication with superiors and colleagues on customer satisfaction.

### Elaborate

- Elaborate on tips to ensure 100% customer satisfaction and positive feedback.
- Elaborate on how to understand guest's psychology.
- Effective handling customer complains.
- Elaborate on procedures of handling customer complains – Listen to guest, apologize, taking appropriate action.



## Unit 7.2: Customer Satisfaction through Service and Professionalism

### Unit Objectives

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

1. Explain how to behave friendly but not familiar with guest
2. Describe fair and honest treatments to customers
3. Explain how to enhance company's brand value
4. Define how to identify customer expectations and ensure they are met
5. Explain how readily accept and implement new ideas to improve customer satisfaction
6. Demonstrate how to communicate customer feedback to superior
7. Explain how to offer promotions to improve product satisfaction
8. Identify unscheduled customer requests and process for resolution with the help of senior
9. Explain the Importance of using appropriate titles and terms of respect
10. Explain the process of handling customer grievances professionally
11. Explain, friendly, courteous and hospitable service to the customers
12. Explain a way to provide assistance with sincere attitude to the customer
13. Demonstrate the skills for achieve 100% customer satisfaction
14. Familiarise with customer loyalty and brand value

### Resources to be used

- White board and marker
- PowerPoint presentation and videos on customer satisfaction, customer feedback sheets, customer grievance handling situations

### Say

- Your brand should be the priority in your working and all activities should be accordingly planned.
- Remember that the name is the only thing which remains in customers mind and that helps in mouth publicity, like Thomas Cook, SOTC, Kesari and the major popular brand names even after decades.

### Explain

- Brand building ideas and techniques
- Building customer satisfaction

## Elaborate

- Elaborate on understanding goals of the company or owner where you are working.
- Elaborate how company's brand value can be increased by a travel consultant, such as:
  - Improve your understanding of what your brand means
  - Innovate your products to meet your customers' unknown needs
  - Stay solution focused
  - Pay attention to the details
  - Be consistent and reliable
- Elaborate on innovating products to meet customer's demand – by offering better products than expectations, more aligned to their choices.
- Elaborate on staying focused on goals irrespective of challenges.
- Elaborate on developing skills in paying attention to the details. Being consistent and reliable.
- Elaborate on the ways to build customer satisfaction –
- Treat customer like boss.
- Try and help customer by going out of the way at times.
- Measure customer satisfaction and compare the figures
- Remember the importance of time. Customer never likes to wait.
- Be Empathetic

## Activity

- Divide class into small groups
- Give them activity on developing promotional plan for branding.
- Make each group present in front of class.
- Judge and discuss.

## Notes for Facilitation

- Collect success stories of popular brands to tell students.
- During activity observe students and correct them wherever necessary.
- Watch customer satisfaction situations and prepare notes for students.

## Unit 7.3: Etiquette

### Unit Objectives

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

1. Define greet, welcome and address the customer appropriately
2. Demonstrate the pitch and tone of voice while speaking to customers
3. Explain how to maintain high standards of practice and transparency in Ensure fair and honest treatments to customers pricing
4. Demonstrate the etiquettes of answer the telephone calls
5. Describe how to communicate appropriately with the customer
6. Explain the importance of dress professionally, grooming and positive body language
7. Explain how to maintain personal integrity and ethical behaviour
8. Demonstrate responsible and disciplined behaviour in front of guest
9. Demonstrate Escalate grievances to appropriate authority

### Resources to be used

- White board and marker
- Videos on communication between customer and employee of travel company.
- PowerPoint presentation on correct grooming and improper dressing of staff.

### Say

- First visual impression plays an important role in better communication.
- Always follow the right manners and etiquette while communicating with customer.
- Ethical behavior is the base of a good business.

### Elaborate

- Greeting and communicating with customer -
  - Smile after eye contact with customer and greeting.
  - Stop your work in hand and greet the customer first.
  - Attend personally, rather than directing customer.
  - Talk politely and patiently





## Key Learning Outcome

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

1. Explain how the customer feels safe in the provided environment
2. Explain the procedures to be followed during terrorist attacks
3. Describe the facilities and services specific to gender and age
4. Explain how will inform customers about entertainment programs for children, basic safeguard procedures for senior citizens
5. Demonstrate the procedure for arranging transport and equipment as required by senior citizens
6. Identify availability of medical facilities/doctor
7. Explain the women rights and company's policies regarding them
8. Identify special facilities available for women colleagues and customers
9. Explain the safety and security methods to customers for ensuring safety of the women
10. Explain how to provide comfortable and safe environment for female customers
11. Describe the importance of maintaining compliant behaviour and etiquette while dealing with women
12. Describe the procedure for treat women equally and avoid discrimination
13. Explain and ensure safety and security of female colleagues and customers at all levels

## Unit 8.1: Service and Facilities Specific to Age/Gender/Special Needs

### Unit Objectives

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

1. Explain how the customer feels safe in the provided environment
2. Explain the procedures to be followed during terrorist attacks
3. Describe the facilities and services specific to gender and age
4. Explain how will inform customers about entertainment programs for children, basic safeguard procedures for senior citizens
5. Demonstrate the procedure for arranging transport and equipment as required by senior citizens
6. Identify availability of medical facilities/doctor
7. Explain the women rights and company's policies regarding them
8. Identify special facilities available for women colleagues and customers
9. Explain the safety and security methods to customers for ensuring safety of the women
10. Explain how to provide comfortable and safe environment for female customers
11. Describe the importance of maintaining compliant behaviour and etiquette while dealing with women
12. Describe the procedure for treat women equally and avoid discrimination
13. Explain and ensure safety and security of female colleagues and customers at all levels

### Resources to be used

- White board and marker
- Projector and PowerPoint presentation on safety tips in general and specific related to women, elderly persons and children.

### Say

- Safety of females should be of utmost priority.
- Children have specific requirement and you must be ready always for their emergency services.
- Children must not be left on own at any given time during the tour.
- Senior citizen guests should be treated with extra special care and attention.

## Elaborate

- Elaborate on general safety tips –
  - Limited cash to be carried. More use of ATM and credit cards.
  - Carry health cards and insurance document to use in emergency.
  - Carry basic first aid kit and medicines.
  - Carry copies of passport, visa and tickets.
- Elaborate on safety tips to be followed during stay at hotels –
  - Lock doors properly from inside and outside.
  - Read instructions given by hotel either displayed in room, in given documents or any visible areas.
  - Follow instructions on safety of keeping valuables.
- Elaborate on crisis management and safety of women –
  - Avoid moving around alone in unknown areas.
  - Avoid traveling late nights when not accompanied by men.
  - Avoid wearing expensive jewelry and carrying lots of cash.
  - Avoid disclosing personal information to strangers.
  - Do not trust strangers easily.
  - Have back up plan in situations like theft or losing purse and all-important documents.
- Elaborate tips for young and elderly travelers –
  - Children should always be accompanied by elders or parents.
  - Pack in advance with all basic needs like clothes suitable for weather conditions, eatables for emergency, torch, extra batteries.
  - Safety of children in play areas.
  - Plan and research about all areas considering the members traveling.
  - Reserve special services in advance.
  - Young travelers should follow the safety rules and avoid being adventurous.
  - Young travelers should maintain peace and avoid arguments with co-travelers.
  - Travel light as far as possible.
  - Plan about security check points and facilities for children, elderly and persons with medical conditions.
- Elaborate on rules and eligibility criteria of cruises, excursions
- Elaborate on travel partners and support needed from other agencies like local taxi services, guide, local food, medical emergencies etc.

## Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity







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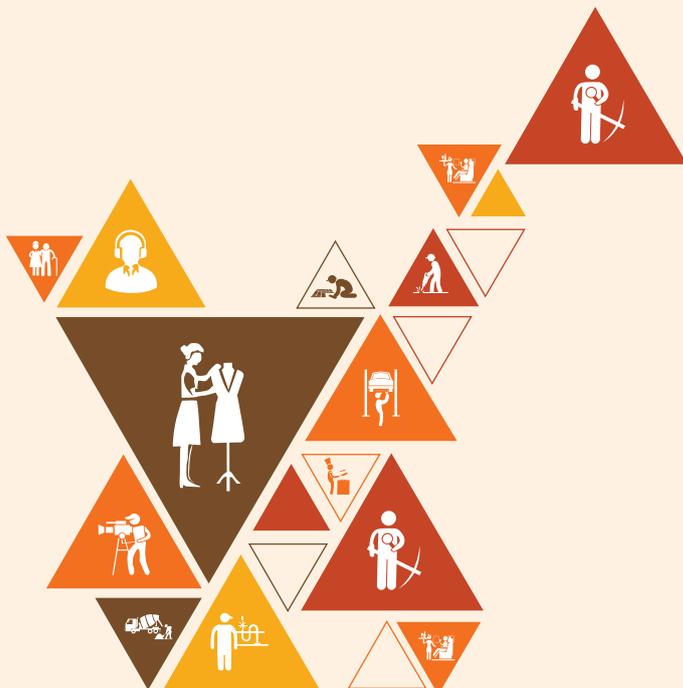
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# 9. Intellectual Property Rights (IPR) and Copyrights

Unit 9.1 - Intellectual Property Rights (IPR) and Copyrights



THC/N9905

## Key Learning Outcome

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

1. Explain on prevention methods for leak of new plans and designs to competitors by reporting on time
2. Define for obtaining information of company's product, service or design patents
3. Explain how IPR violations observed in the market, and reports to supervisor or company head respecting customer's copyright
4. Explain the copyright clause of the material published on the internet and any other printed material
5. Define the protection of infringement upon customer's business or design plans
6. Describe how to clear the doubt about using information available from customer with the help of senior's
7. Explain how infringement observed by anyone and report in the company

## Unit 9.1: Intellectual Property Rights (IPR) and Copyrights

### Unit Objectives

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

1. Explain on prevention methods for leak of new plans and designs to competitors by reporting on time
2. Define for obtaining information of company's product, service or design patents
3. Explain how IPR violations observed in the market, and reports to supervisor or company head respecting customer's copyright
4. Explain the copyright clause of the material published on the internet and any other printed material
5. Define the protection of infringement upon customer's business or design plans
6. Describe how to clear the doubt about using information available from customer with the help of senior's
7. Explain how infringement observed by anyone and report in the company

### Resources to be used

- White board and marker
- PowerPoint presentation on IPR Act and copyrights

### Say

- You are all under the oath of honesty towards both customer and management.
- Protecting property's confidential information is the most important responsibility of employees.
- Copyright is the exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material.

### Explain

- Explain IPR.
- Explain Intellectual property rights - It protects the interests of creators by giving them property rights over their creations.
- Explain the importance of secrecy, ethics and management loyalty.
- Explain process of copyright and its requirement.

## Elaborate

- Elaborate list of subject matter protected by IPR -

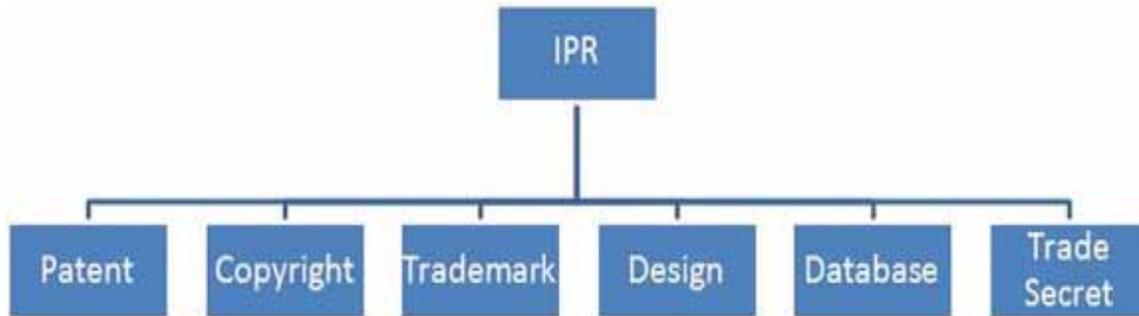


Fig. 9.1.1- IPR concept

- Elaborate on industrial copyrights – Industrial property also covers trademarks, service marks, layout-designs of integrated circuits, commercial names and designations, as well as geographical indications, and protection against unfair competition.
- Elaborate on common work under copyrights –

### What is copyright

Copyright refers to the legal right of the owner of intellectual property. In simpler terms, copyright is the right to copy. This means that the original creators of products and anyone they give authorization to are the only ones with the exclusive right to reproduce the work.

### Why Do We Have Copyright?

- Copyright exist to protect people who create original work.
- When anyone violate copyright, the creator can take legal action
- A person may be affecting their ability to make money from their work

### Common Copyright Violations

- Posting an image, photo or video without permission
- Reusing a part or large portion of text without permission.
- Creating “spin off” work based on an idea without permission.

### What the worst that could happen

If you post a blog, video, tweet etc. that violets copyright law, you may:

- Be forced to take it down/ close
- Pay a huge / large fine
- Get punished under law
- Embarrass yourself and family too.

Elaborate on recognizing the copyright symbol –



The copyright symbol, or copyright sign, ©, is the symbol used in copyright notices for works other than sound recordings. The use of the symbol is described by the Universal Copyright Convention.



The **R symbol** indicates that this word, phrase, or logo is a **registered trademark** for the product or service.



A **trademark** is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises.

How and where to see the symbol.

- Elaborate on copyrights and confidential information infringement and protection

### Overview of copyright act, 1957

The **Copyright Act, 1957** protects original literary, dramatic, musical, and artistic works and cinematograph films and sound recordings from unauthorized uses. Unlike the case with patents, **copyright** protects the expressions and not the ideas. There is no copyright in an idea.

First introduces in India in 1914

- Now, Indian copyright Act, 1957, w.e.f. 1958
- Adopted many English provision, introduced new ideas and concept
- Created Copyright Office and Copyright Board
- Introduced civil and criminal remedies against infringement
- Key points to prevent infringement of IP or copyright –
  - Consider Copyright Protec on Company Wide Responsibility
  - Restrict information access
  - Personal and official devices should be data protected and with passwords.
  - Report violations immediately to the authority and controlling persons.

## Notes for Facilitation

- Collect information on Indian Patent Act and its process.
- Collect information on IPR Act of India.





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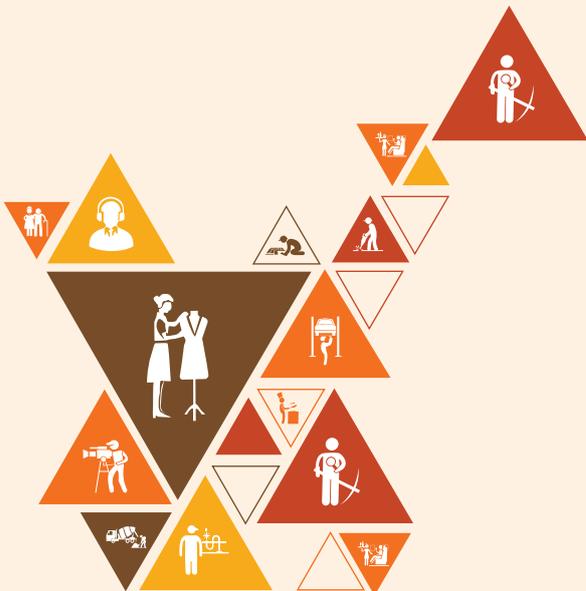
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# 10. Health and Hygiene

Unit 10.1 – Health and Hygiene



THC/N9906

## Key Learning Outcome

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

1. Explain key aspects of health and hygiene as applicable to food workers
2. Discuss common diseases and their causes
3. Explain various types of hygiene and its importance
4. Explain various steps to be taken for maintaining a hygienic food storage area

## Unit 10.1: Health and Hygiene

### Unit Objectives

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

- Explain key aspects of health and hygiene as applicable to food workers
- Discuss common diseases and their causes
- Explain various types of hygiene and its importance
- Explain various steps to be taken for maintaining a hygienic food storage area

### Resources

- White board and marker
- Video / PowerPoint Presentation on images and videos on health and hygiene

### Say

- Hygiene is a word derived from 'Hygeia' the name of goddess of cleanliness.
- Maintaining hygiene by food handlers in food area is utmost important for consumers.
- Hygiene is equally important for family and employee as well.

### Explain

- Explain hygiene for self, family and employer
- Explain the spread of infection and diseases.
- Explain personal hygiene
- Explain food hygiene, workplace hygiene and home hygiene

### Elaborate

- Elaborate on health risks and factors affects on human health

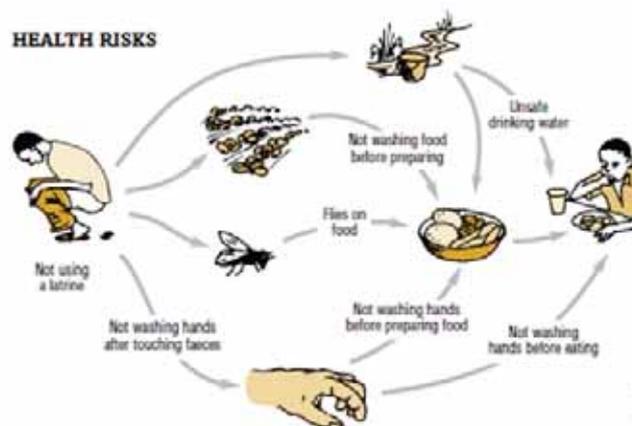


Fig 10.1.1 Health risks and factors affects on human health

- Elaborate on importance of hygiene in -
  - ✓ Self – Good health keeps one energetic and enthusiastic throughout the day
  - ✓ Family – Unhealthy person can't contribute to family; he will make family not happy and feel good.
  - ✓ Employer – Absentees of employees hamper the work of employer and add to losses.
- Elaborate on chain of infection transmission –

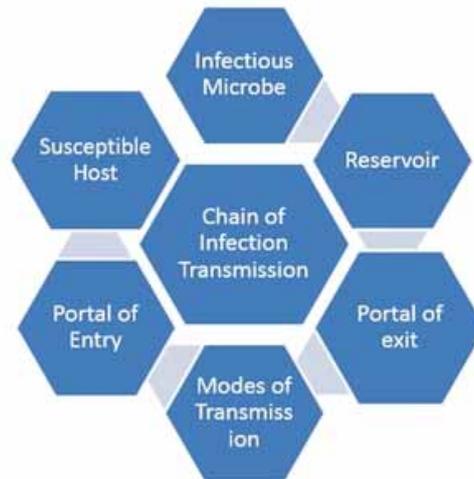


Fig 10.1.2 Chain of Infection Transmission

- ✓ Infectious Microbe: Bacteria, Fungi, Virus, Protozoa
  - ✓ Reservoir: Place where microbe lives and replicate, such as people, surfaces, food, animal.
  - ✓ Portal of exit: Place where the leaves and reservoir, such as coughing, sneezing bleeding, touching.
  - ✓ Modes of Transmission: Contacts, Airborne, Insect vector
  - ✓ Portal of Entry: Entry point such as wound, Mucosa of mouth
  - ✓ Susceptible Host: Non-immune person, deficiency baby. Elderly immunosuppressed by drugs
- Elaborate on diseases like – Dengue, malaria, chikungunya, typhoid, bacterial infection.
  - Elaborate on role of hygiene in preventing spread of diseases –
    - ✓ Personal hygiene – Self hygiene where one must follow the basic hygiene practices correctly and always. Absence of good hygiene practices affects food safety.



Fig 10.1.3 Food Safety Guidelines

- Elaborate on food hygiene – goods manufacturing practices help to maintain food safety.



Fig 10.1.4 Goods Hygiene Practices

- Elaborate on hygiene at home –
  - ✓ Clean house daily
  - ✓ Remove garbage everyday
  - ✓ Wash and disinfect toilets in the house.
  - ✓ Change water frequently. Do not allow water to stagnate.
  - ✓ Care of domestic animals like dogs, cats and birds
- Elaborate on storage of food –
  - ✓ Storage area for food should be clean, well ventilated and away from waste disposal area.
  - ✓ Food should be prevented from contamination with microorganisms, which makes food unsafe for consumption.
  - ✓ Preventing contamination is reducing losses and illness.
- Elaborate on good storage practices-
  - ✓ Keep food in airtight boxes or bins. Bins should be at least 6 inches above floor and away from walls.
  - ✓ Keep chemicals, insecticides and pesticides away from food and under lock and key.
  - ✓ Cooking area must be thoroughly cleaned and sanitized before starting work.
  - ✓ Check if all pots and equipments being used are cleaned properly and have no dirt on it.
  - ✓ Wash grains, fruits and vegetables under clean water. Mildly chlorinated water helps remove dirt and microbes from the surface.
  - ✓ Ensure water being used in kitchens for all work is potable and clean as per standards and norms given under the Act.
  - ✓ Conduct regular pest control. Check all entry points are closed properly to restrict entry of pests.
  - ✓ Maintain safe temperature zone for food being on hold. Food should not be kept uncovered at any given time.

- ✓ Clean away the food spilled on floor immediately.
- ✓ Ensure all food handlers follow rules of hand washing correctly.



Fig 10.1.5 Handwashing Practice

- Elaborate on unhealthy personal hygiene practices –
  - ✓ Understand healthy practices of sex and avoiding HIV infection.
  - ✓ Do not indulge in smoking, drinking alcohol and chewing tobacco, it affects health seriously.
  - ✓ Practice yoga, walking, running to keep healthy and fit.







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# 11. Soft Skills and Communication Skills

Unit 11.1 - Introduction to the Soft Skills

Unit 11.2 - Effective Communication

Unit 11.3 - Grooming and Hygiene

Unit 11.4 - Interpersonal Skill Development

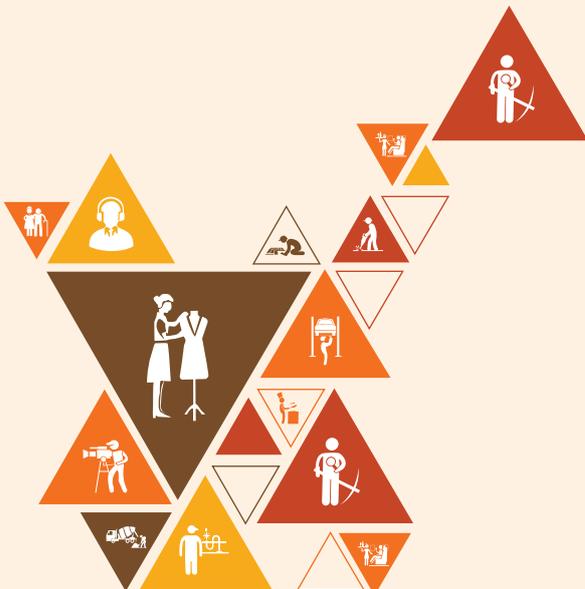
Unit 11.5 - Social Interaction

Unit 11.6 - Group Interaction

Unit 11.7 - Time Management Unit

Unit 11.8 - Resume Preparation

Unit 11.9 - Interview Preparation



## Key Learning Outcome

### **At the end of this module, students will be able to:**

1. Explain the basic meaning of Soft Skills, their components, and their benefits.
2. Describe work readiness and its significance.
3. Define public speaking.
4. Describe likes and dislikes of a person.
5. Explain basic etiquette of conversation.
6. Define cleanliness and hygiene.
7. Define the importance of positive body language while speaking.
8. Perform more of the do's than the don'ts.
9. Summarize on good eating habit and their impact on health.
10. Identify bad things such as gutkha and alcohol.
11. Explain about AIDS and its prevention.
12. Explain how to develop a positive attitude and behavior.
13. Explain Goal Setting.
14. Describe how motivation help in team participation at work.
15. Describe how to manage relations.
16. Define stress and anger management skills.
17. Explain leadership qualities
18. Explain what social interaction is and what are social interaction behavior.
19. Explain in brief about himself/herself in public.
20. Explain how to perform daily duties.
21. Develop cooperation with peers, family and other members in society.
22. Explain how to perform in group discussions in the class.
23. Give speech in the public.
24. Explain the importance of team building and teamwork
25. Analyze the importance of time management.
26. Explain how to develop time management skills.
27. Explain about effective time planning
28. Explain the importance of resume.
29. Demonstrate how to prepare a resume
30. Explain how to perform in mock interviews
31. Demonstrate how to present themselves during an interview

## Unit 11.1: Introduction to Soft Skills

### Unit Objectives

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

1. Describe the basic meaning of Soft Skills and their components and their benefits.
2. Familiarize with work readiness and its significance.

### Resources to be used

- White board and marker
- Powerpoint presentation and projector

### Say

- Soft skills are what you do and perform everyday as an activity in home and at work.
- Your soft skills matter a lot in creating impression. It helps you to progress and growth in career.

### Explain

- Importance and role of soft skills in service industry.
- How soft skills could be effective in-service industry.

### Elaborate

- Elaborate on components of soft skills –
  - Adaptability – An ability to change
  - Emotional strength – Managing moods and having control over emotions
  - Leadership quality – Ability to convince people in the team.
  - Team playing ability – Ability to make people work in harmony
  - Decision making – Ability to utilize all resources in the best possible way and take decisions correctly.
  - Interpersonal communication – Effective way of communicating with others around.
  - Negotiation skills – Ability to negotiate with others.
  - Elaborate on benefits of soft skills – Increased credibility, increased customer satisfaction, increased productivity, recognition, opportunities, better performance.

- Elaborate on work readiness –
  - Education
  - Skills
  - Certification
  - Career
- Positive attitude, capacity to function, willingness to be supervised, follow instructions, confidence, pride in appropriate personal presentation, ability to communicate, commitment to maintain reliability and punctuality.

## Notes for Facilitation

- Collect activity matter
- Collect videos on skills.
- Collect latest set of skills published on various links

## Unit 11.2: Effective Communication

### Unit Objectives

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

1. Describe public speaking
2. Describe his/her likes and dislikes for five minutes in the classroom
3. Explain basic etiquettes during a conversation with another person, overcome shyness etc

### Resources to be used

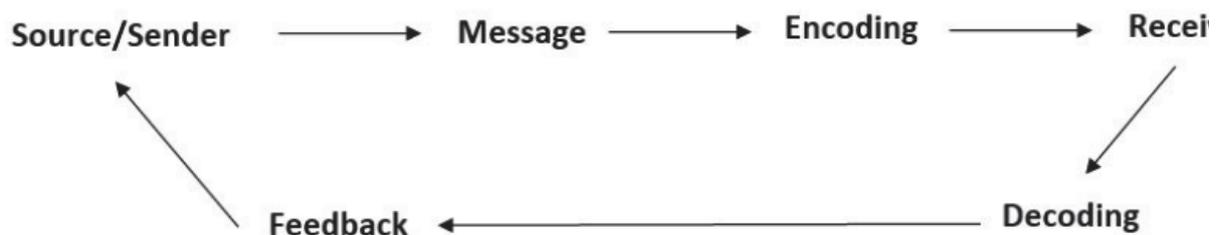
- White board and marker
- PowerPoint presentation and projector

### Do

- Ask participants to talk on given topics to speak for 5 minutes.
- Ask the observers questions on it and explain effective ways of communication.

### Explain

- Explain using PowerPoint presentation the process of communication.



*Fig. 11.2.1- Communication process*

- Explain verbal, written and nonverbal communication by giving examples.
- Explain barriers of communication by giving examples.

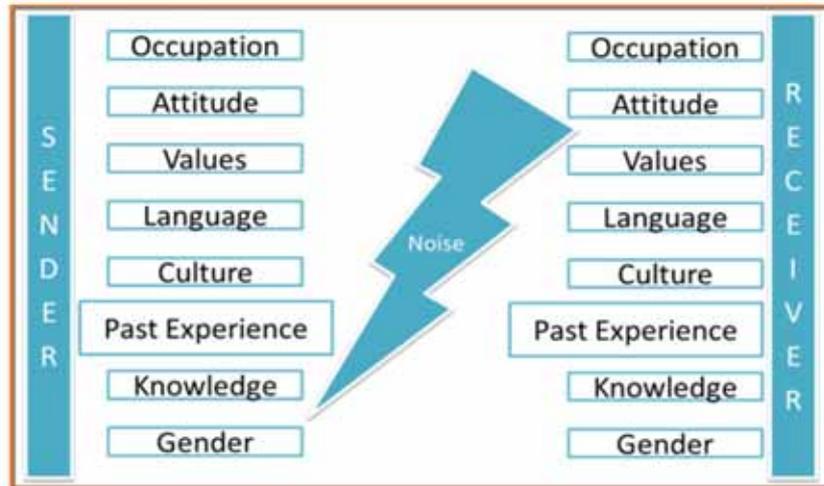


Fig. 11.2.2 - Communication elements

- Explain active listening and give tips on active listening.

Ten Tips to Improve YOUR Listening Skills				
<p>Tip 1</p> <p><b>Stay Focused</b></p>	<p>Tip 2</p> <p><b>Detect Emotions</b></p>	<p>Tip 3</p> <p><b>Ask Questions</b></p>	<p>Tip 4</p> <p><b>Don't Interrupt</b></p>	<p>Tip 5</p> <p><b>Don't Pre-empt</b></p>
<p>Tip 6</p> <p><b>Recap Key Facts</b></p>	<p>Tip 7</p> <p><b>Pen and Paper at The Ready</b></p>	<p>Tip 8</p> <p><b>Say it Again</b></p>	<p>Tip 9</p> <p><b>Watch the Stereotypes</b></p>	<p>Tip 10</p> <p><b>Be Aware of Listening Barriers</b></p>

Fig. 11.2.3- Tips for improvement

### Activity

- Explain the purpose and duration of the activity.
- Ask everyone to introduce himself/herself in front of class for five minutes.
- Ask others to make notes of observations.
- Discuss the observations one by one and explain so they know the good ways of delivery.

### Demonstrate

- Demonstrate the correct ways of verbal communication by introducing yourself to the class.
- Demonstrate by introducing yourself before participants.

## Unit 11.3: Grooming and Hygiene

### Unit Objectives

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

1. Explain how to maintain cleanliness and hygiene.
2. Describe about the importance of clean and tidy dress
3. Explain how to maintain positive body language while speaking.
4. Explain good eating habits and their impact on health.
5. Explain how to avoid bad things such as gutkha and alcohol.
6. Explain about AIDS and its prevention.

### Resources to be used

- PowerPoint presentation and projector
- White board and marker

### Do

- Show picture of a shabby person and well-groomed persons.
- Ask participants to list the differences they noticed in two.
- Ask what they liked and what they didn't liked in both.
- On white board, make a list of answers given.
- Explain using the list the various elements of grooming.
- Ask participants when they got the first lesson of hygiene and from whom.
- Explain personal hygiene by giving simple examples.

### Elaborate

- Elaborate on personal grooming and how to maintain oneself presentable.
- Importance of good and pleasant appearance in hotel industry.
- Elaborate on specific guidelines for men and women with the help of PowerPoint presentation.
- Good and bad body postures and their effects.
- Personal hygiene and its role in good health and hygiene

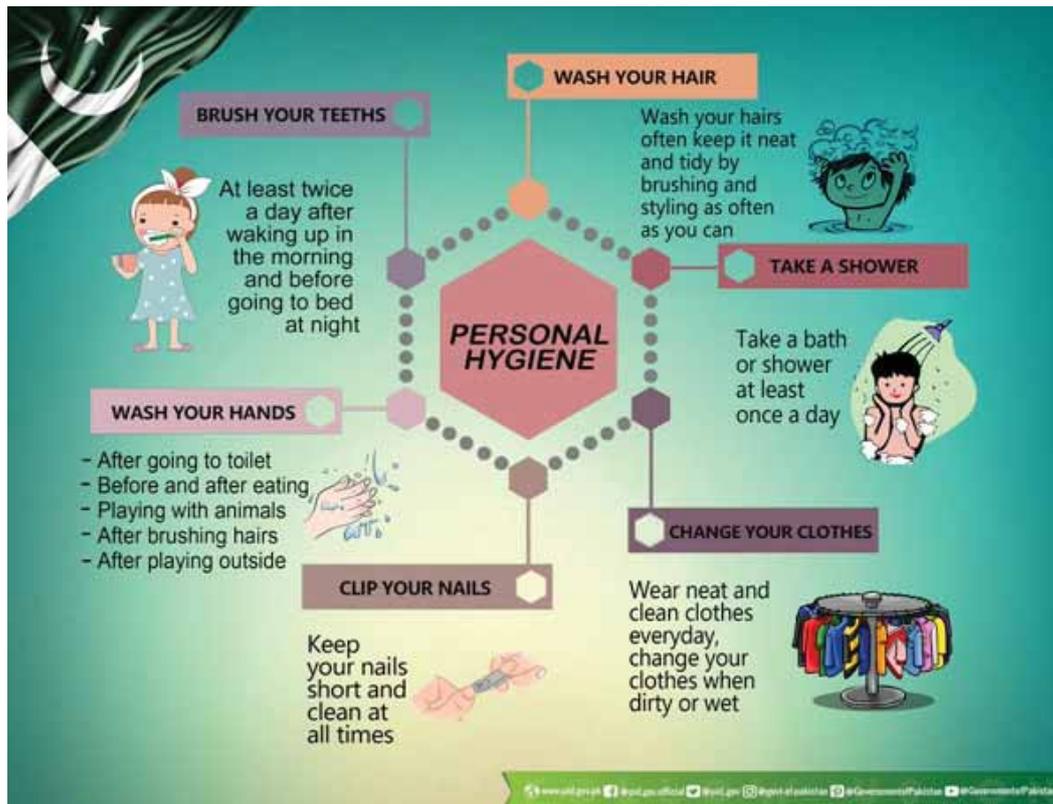


Fig. 11.3.1: Hygiene practices

- Importance of physical fitness for an individual
  - Maintains optimal body weight
  - Reduces risk of diseases
  - Boosts confidence and self esteem
  - Reduces stress, anxiety and depression
  - Role of healthy eating in maintaining good health.
- Elaborate on good eating habits:
 

Healthy eating habits are:

  - Always try to eat home-made food
  - Avoid oily food
  - Always cook and eat fresh food
  - Avoid junk food like burgers, carbonated drinks etc.
  - Eat fruits regularly
  - Drink lot of water

Things to be avoided:

- Alcohol- its side-effects
- Tobacco- its side-effects

## Risks from Smoking

Smoking can damage every part of the body

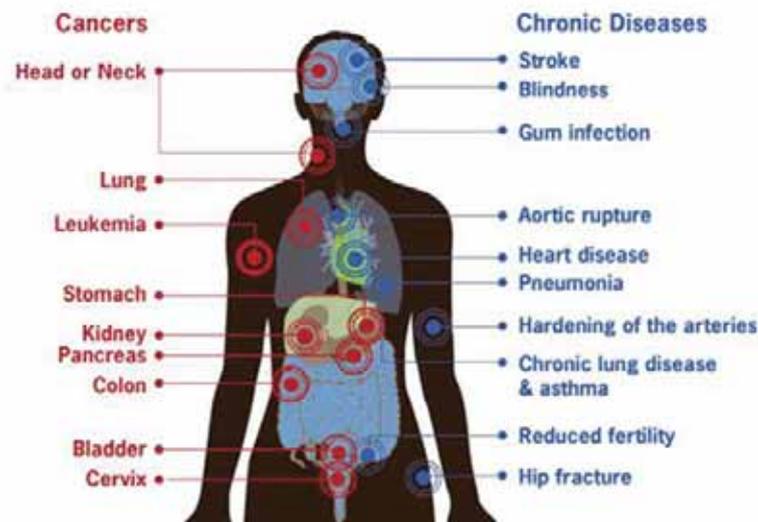


Fig. 11.3.2: Risks from smoking

- Elaborate on AIDS with the help of videos and charts. How AIDS spread and how to protect yourself from infection.
- Effects of smoking and eating gutkha on health.

### Notes for Facilitation

- Using charts and video explain how personal hygiene plays a very important role in working in hotel.
- Encourage participants to inculcate good hygiene practices always.
- Show videos on effects of unhealthy habits like ghutka, pan masala, smoking and drinking.

## Unit 11.4: Interpersonal Skill Development

### Unit Objectives

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

1. Develop a positive attitude and behavior
2. Understanding goal setting
3. Motivated for team participation at work
4. Manage relations
5. Learn about stress and anger management skills
6. Develop leadership qualities

### Resources to be used

- White board and marker
- Projector and videos

### Do

- Ask each participant to tell his goal of life to class.
- Ask them how they have planned to achieve it.
- Explain giving examples and telling success stories of a few popular achievers what goal means.

### Explain

- Positive attitude. And How it could be developed
- Traits for successful career path.
- Role of goal setting in life. What are SMART goals. Categorization of goals.
- How Team works ideally. Factors of Team dynamics.
- Tips on improving relations with people.
- What are etiquettes. Etiquettes at work place and in society with people.
- Importance of stress and anger management at workplace. Explain how stress and anger could be managed effectively.
- Techniques of Conflict resolution. Points to remember for resolving conflicts.
- Explain the qualities a leader should possess. Explain qualities of good leader.

## Elaborate

- Elaborate on ways of developing positive attitude – Positive thinking, creative thinking, control over emotions, optimism, motivation to accomplish of goals.
- Elaborate telling motivational story of carrot, egg and coffee.
- Elaborate by telling stories of struggle of successful persons like Dhirubhai Ambani and actor Rajnikant, Amitabh Bachchan.
- Elaborate on goal setting - SMART goals, categories of goals like career, family, education and health etc.
- Elaborate on team dynamics with the help of story of big fish and small fishes.
- Elaborate managing relations by giving examples –
  - Observe your own reactions in situations towards others involved.
  - Accept your weaknesses and improve.
  - Take responsibility of actions.
  - Apologize if someone is hurt by your behavior.
  - Elaborate on etiquette explaining how to treat people at work, communication at workplace, work ethics – punctuality, discipline and commitment.
- Elaborate on stress and anger management –
  - Avoid unnecessary stress
  - Express feelings
  - Do not react immediately
  - Accept the change
  - Speak only after you calm down.
  - Elaborate on conflict resolution – Steps to work it out – Stop, Say, Listen, Think. Explain the serious consequences of conflict.
- Elaborate on leadership skills –
  - Honesty
  - Ability to delegate and lead
  - Commitment
  - Decision making attitude
  - Focus and vision
- Elaborate on how to become leader – Take responsibility, show enthusiasm, go extra mile, develop innovative practices, learn new skills.

## Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks



## Unit 11.5: Social Interaction

### Unit Objectives

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

1. Describe the social interaction and its behavior.
2. Explain in a brief about himself/herself in public.
3. Define daily duties.
4. Explain how to cooperate with peers, family and other members in society.

### Do

- Ask participants about their social activities in routine.
- Ask participants to give brief about their neighbors.
- Ask participants what social event they have attended as volunteer.

### Elaborate

- Types of behaviors in social interaction.
- How to introduce yourself. Points to be covered in brief – name, surname, qualifications, strengths, likes etc
- Elaborate on duties and responsibilities as citizen of the country, which are laid by the Constitution of India – To follow the legal norms and Regulations, to uphold and protect sovereignty, unity and integrity of the country. To promote harmony.
- Importance of cooperation in family, and at workplace. How to be a cooperative person.

### Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Divide participants into two groups and give social topics on present situations in the country to discuss
- Observe and comment later on each participants participation

## Unit 11.6: Group Interaction

### Unit Objectives

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

1. Explain how to participate in group discussion in the class.
2. Explain public speaking
3. Explain the importance of team building and team work.

### Resources to be used

- Paper and pen
- White board and marker

### Explain

- Explain rules of group discussion.
- Explain Do's and Don'ts of group interaction.
- Importance of group interaction.
- Explain role of each participant in group.
- Explain importance of team building with help of videos.
- Explain Do's and Don'ts of working in a team.
- Describe the difference between over confidence and confidence.
- Explain good listening.

### Elaborate

- Elaborate on Dos and DONTs of group discussion –
  - Speak in polite and pleasant manner.
  - Remember it's not an argument.
  - Try to follow the topic.
  - Agree and acknowledge
  - Don't lose temper
  - Don't argue and try to prove your point.
  - Don't dominate and cut others.
  - Don't use too much aggressive gestures.



## Unit 11.7: Time Management

### Unit Objectives

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

1. Explain the importance of time management.
2. Explain time management skills.
3. Describe about effective time planning.

### Resources to be used

- White board and marker
- Items for games
- Stop watch

### Explain

- Relate time management principles to the game conducted.
- Explain time robbers. How time robbers can be avoided.
- Describe pareto analysis giving examples.
- With the help of white board write list of various tasks. Ask participants to categorize them into important, unimportant, urgent, and not urgent tasks.

### Elaborate

- Elaborate on time robbers – Poor planner, poor delegation, unorganized, lack of priority, lack of concern for time.
- Elaborate on Pareto Analysis –

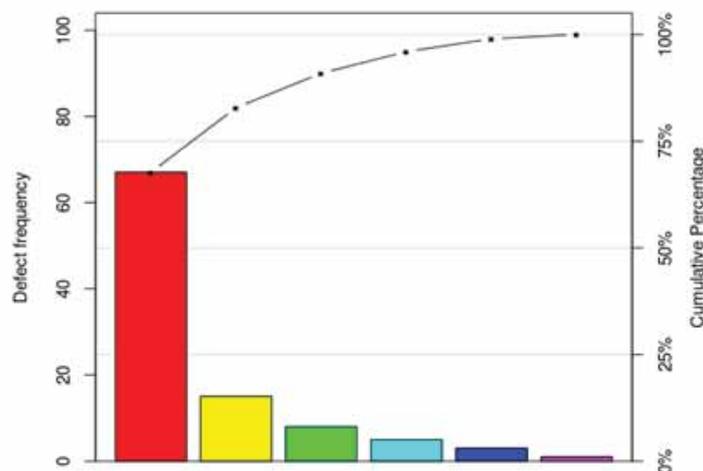


Fig. 11.7.1- Pareto analysis

Elaborate on urgent important matrix –



Fig. 11.7.2- Matrix for urgency/ importance

Matrix helps in understanding – What is to be done, planned, rejected, and resisted.

- Elaborate on steps to prioritize in Time Management – Urgent tasks, not so urgent tasks, important tasks, not so important tasks etc.

## Activity

- Conduct a skill practice team activity
- Ask the students divide into two groups
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give them a game – Any game where there is a scope for time management. For example, collecting scattered items from one end of room and putting them in labelled baskets.
- Do not give any rules for conducting the activity. Ask participants to complete the exercise in minimum time.
- Compare the two groups and declare the fastest winner
- Discuss why one group completed it in less time than the other

## Notes for Facilitation

- Search interesting games.
- Collect more information on latest techniques of time management from various resources.

## Unit 11.8: Resume Preparation

### Unit Objectives

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

1. Describe the different sections of a resume.
2. Learn how to prepare a resume.

### Resources to be used

- White board and marker
- Papers and pen

### Do

- Define and explain resume and its importance in job.
- Describe elements of resume giving examples.

### Elaborate

- Elaborate on each section of resume and ways of writing it –
  - Header – Correct appropriate words
  - Objective/vision – Your aim in career in just few words
  - Education – Starting from the earliest on to the latest
  - Experience – Starting from the latest one.
  - Skills – Make a crisp list and write relevant skills
  - Interests and hobbies – Keep this list short
- Elaborate on points to be remembered before writing resume –
  - Give facts and never lie.
  - Do not copy someone else's resume.
  - Have your originality in writing.
  - Choose visible and formal font and size.



## Unit 11.9: Interview Preparation

### Unit Objectives

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

1. Describe the procedure of interview.
2. Explain mock interviews.
3. Demonstrate himself during interview.

### Do

- Explain types of interview.
- Explain grooming for interview.
- Describe DOs and DONTs of an interview.

### Elaborate

- Elaborate on common types of interview –
  - Traditional HR interview
  - Panel interview
  - Technical interview
  - Telephonic interview
- Elaborate on Do's and Don'ts of interview –

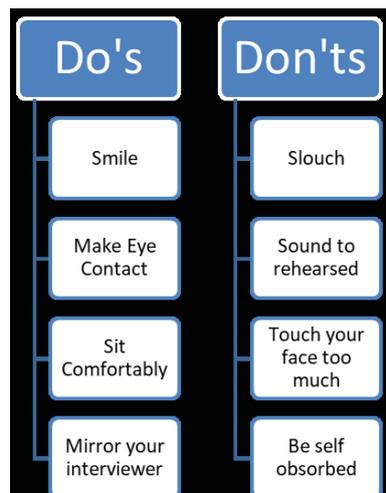


Fig. 11.9.1- Interview basics

- Elaborate on active listening – Clarity, correct language, correct body language, fluency etc.







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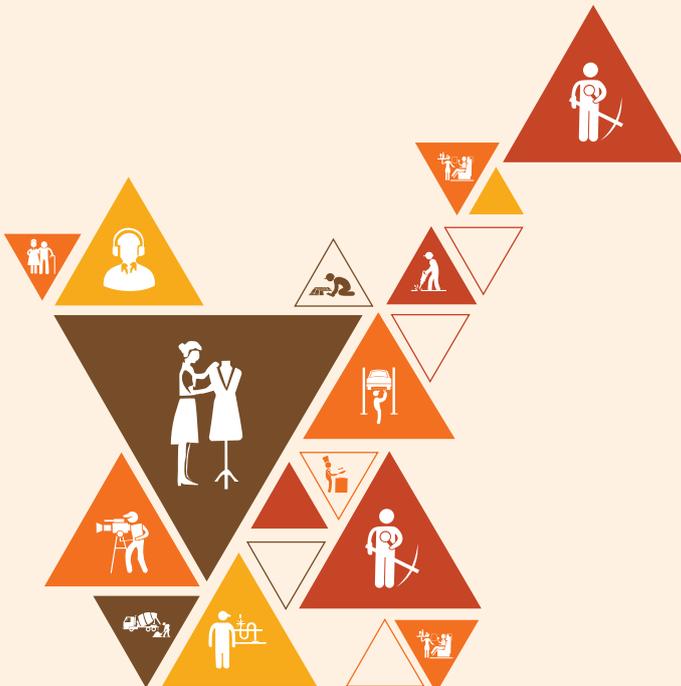
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## 12. IT Skills

- Unit 12.1- Introduction to Computer
- Unit 12.2- Basic Computer Knowledge
- Unit 12.3-Components of Computer
- Unit 12.4- Concept of Operating System
- Unit 12.5- MS Word
- Unit 12.6- MS PowerPoint
- Unit 12.7- MS Excel
- Unit 12.8 - Internet Concepts
- Unit 12.9 - Computer Reservation System



## Key Learning Outcome

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

1. Understand computers
2. Explain the basic uses of computer
3. Identify a computer motherboard
4. Define computer operating systems
5. Define the use of internet and email.







## Unit 12.4: Concept of Operating Systems

### Unit Objectives

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

1. Demonstrate the concept of operating system.

### Say

- Computer cannot be used without operating system.
- Windows XP is a system without which you cannot run a computer for your work.

### Demonstrate

- Demonstrate use of Windows by using computer.
- Demonstrate various programs, how to use key board for working.
- Demonstrate use of various icons which appear on screen of computer when Windows are being used.
- Demonstrate use of commands in computer.

### Elaborate

- Various types of operating systems in computer
- History of Microsoft and its various versions till the date.
- Comparison of single user vs multiuser operating system
- Tools and parts of operating system – Task bar, system tray, external hardware, window updates, power, wireless etc. Give examples and show in actual computer.
- Adding and removing icons from desktop
- Creating a folder.
- Keyboard and the various commands – Alter, backspace, delete, spacebar, uppercase, lowercase etc.



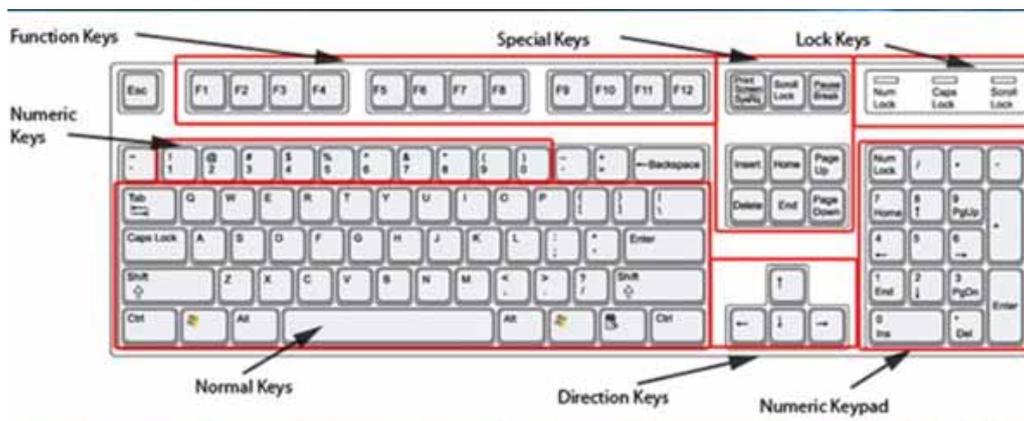


Fig. 12.4.1 Important keys and uses

## Activity

- Conduct a skill practice team activity
- Ask the students divide into two groups
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give participants a list of icons and ask them to identify
- Ask participants to create a Word/Excel file.

## Notes for Facilitation

- Distribute printed formats to participants which shows various commands of computer.
- Encourage participants to self-learn computer.

## Unit 12.5: MS Word

### Unit Objectives

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

1. Explain the concept practice MS-Word.
2. Explain how to format Ms. Word document.
3. Demonstrate how to take printout of a desired document etc.

### Elaborate

- Concept of word and its uses.
- Creating word document, saving the document, and storing in a folder.
- Meaning of Header and Footer and its significance in a document.
- Modifying margins and spacing in lines.
- Inserting bullets and numbering.
- Spelling and grammar, auto correction, selection of language for word document.
- Editing document, inserting symbols and images.

### Demonstrate

- Using computer demonstrate creating document, with the help of important keys.
- Attend each student from the class to make him comfortable in using computer if he is new to it.

### Activity

- Conduct a skill practice team activity
- Ask the students divide into two groups
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Distribute topics for creating document like – What are computers, role of computer in my life, list of keys on keyboard etc
- Ask each group to give presentation



## Unit 12.6: MS PowerPoint

### Unit Objectives

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

1. Explain the use of MS-PowerPoint.
2. Explain how to prepare new presentation.
3. Demonstrate various format methods for slides

### Say

- PowerPoint is commonly used by almost every person for some or the other purpose, be it a family function, birthday celebration, office presentation, school project etc.
- One can create own design, pattern, and style.
- Use of images, pictures, videos, clip art, links etc gives an attractive PPT

### Resources to be used

- Computer, PPT slides or samples

### Elaborate

- Step by step preparing PPT – Double click on the icon, open new document, next slide, adding text, selection of font size, type of font etc
- Animation effect, adding sound, selection of design and pattern.
- Working with charts.
- Steps in beginning of PPT – Slide show options, timer to slide transition, effect of slide entry and exit.

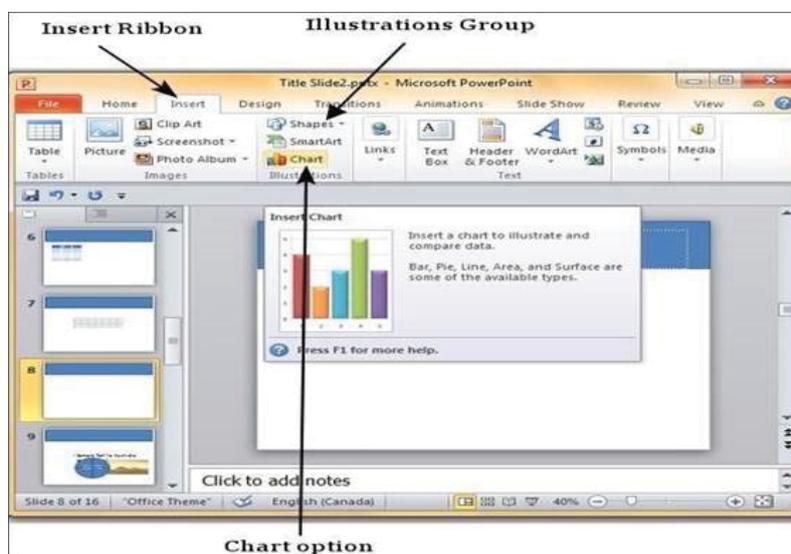


Fig. 12.6.1 PPT slide

- Inserting charts

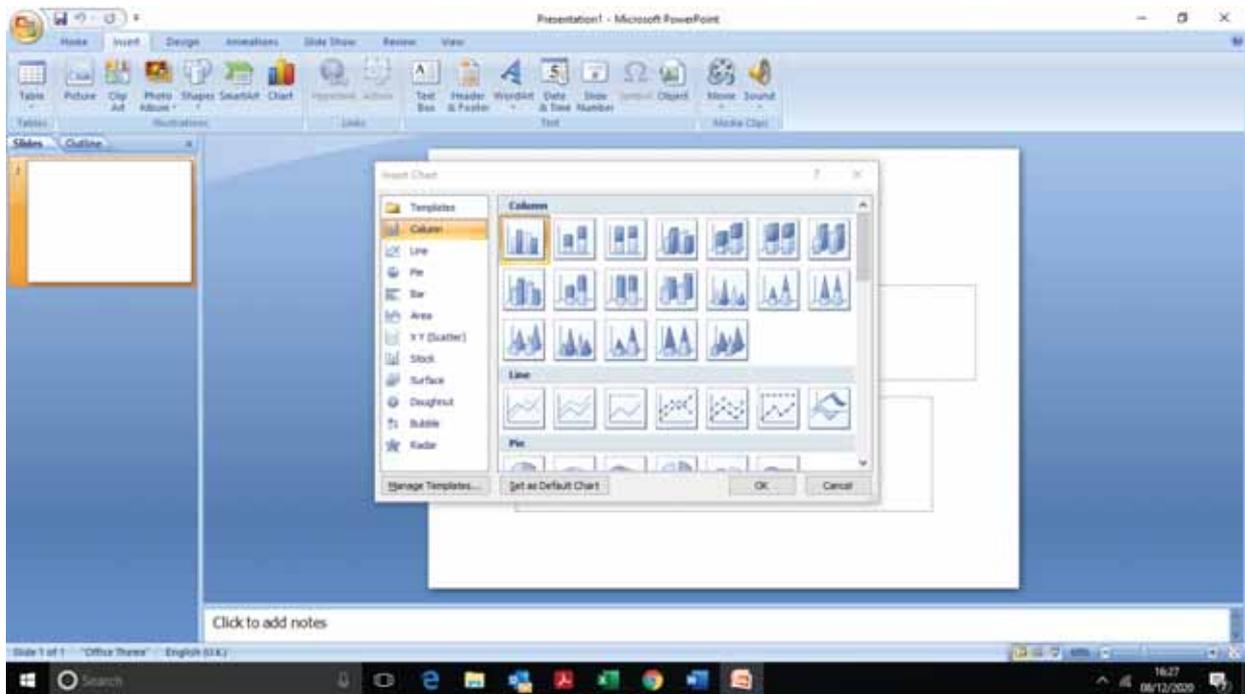


Fig. 12.6.2 PPT Chart

## Unit 12.7: MS Excel

### Unit Objectives

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

1. Explain how to work on MS-Excel
2. Demonstration for Formatting of cells and cell content
3. Explain the Use formulas in excel sheet
4. Explain the use of Charts and Pivot Table

### Resources to be used

- Computer and keyboard
- Excel sample sheets

### Say

- Excel sheets are majorly used where calculations and statistics is involved.
- Excel sheets are used to create graphs in surveys, research papers, assignments and projects.

### Elaborate

Elaborate on –

- Understanding the toolbars in Excel program.
- Use of ribbon menu and function of each symbol on the menu.
- Zoom in and zoom out. When and how this function is useful.
- Role and application of page view, page break and page layout.
- Adding new commands to the quick access menu
- How to insert text and numbers into excel workbooks to be ready to use it to calculate, analyze, and organize data.
- Modifying default setting.
- Creating new blank workbook.
- Inserting text in cell by using cell bar.
- Selecting multiple cells from row and column at the same time.
- Moving across the work sheet as required with the help of tab key and shift key.
- Use of save key to save the work sheet.
- Modifying column width to adjust the words with arrow setting exactly on the dividing line of two columns.

- Formatting the spread sheet by using mouse button with left click for selecting rows and columns and selecting the command key to change font, colour, bold, font size, border etc.
- Calculation and analysis data which is majorly used in research work and surveys.
- Selection of columns and rows and application of required formula of statistical analysis.
- Changing page orientation to portrait or landscape as per requirement.
- Using excel various functions, simple like sum, average, count, minimum, maximum etc. financial function like interest, loan payment, depreciation.
- Converting values of time and changing date.
- Alignment of text or numbers to left, right or center.

### Notes for Facilitation

- Instruct students to watch YouTube lessons for use of Excel to create various types of documents and give similar demonstrations in the class.
- Share the links with students.
- Give assignments to students and ask them to bring the print outs of the work sheet they prepared.

## Unit 12.8: Internet Concepts

### Unit Objectives

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

1. Explain internet concepts
2. Explain different types of URLs
3. Demonstrate the Use of MS-Outlook

### Resources to be used

- Computer with internet connection
- Sample print outs on home pages of a few links and websites.

### Say

- Use of internet has become the important thing for our day-today life.
- We need the access to internet for all types of communications at home, and at work too.
- Use of internet is vast and varied.
- It makes your life so easy and just a click away.
- Internet needs to be used carefully protecting your confidential and personal information from others.

### Elaborate

- URL, Uniform Resource Locator, and its elements – protocol identifier and resource name.
- Types of URL – Messy, dynamic, static, obfuscated, their meaning and uses for collection of information, data, project assignments etc.

- Creating email account –

Recipients

---

Subject

---

Dear Mr Gallagher,

We were delighted to receive your email concerning the recent discussions sent on the 22nd of June, and will be happy to help you with your request.

It was great to hear from you and hear about your request, so we would like to take you up on your offer and arrange a meeting on 30th June at our offices.

Should you have any more questions or doubts please feel free to contact us. We will be awaiting your confirmation to our meeting.

Kind regards,  
Darren

Send | A | 📎 | 📷 | 🔗 | 😊 | Saved | 🗑️ | ▾

Fig. 12.8.1 Sample email

- personal and business in various available options like Outlook, Yahoo, Gmail etc. Creating username and password. Security and protection of personal accounts.
- Creating and sending an email to another person.
- Opening email and replying mails. Step by step opening of email and drafting reply.

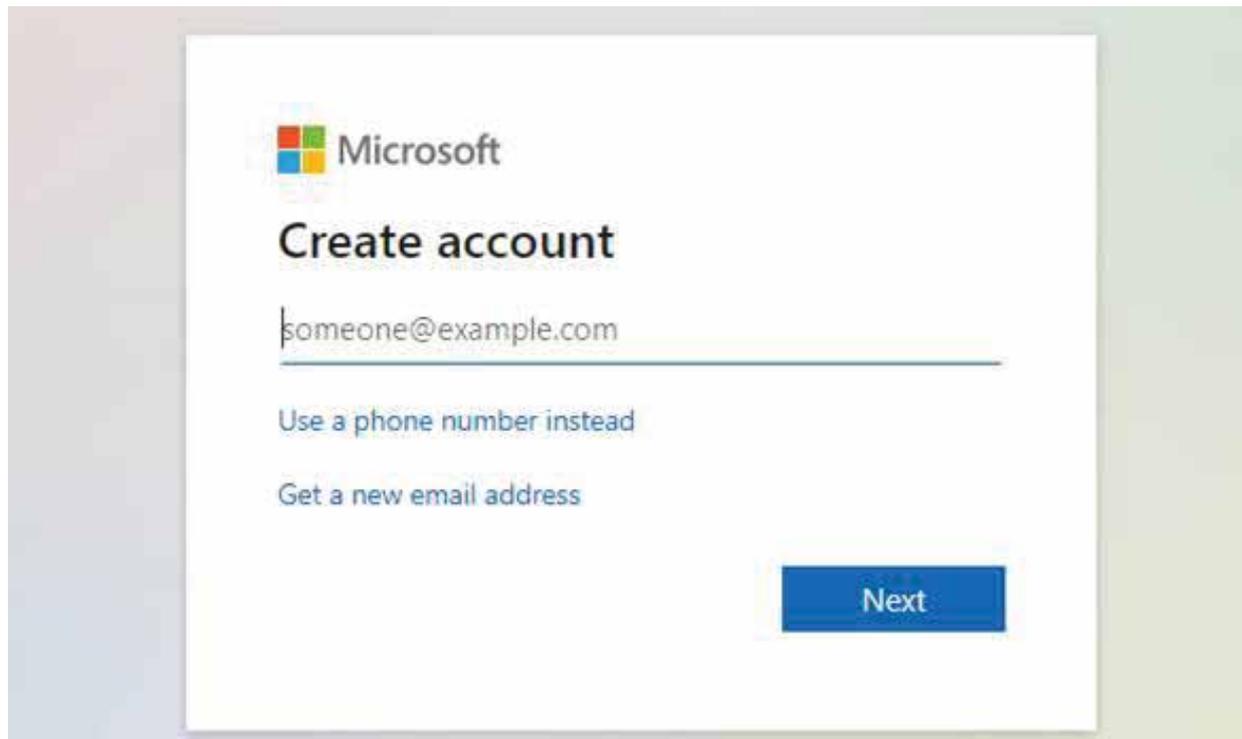


Fig. 12.8.2 Hotmail page

- Attaching images or files in an email. Select symbol of attachment, browse for the file and click on attach. Opening the attachment and saving it on the computer.
- Use of Antivirus to detect and removing the bug from the attached file before downloading it on computer.

## Notes for Facilitation

- Update your knowledge about latest development in internet.
- Counsel students on ethical use of internet. Discourage them from misusing internet.

## Unit 12.9: Computer Reservation system

### Unit Objectives

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

1. Explain CRS (central reservation systems)
2. Demonstrate the use Amadeus Reservation System for booking
3. Perform sign-in and sign-up on Amadeus
4. Perform booking, cancellation, modifying of PNR

### Resources to be used

- Computer with internet access
- Print out samples of reservation and bookings of train, flights and hotel.

### Say

- Do you remember how people used to stand in queue of reservations at railway stations for hours to book train tickets.
- Booking and cancellation used to be so much time-consuming activity, that people used to hire agents.
- Now it's all just a click away.
- IRCTC is the world's one of the largest browsers and is hit by crores every minute.

### Elaborate

- Elaborate on –
- Understanding various reservation systems and their use in booking tickets and hotels.
- Creating username and password for all types of online reservations.
- Protecting password.
- Understanding comparison of two different websites for reservation, their advantages and disadvantages.
- Creating PNR from a profile.
- Making flight booking using different links after understanding how to search the best deal.
- Dos and DONTs of online bookings.
- Reservation of hotels using various sites and Apps like Trivago, MakeMyTrip, Easemytrip, Goibibo etc.
- Tips on booking flight tickets safely.
- Downloading and saving the ticket on computer, getting print.

- Using PNR created during booking.
- Changes desired after the booking is confirmed – Change in names, dates, updating address, contact number etc.

## Notes for Facilitation

- Inform students about various online booking frauds and how to take care while booking.
- Conduct a group discussion on related topics.
- Give students assignment on collecting print out of train, flight and hotel bookings done by their friends, or relatives.



## Introduction: Employability and Entrepreneurship Skills

### Key Learning Outcomes



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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Understand the purpose of 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. Understand motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard

34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Explain how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively
68. Discuss how to speak effectively
69. Discuss how to solve problems

70. List important problem solving traits
71. Discuss ways to assess problem solving skills
72. Discuss the importance of negotiation
73. Discuss how to negotiate
74. Discuss how to identify new business opportunities
75. Discuss how to identify business opportunities within your business
76. Understand the meaning of entrepreneur
77. Describe the different types of entrepreneurs
78. List the characteristics of entrepreneurs
79. Recall entrepreneur success stories
80. Discuss the entrepreneurial process
81. Describe the entrepreneurship ecosystem
82. Discuss the government's role in the entrepreneurship ecosystem
83. Discuss the current entrepreneurship ecosystem in India
84. Understand the purpose of the Make in India campaign
85. Discuss the relationship between entrepreneurship and risk appetite
86. Discuss the relationship between entrepreneurship and resilience
87. Describe the characteristics of a resilient entrepreneur
88. Discuss how to deal with failure
89. Discuss how market research is carried out
90. Describe the 4 Ps of marketing
91. Discuss the importance of idea generation
92. Recall basic business terminology
93. Discuss the need for CRM
94. Discuss the benefits of CRM
95. Discuss the need for networking
96. Discuss the benefits of networking
97. Understand the importance of setting goals
98. Differentiate between short-term, medium-term and long-term goals
99. Discuss how to write a business plan
100. Explain the financial planning process
101. Discuss ways to manage your risk
102. Describe the procedure and formalities for applying for bank finance
103. Discuss how to manage your own enterprise
104. List important questions that every entrepreneur should ask before starting an enterprise

## Unit 13.1: Personal Strength and Value Systems

### Key Learning Outcomes



At the end of this module, students 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

## UNIT 13.1.1: Health, Habits, Hygiene: What is Health?

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Role Play

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

### Summarize

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

## Say

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

## Activity

- Health Standard Checklist from the Participant Handbook.

## Ask

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

## Say

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

## Do

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

## Summarize

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

## Ask

### Discuss:

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

## Say

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

## Activity

- Health Standard Checklist: Hygiene

## Say

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

## Do

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

## Ask

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

## Summarize

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

## Ask

- What is a habit?

## Say

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

## Summarize

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

## UNIT 13.1.2: Safety

### Unit Objectives

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

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

### Resources to be Used

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

### Say

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

### Team Activity

#### Safety Hazards

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

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

### Ask

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

## Say

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

## Do

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

## Say

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

## Do

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

## Ask

### De-briefing

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

## Summarize

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

## UNIT 13.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

### Unit Objectives

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

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

### Resources to be Used

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

### Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?
--

What do you need to live happily?
-----------------------------------

What are your strengths and weaknesses?
---

### Do

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

### Say

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

### Team Activity

#### Tower building

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

**Do** 

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

**Ask** 

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

**Say** 

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

**Ask** 

- Is your attitude positive or negative?

**Say** 

- Let me tell you a story :

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

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

**Ask** 

- What did you learn from this story?

**Activity** **What Motivates You?**

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

**Do** 

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

## Say

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

## Summarize

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

## UNIT 13.1.4: Honesty & Work Ethics

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Do

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

## Team Activity

### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

#### Scenario 4

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

## Say

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

## Do

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

## Summarize

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

## UNIT 13.1.5: Creativity and Innovation

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

### Ask

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

### Say

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

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

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

#### Water filter/purifier at source

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

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

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

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

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

#### Solar seeder

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

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

**Looms for physically challenged**

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

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

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

**Ask** 

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

**Say** 

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

**Team Activity** 

- This is a group activity.

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

**Activity De-brief**

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

**Do** 

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

## Summarize

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

## Notes for Facilitation

- Source for stories on innovations:

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

## UNIT 13.1.6: Time Management

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

**Does this sound like you?**

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

### Example

- Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

### Ask

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

## Activity

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

## Say

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

## Ask

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

## Say

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

## Activity

### Effective Time Management

- This activity has two parts:

#### PART 1 TO-DO LIST

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

#### PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - Is this task important?
  - Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- **What do these categories depict?**
- **Category 1: Urgent/Important**
  - This category is for the highest priority tasks. They need to get done now.

- **Category 2: Not Urgent/Important**

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

- **Category 3: Urgent/Not Important**

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

- **Category 4: Not Important and Not Urgent**

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

**TO- DO list format**

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

**URGENT-IMPORTANT GRID**

**URGENT/ IMPORTANT**

- Meetings
- Last minute demands
- Project deadlines
- Crisis

**NOT URGENT/ IMPORTANT**

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

1

2

3

4

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

**URGENT/ NOT IMPORTANT**

- Internet surfing
- Social media
- Watching TV

**NOT URGENT/ NOT IMPORTANT**

**URGENT/ IMPORTANT GRID format**

**URGENT/ IMPORTANT**

**NOT URGENT/ IMPORTANT**

1

2

3

4

**URGENT/ NOT IMPORTANT**

**NOT URGENT/ NOT IMPORTANT**

Do 

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

Say **Activity De-brief:**

**How can we balance tasks between the four categories?**

**How to manage time through this grid?**

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

Summarize 

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

## Notes for Facilitation

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

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

## UNIT 13.1.7: Anger Management

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Do

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

### Activity

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

### Ask

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

## Say

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

## Do

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

## Activity

Trigger points and Anger Management Techniques Activity

### Anger Triggers

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

### Result of your anger:

--

Write the techniques that you use to manage your anger:

### Anger Management Techniques

## Say

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

## Do

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

## Ask

### De-brief questions:

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

## Summarize

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

## Notes for Facilitation

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

## UNIT 13.1.8: Stress Management: What is stress?

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Do

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:

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

## Team Activity

### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

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

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

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

**Scenario 4**

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

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

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

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

**Say** 

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

**Do** 

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

**Say** 

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

**De-brief:****Scenario 1**

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

**Scenario 2**

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

**Scenario 3**

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

**Scenario 4**

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

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

**Do** 

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

**Scenario 5**

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

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

**Say** **De-brief:**

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



## Unit 13.2: Digital Literacy: A Recap

### Key Learning Outcomes



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

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

## UNIT 13.2.1: Computer and Internet Basics: Basic Parts of a Computer

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

### Say

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

### Explain

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

### Ask

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

### Say

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

### Summarize

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

## Practical

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

## Do

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

## UNIT 13.2.2: MS Office and Email: About MS Office

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

### Ask

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

### Say

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

### Explain

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

### Ask

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

### Say

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

**Do** 

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

**Demonstrate** 

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

**Practical** 

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

**Summarize** 

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

## UNIT 13.2.3: E-Commerce

### Unit Objectives

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

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

### Resources to be Used

- Computer System with internet connection
- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Team Activity

#### E-commerce examples

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

## Say

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

## Do

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

## Say

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

## Explain

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

## Say

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

## Role Play

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

## Ask

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

## Say

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

## Do

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

## Ask

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

## Say

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

## Summarize

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



## Unit 13.3: Money Matters

### Key Learning Outcomes

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

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

## UNIT 13.3.1: Personal Finance – Why to Save?

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Example

- Let's look at these two examples:

#### Example 1:

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

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

#### Example 2:

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

### Ask

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

### Say

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

### Ask

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

## Say

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

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

## Ask

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

## Say

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

## Team Activity

### Personal Finance- Why to save

- This activity has two parts:

#### PART 1

#### WAYS TO SAVE MONEY

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

#### PART 2

#### HOW WILL YOU USE THE MONEY

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

## Do

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

### Activity De-brief

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

## Say

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

## Summarize

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

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

## UNIT 13.3.2: Types of Bank Accounts, Opening a Bank Account

### Unit Objectives

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

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

### Resources to be Used

- Account opening sample forms
- Participant Handbook

### Ask

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

### Example

- Let's look at the given example:

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

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

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

### Ask

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

### Say

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

### Ask

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

## Say

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

## Team Activity

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

### Activity De-brief

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

## Say

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

## Ask

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

## Say

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

## Team Activity

### Opening a Bank Account

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

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

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

### Activity De-brief

#### How did you design the form?

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

## Do

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

## Summarize

### Note:

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

### Sample Bank Account Opening form.

<b>Photograph</b>	XXX Bank			
SAVING BANK ACCOUNT OPENING FORM				
Account No.: _____	Date: _____			
Name of the Branch				
Village/Town				
Sub District / Block Name				
District				
State				
SSA Code / Ward No.				
Village Code / Town Code	Name of Village / Town			
<b>Applicant Details:</b>				
Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile				Date of Birth
Aadhaar No.				Pan No.
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

<b>Detail of Assets</b>	Owning House : Y/N	Owning Farm :
	Y/N	
	No. of Animals :	Any other :
<b>Existing Bank A/c. of family members / household</b>	Y / N	If yes, No. of A/cs. _____
<b>Kisan Credit Card</b>	Whether Eligible	Y / N

I request you to issue me a **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

## UNIT 13.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

### Unit Objectives

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

- Differentiate between fixed and variable costs

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

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

### Say

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

### Team Activity

#### Identify the type of cost

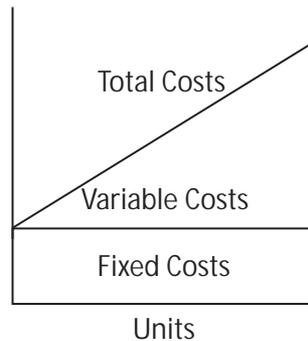
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

### Do

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

## Say

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



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

## Team Activity

### Fixed vs. Variable Costs

- This is a group activity.

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

### Activity De-brief

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

## Do

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

## Summarize

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

## Notes for Facilitation

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

## UNIT 13.3.4: Investments, Insurance and Taxes

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Example

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

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

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

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

### Say

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

### Ask

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

### Say

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

### Say

- We will have a quiz today.

## Team Activity

- The activity is a quiz.

## Do

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

## Summarize

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

## Notes for Facilitation

### Questions for the quiz

1. What are bonds?  
*Bonds are instruments used by public and private companies to raise large sums of money.*
2. Who issues the bonds?  
*Private and public companies issue the bonds.*
3. Why are bonds issued?  
*To raise large amount of money as it cannot be borrowed from the bank.*
4. Who is the buyer of stocks and equities?  
*The general public is the buyer.*
5. What types of scheme is the Sukanya Samriddhi Scheme?  
*Small Saving Scheme*
6. What is the difference between mutual and hedge funds?  
*Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.*
7. Why is a loan taken from the bank to purchase real estate?  
*To lease or sell to make profit on appreciated property price.*
8. Name the two types of insurances?  
*Life Insurance and Non-life or general insurance*
9. Which insurance product offers financial protection for 15-20 years?  
*Term Insurance*
10. What is the benefit of taking an endowment policy?  
*It offers the dual benefit of investment and insurance.*
11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?  
*Money Back Life Insurance*

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

*It offers the dual benefit of investment and insurance*

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

*Marine Insurance*

14. After what duration is the income tax levied?

*One financial year*

15. What is long term capital gain tax?

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

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

*Securities Transaction Tax*

17. What is the source of corporate tax?

*The revenue earned by a company.*

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

*VAT or Value Added Tax*

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

*Sales Tax*

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

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

## UNIT 13.3.5: Online Banking, NEFT, RTGS, etc.

### Unit Objectives

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

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

### Resources to be Used

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

### Ask

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

### Say

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

### Do

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

## Say

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

## Do

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

## Summarize

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



## Unit 13.4: Preparing for Employment & Self Employment

### Key Learning Outcomes

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

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

## UNIT 13.4.1: Interview Preparation: How to Prepare for an Interview?

### Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Activity 1

- Introducing Yourself

### Do

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

### Ask

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

## Say

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

## Do

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

## Activity 2

- Planning the right attire

## Do

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

## Summarize

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

## UNIT 13.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

### Unit Objectives

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

- Discuss the steps to create an effective Resume

### Resources to be Used

- Participant Handbook
- Blank papers
- Pens

### Ask

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

### Say

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

### Do

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

### Say

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

## Activity

### Case Study Analysis

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

### Candidate Details

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

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

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

### Job Posting

\* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

*Salary:* Negotiable

*Industry:* Travel / Hotels / Restaurants / Airlines / Railways

*Functional Area:* Hotels, Restaurants

*Role Category:* Housekeeping

*Role:* Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

*UG:* Any Graduate/ Diploma holder

*PG:* Post Graduation Not Required

## Say

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

## Do

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

## Summarize

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

## Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

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

### Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

**Educational background:**

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

**Professional internships:**

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

**Volunteer Work:**

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

## UNIT 13.4.3: Interview FAQs

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Say

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

### Do

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

### Role Play

Conduct a role play for the situation given.

#### Situation 1

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 2

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 3

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 4

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

## Say

De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 5

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

## Say

De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 6

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

## Say

**De-brief:**

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 7

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

## Say

**De-brief:**

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

## Explain

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

## Do

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

## Activity

### Mock Interview Questions

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

## Summarize

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

## UNIT 13.4.4: Work Readiness – Terms and Terminology

### Unit Objectives

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

- Identify basic workplace terminology

### Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

### Ask

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

### Say

- Let's start this unit with an activity.

### Team Activity

#### Workplace terminology

- This is a group activity conducted in three parts.

#### Part 1

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

#### Activity De-brief

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

### Do

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

## Say

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

## Ask

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

## Say

- Let's now continue the activity.

## Team Activity

### Terms and Terminology

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

#### Part 2

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

#### Activity De-brief

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

## Do

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

## Say

- Let's go ahead with the activity.

## Team Activity

### Terms and Terminology

- The activity continues with the same group members.

#### Part 3

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

#### Activity De-brief

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

Do 

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

Summarize 

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

## Unit 13.5: Understanding Entrepreneurship

### Key Learning Outcomes



At the end of this module, you 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

## UNIT 13.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Say

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

### Team Activity

#### Quiz Questions

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

### Do

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

## Ask

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

## Say

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

## Summarize

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

## Notes for Facilitation

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

## UNIT 13.5.2: Leadership and Teamwork

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Do

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



### Say

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

### Say

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

### Ask

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

## Say

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

## Ask

- Do you consider yourself a team player?

## Team Activity

### Long Chain

- This is a group activity.

## Do

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

## Say

### De-brief:

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

## Say

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

## Summarize

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

## UNIT 13.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

### Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

### Resources to be Used

- Participant Handbook

### Activity 1

#### Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

### Ask

#### De-brief questions:

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

### Say

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

## Say

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

## Ask

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

## Say

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

## Do

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

## Activity 2

### Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

**Answers:**

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

**Ask** **De-brief question:**

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

**Say** 

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

**Activity 3** **Elevator Pitch:**

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

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

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

**Do** 

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

## Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
  1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
  2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
  3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
  4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
  5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

### Example:

Here's how your pitch could come together:

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

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

## Summarize

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

## UNIT 13.5.4: Problem Solving & Negotiation Skills

### Unit Objectives

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Team Activity

- This is a group activity.
  - The groups will solve the problem and come up with the best solution in each case.
1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
  2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
  3. You have just set up your business and need extra human resource. You have tried inviting a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

**Do** 

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

**Say** **De-brief questions:**

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

**Ask** 

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

**Say** 

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

**Ask** 

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

**Say** 

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

**Summarize** 

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

**Activity** 

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

**Do** 

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

**Ask** 

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

**Say** 

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

**Ask** 

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

**Say** 

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

**Say** 

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

**Role Play** 

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

**Do** 

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

**Problem solving Scenario 1**

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

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

**Problem solving Scenario 2**

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

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

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

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

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

**Negotiation Scenario 1**

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

**Negotiation Scenario 2**

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

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

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

**Conducting the activity**

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

**Summarize** 

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

## UNIT 13.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

### Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

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

### Say

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

### Do

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

### Activity

#### Do your SWOT analysis

#### Strength

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

#### Weakness

What are your weaknesses?  
What do your competitors do better than you?

#### Opportunity

What trends may positively impact you?  
What opportunities are available to you?

#### Threat

Do you have solid financial support?  
What trends may negatively impact you?

## Do

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

## Ask

### De-brief questions:

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

## Summarize

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

## UNIT 13.5.6: Entrepreneurship Support Eco-System

### Unit Objectives

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

### Resources to be Used

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

### Ask

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

### Say

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

### Ask

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

### Say

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

### Team Activity

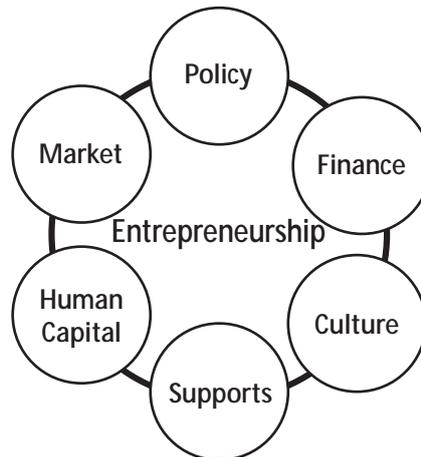
- Making a poster showing the entrepreneurship support eco-system.

## Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



## Ask

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

## Say

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

## Team Activity

- Presentation on key schemes to promote entrepreneurs

## Do

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

### Activity De-brief

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

## Summarize

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

## UNIT 13.5.7: Risk Appetite & Resilience

### Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

### Resources to be Used

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

### Ask

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

### Example

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

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

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

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

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

### Say

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

### Say

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

## Team Activity

### Risk Appetite

- This is a group activity.

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

### Activity De-brief

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

## Do

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

## Ask

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

## Example

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

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

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

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

**Say** 

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

**Say** 

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

**Team Activity** **Entrepreneurship and Resilience**

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

**Activity De-brief**

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

**Do** 

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

**Summarize** 

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

## UNIT 13.5.8: Success and Failures

### Unit Objectives

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

- Discuss how to deal with failure

### Resources to be Used

- Participant Handbook

### Ask

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

### Example

- Let's have a look at this example.

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

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

### Say

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

### Ask

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

### Say

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

## Team Activity

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

## Notes for Facilitation

### Facilitating Role Plays

#### Preparing for the activity

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

#### Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

## Summarize

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



## Unit 13.6: Preparing to be an Entrepreneur

### Key Learning Outcomes



At the end of this module, you 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

## UNIT 13.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

### Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

### Resources to be Used

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

### Ask

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

### Example

- Let's have a look at this example.

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

### Say

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

### Team Activity

#### Market Study

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

#### Activity De-brief

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

**Do** 

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

**Say** 

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

**Ask** 

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

**Say** 

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

**Say** 

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

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

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

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

**Activity De-brief**

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

**Do** 

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

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

#### Activity De-brief

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

#### Say

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

#### Summarize

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

## UNIT 13.6.2: Business Entity Concepts

### Unit Objectives

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

- Recall basic business terminology

### Resources to be Used

- Participant Handbook

### Say

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

### Activity

- The activity is a quiz.

### Do

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

### Summarize

- Summarize the unit by discussing the key points.

### Notes for Facilitation

#### QUESTIONS FOR THE QUIZ

1. What does B2B mean?  
*Business to business*
2. What is a financial report?  
*A comprehensive account of a business' transactions and expenses*
3. Who is a sales prospect?  
*A potential customer*
4. How is working capital calculated?  
*Current assets minus current liabilities*

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

*Valuation*

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

*Complex transaction*

7. How will you calculate the net income?

*Revenue minus expenses*

8. How is Return on Investment expressed?

*As percentage*

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

*Cost of materials minus cost of outputs*

10. What is revenue?

*Total amount of income before expenses are subtracted.*

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

*Simple, Complex and Ongoing Transactions*

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

*Depreciation*

15. What are the two main types of capital?

*Debt and Equity*

## UNIT 13.6.3: CRM & Networking

### Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Do

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

## Team Activity

### Case Study Analysis

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

### Scenario 2

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

### Scenario 3

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

### Scenario 4

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

## Say

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

**Do** 

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

**Say** 

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

**Activity** **Group Discussion**

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

**Summarize** 

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

## UNIT 13.6.4: Business Plan: Why Set Goals?

### Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

### Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

### Ask

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

### Say

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

### Ask

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

### Do

- Ask few participants to share their business ideas.

### Ask

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

### Say

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

## Team Activity

### Writing a business Plan

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

<b>MY BUSINESS PLAN</b>
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

## Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
  1. Executive Summary
  2. Business Description
  3. Market Analysis
  4. Organization and Management
  5. Service or Product Line
  6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

## Say

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

## Do

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

## Say

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

## Summarize

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

## Notes for Facilitation

- Keep the business plan format ready in a flipchart to display it during the activity.

## UNIT 13.6.5: Procedures and Formalities for Bank Finance

### Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

### Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

### Ask

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

### Say

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

### Do

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

### Summarize

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

<b>CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)</b>
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

## UNIT 13.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

### Unit Objectives

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

- Discuss how to manage their own enterprise

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

- Let's have a look at this example:

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

### Say

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

### Say

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

### Team Activity

#### Enterprise Management

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

#### Activity De-brief

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

## Do

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

## Summarize

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

## UNIT 13.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

### Unit Objectives

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

- List the important questions that every entrepreneur should ask before starting an enterprise

### Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask

- Why do you want to become an entrepreneur?

### Say

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

### Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

### Summarize

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







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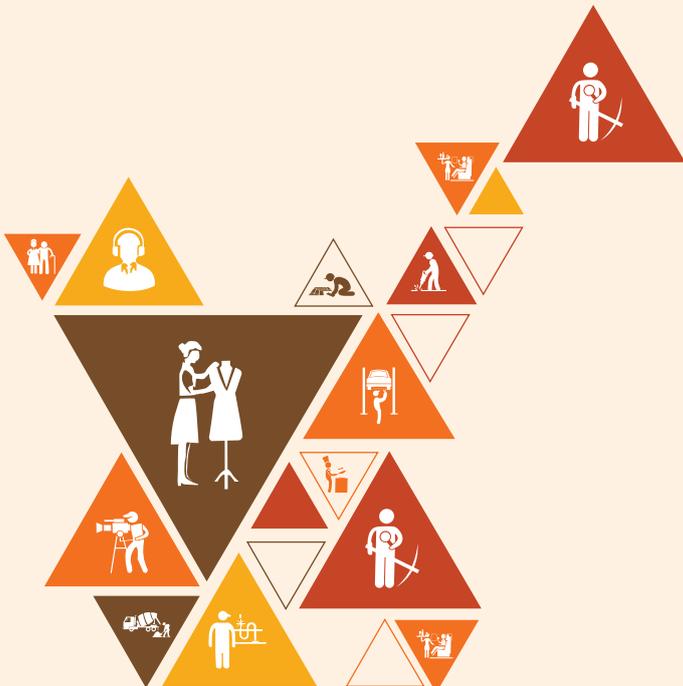
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## 13. Annexures

Annexure I (Training Delivery Plan)

Annexure II (Assessment Criteria)



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Travel Consultant		
<b>Qualification Pack Name &amp; Ref. ID</b>	Travel Consultant , THC/Q4404, Version 1.0		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	25/03/2015
<b>Pre-requisites to Training (if any)</b>	Preferable Diploma Post Graduate		
<b>Training Outcomes</b>	<p>After completing this programme, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the tour packaging requirements of the customers</li> <li>2. Plan itinerary as per customer's requirement</li> <li>3. Arrange and monitor tour package</li> <li>4. Maintain IPR of the customers</li> <li>5. Exhibit Proper etiquette and conduct</li> <li>6. Follow age and gender sensitive practices</li> <li>7. Follow Health, hygiene and safety practices in the industry</li> <li>8. Effectively communicate with Guests and Colleagues</li> </ol>		

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1.	Introduction and Orientation	Introduction to Hospitality Sector (Hospitality Sector in India)	<ul style="list-style-type: none"> <li>• Introduce each other</li> <li>• Explain Tourism and Hospitality Sector.</li> <li>• Know the name and additional information about the fellow students</li> </ul>	NA	Facilitator-led- discussion	White board and Audio Visual	Theory -3 hour
		Roles and Responsibilities of Travel Consultant	<ul style="list-style-type: none"> <li>• Identify the roles and responsibilities of a travel consultant.</li> </ul>	NA	Facilitator-led- discussion	White board and Audio Visual	Theory -2 hour

2.	Customer Engagement and Resource Gathering	Welcoming the Customer	<ul style="list-style-type: none"> <li>Explain how to acknowledge the customer with a smile or welcoming mail / telephone response.</li> <li>Explain and ensure all walk-in customers are attended as per the standard of the organisation</li> <li>Explain how to welcome walk-in customers and offer refreshments to them.</li> </ul>	THC/N4410 PC1, PC2, PC3, PC4, KA1, KB1	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory - 2 hour Practical - 4 hours
		Engaging with Customers	<ul style="list-style-type: none"> <li>Explain how to make customers comfortable and be accessible to them for queries</li> <li>Describe how to Inform them about any ongoing promotions.</li> </ul>	THC/N4410 PC1, PC2, PC3, PC4, KA1, KB1	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory - 2 hour Practical - 6 hours
3	Travel Itinerary	Gathering Resources	<ul style="list-style-type: none"> <li>Collect all resources such as brochures, internet, travel books and other sources of information required for the travel.</li> <li>Explain the importance of collecting timetable for railway and airline for the preferred destination.</li> <li>Explain how to update information on the different</li> </ul>	THC/N4411 PC1, PC2, PC3, PC4, PC5, PC6, KB1, KB2, KB3, KB4	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory - 2 hour Practical - 6 hours

			<p>categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season, etc. in the destination.</p> <ul style="list-style-type: none"> <li>• Explain how to update information on the different categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season, etc. in the destination.</li> <li>• Describe the way how to understand customer needs and fulfill them.</li> </ul>				
		Estimating The Tour Cost	<ul style="list-style-type: none"> <li>• Explain how to analyze the cost of travel to the destination by the different modes of transportation.</li> <li>• Explain how to Coordinate with the various departments to understand the cost of different levels of accommodation in the destination.</li> <li>• Explain how to coordinate with various travels agents to understand their package rates for various destination.</li> </ul>	THC/N4411 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, KB5, KB6, KB7	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory - 8 hour Practical - 8 hours

			<ul style="list-style-type: none"> <li>• Explain how to gather information through internet about the places of attractions at various destinations and their entrance fees, opening and closing timings, background of the places.</li> <li>• Explain how to plan on the cost, for meals, shopping, guides, and miscellaneous expenses etc. based on the destination's cost of living.</li> </ul>				
		Preparing Tour Itinerary	<ul style="list-style-type: none"> <li>• Describe on the route map and ensure the routing is planned with nearby locations packed together in an effective way time saving.</li> <li>• Explain how to plan the itinerary in a way in which all places of attraction and interest are covered within the time available for the customers and in an efficient way.</li> <li>• Explain the considering the guest like, interest of tourist, energy level of the tourists, etc. while planning the itinerary</li> </ul>	THC/N4411 PC 15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, KB8, KB9, KB10, KB11	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory - 4 hour Practical - 4 hours

			<ul style="list-style-type: none"> <li>• Explain how to prepare the itinerary right from the start of journey till the end of journey.</li> <li>• Explain why to mention the opening and closing time of the places of attraction and information about the background of the place too.</li> <li>• Explain distance between every location that is mentioned on day to day schedule/ itinerary and various restaurant options available in and around their scheduled location.</li> <li>• Explain how much time required for every activity that can be easier for the tourist to understand the allotted time and the available timing for remaining activities.</li> <li>• Explain how to tailor tour package according to needs and interest of the customer.</li> </ul>				
4	Arrange Tour Package	Package Tour	<ul style="list-style-type: none"> <li>• Explain a package tour</li> <li>• Elaborate the components of a package tour</li> </ul>	THC/N4412 PC1, PC2, PC3, PC4, KB1, KB2, KB3, KB4	Demonstration, Facilitator-led-discussion	White board and Audio Visual, Different types of menu samples	Theory - 2 hour Practical - 6 hours

		Handing Over the Final Package	<ul style="list-style-type: none"> <li>• Explain about the relevant travel information, reviews, news and handy travel tools fulfill the customer needs</li> <li>• Ensure to update the customer with the destination maps, weather forecast during their stay, destination guides, etc.</li> <li>• Explain the customers on luggage limits and insurance, medical, visa, passport, currency and other requirements as required</li> </ul>	THC/N4412 PC1, PC2, PC3, PC4, KB1, KB2, KB3, KB4	Demonstration, Facilitator-led-discussion	White board and Audio Visual, KOT, menu card, order pad	Theory - 4 hour Practical - 12 hours
		Coordinating With Industry Partners and Departments	<ul style="list-style-type: none"> <li>• Explain the booking of hotels, tickets, visa, etc. with the respective department in charge</li> <li>• Explain the importance of confirmation name of the customer at the airlines and hotel once booking is made</li> <li>• Explain the importance of confirmations for transportation, guides, accommodation, insurance, visa, etc.</li> </ul>	THC/N4412 PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, KB6, KB7	Demonstration, Facilitator-led-discussion	White board and Audio Visual, cleaning duster, tray	Theory - 4 hour Practical - 8 hours

			<ul style="list-style-type: none"> <li>• Ensure to perform the necessary processing in case the customer cancels the tour after everything is booked or planned</li> <li>• Explain how to coordinate for the transportation of cab, mini-van, coach, etc. depending on the number of tourists and their budget</li> <li>• Explain how to arrange a tour escort or a guide based on the customer needs</li> <li>• Ensure the escort or guide is well versed in the language preferred and understandable by the customer and is aware about the destination</li> <li>• Explain package tour and its components</li> <li>• Explain how to coordinate with the appropriate department on events, entertainment, etc. arranged during the travel</li> </ul>				
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5	Monitoring Tour Progress	Informing Customer About Changes in Itinerary	<ul style="list-style-type: none"> <li>• Explain how to inform the customer about any changes or mishaps in the planned tour itinerary.</li> <li>• Explain how to assist the customer in a quick and efficient manner in case of customer's change of plan.</li> <li>• Describe the procedure of taking and recording feedback from customer</li> <li>• Describe how to maintain a record of customer's details</li> </ul>	THC/N4413 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, KB1, KB2, KB3, KB4, KB5, KB6	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory - 2 hour Practical - 4 hours
6	Communication	Communication with Superiors and Colleagues	<ul style="list-style-type: none"> <li>• Explain how to Receive job order and instructions from reporting superior</li> <li>• Explain how to escalate unresolved problems or complaints to relevant superior</li> <li>• Identify work output requirements, targets, performance indicators and incentives</li> <li>• Explain how to deliver quality work and report anticipated delays with reason</li> </ul>	THC/N9901 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, KB3, KB4, KB5, KB6	Facilitator-led-discussion	White board and Audio Visual, invoice sample,	Theory - 4 hour Practical - 8 hours

			<ul style="list-style-type: none"> <li>• Explain the communication process for maintenance and repair schedule to superior</li> <li>• Describe the procedure of receive feedback on work standards</li> <li>• Explain how documented the completed work</li> <li>• Define how to show trust, support and respect to all colleagues and assist them with information and knowledge</li> <li>• Explain how to achieve smooth overflow</li> <li>• Identify the potential and existing conflicts with colleagues and resolve them</li> <li>• Explain how to seek assistance from colleagues when required</li> <li>• Describe how to pass on essential information to colleagues in a timely manner</li> <li>• Explain how to behave responsibly and use polite language with colleagues</li> <li>• Explain how to interact with colleagues from different functions to understand their nature of work</li> </ul>				
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			<ul style="list-style-type: none"> <li>Describe teamwork, multi-tasking, cooperation, co-ordination and collaboration</li> <li>Describe how to identify errors and help colleagues to rectify them in immediate basis</li> </ul>				
		Communicating with Customers	<ul style="list-style-type: none"> <li>Explain what type of questions can be asked to the customer to identify their specific needs.</li> <li>Explain how to brief the customer about product and services and brief in a polite and professional manner.</li> <li>Explain how to build friendly but impersonal relationship with the customers.</li> <li>Define the use of appropriate language and tone and listen actively while talking to customer.</li> <li>Explain gender/ cultural sensitivity and social differences.</li> <li>Explain how to understand customer expectations and provide appropriate product/ services.</li> </ul>	THC/N9901 PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC37, KB1, KB3, KB4, KB10, KB11, KB12			Theory - 4 hour Practical - 8 hours

			<ul style="list-style-type: none"> <li>• Explain how to understand customer dissatisfaction and address their complaints.</li> <li>• Describe the importance of maintaining proper body language and dress code.</li> <li>• Describe how to communicate clearly and effectively with the guest.</li> <li>• Define how to inform the customers on any issues and developments involving them.</li> <li>• Describe how to respond back to the customer immediately.</li> <li>• Explain how to do upselling/ promoting suitable products and services to the customer.</li> <li>• Describe the procedure of receive feedback on work standards.</li> <li>• Explain terms and conditions clearly.</li> </ul>				
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7	Customer Service	Service Quality Requirements	<ul style="list-style-type: none"> <li>Identify target customers, their profiles and needs</li> <li>Identify the market trends and customer expectations by discussing the same with frequent customers</li> <li>Describe the procedure of receive feedback and rating from customer</li> <li>Explain how to use customer-oriented behaviour to gain loyalty and satisfaction of the customer</li> <li>Explain how to behave friendly but not familiar with guest</li> </ul>	THC/N9902, THC/ 9903 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC14, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour Practical - 4 hour
		Customer Satisfaction through Service and Professionalism	<ul style="list-style-type: none"> <li>Describe fair and honest treatments to customers</li> <li>Explain how to enhance company's brand value</li> <li>Define how to identify customer expectations and ensure they are met</li> <li>Explain how readily accept and implement new ideas to improve customer satisfaction</li> <li>Demonstrate how to communicate customer feedback to superior</li> </ul>	THC/N9902, THC/ 9903 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC14, PC15, PC16, PC17, PC18, PC19			Theory - 2 hour Practical - 6 hours

			<ul style="list-style-type: none"> <li>• Explain how to offer promotions to improve product satisfaction</li> <li>• Identify unscheduled customer requests and process for resolution with the help of senior</li> <li>• Explain the Importance of using appropriate titles and terms of respect</li> <li>• Explain the process of handling customer grievances professionally</li> <li>• Explain, friendly, courteous and hospitable service to the customers</li> <li>• Explain a way to provide assistance with sincere attitude to the customer</li> <li>• Demonstrate the skills for achieve 100% customer satisfaction</li> <li>• Familiarise with customer loyalty and brand value</li> </ul>				
		Etiquette	<ul style="list-style-type: none"> <li>• Define greet, welcome and address the customer appropriately</li> <li>• Demonstrate the pitch and tone of voice while speaking to customers</li> </ul>	THC/N9902, THC/ 9903			Theory - 2 hour Practical - 4 hours

			<ul style="list-style-type: none"> <li>• Explain how to maintain high standards of practice and transparency in Ensure fair and honest treatments to customers pricing</li> <li>• Demonstrate the etiquettes of answer the telephone calls</li> <li>• Describe how to communicate appropriately with the customer</li> <li>• Explain the importance of dress professionally, grooming and positive body language</li> <li>• Explain how to maintain personal integrity and ethical behaviour</li> <li>• Demonstrate responsible and disciplined behaviour in front of guest</li> <li>• Demonstrate Escalate grievances to appropriate authority</li> </ul>				
8	Follow Gender and Age Sensitive Practices	Service Quality Requirements / Services and facilities specific to age / gender / special needs	<ul style="list-style-type: none"> <li>• Explain how the customer feels safe in the provided environment</li> <li>• Explain the procedures to be followed during terrorist attacks</li> <li>• Describe the facilities and services specific to gender and age</li> </ul>	THC/N9904, THC/ 9903 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC10, PC11, PC12, PC15, PC16, PC17, PC18, PC 19, PC20, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory- 2 hour Practical - 6 hour

			<ul style="list-style-type: none"> <li>• Explain how will inform customers about entertainment programs for children, basic safeguard procedures for senior citizens</li> <li>• Demonstrate the procedure for arranging transport and equipment as required by senior citizens</li> <li>• Identify availability of medical facilities/ doctor</li> <li>• Explain the women rights and company's policies regarding them</li> <li>• Identify special facilities available for women colleagues and customers</li> <li>• Explain the safety and security methods to customers for ensuring safety of the women</li> <li>• Explain how to provide comfortable and safe environment for female customers</li> <li>• Describe the importance of maintaining compliant behaviour and etiquette while dealing with women</li> <li>• Describe the procedure for treat women equally and avoid discrimination</li> </ul>				
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			<ul style="list-style-type: none"> <li>Explain and ensure safety and security of female colleagues and customers at all levels</li> </ul>				
9	Intellectual Property Rights (IPR) and Copyright	Intellectual Property Rights (IPR) and Copyright	<ul style="list-style-type: none"> <li>Explain on prevention methods for leak of new plans and designs to competitors by reporting on time</li> <li>Define for obtaining information of company's product, service or design patents</li> <li>Explain how IPR violations observed in the market, and reports to supervisor or company head respecting customer's copyright</li> <li>Explain the copyright clause of the material published on the internet and any other printed material</li> <li>Define the protection of infringement upon customer's business or design plans</li> <li>Describe how to clear the doubt about using information available from customer with the help of senior's</li> <li>Explain how</li> </ul>	THC/N9905 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC15, PC17, KB1, KB2, KB3	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory- 2 hour Practical - 6 hour

10	Health and Hygiene	Health and hygiene	<ul style="list-style-type: none"> <li>Identify a key aspect of health and hygiene as applicable to food workers</li> <li>List common diseases and their causes</li> <li>Explain various types of hygiene and its importance</li> <li>List various steps to be taken for maintaining a hygienic food storage area</li> </ul>	THC/N9906 PC1, PC2, PC3, PC4, PA5, PC6, PC7, PC8, PC9, PC12, PC14, PC15, PC19, PC20, PC22, PC23, PC24, PC25,	Facilitator-led-discussion	Demonstration, Facilitator-led-discussion	Theory-2 hour Practical - 6 hours
11	Soft Skills and Communication Skills	Introduction to the Soft Skills	<ul style="list-style-type: none"> <li>Explain the basic meaning of Soft Skills, their components and their benefits.</li> <li>Describe work readiness and its significance.</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory-1 hour Practical - 2 hour
		Effective Communication	<ul style="list-style-type: none"> <li>Define public speaking</li> <li>Describe likes and dislikes of a person</li> <li>Explain basic etiquette of conversation</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory-1 hour Practical - 2 hour
		Grooming and Hygiene	<ul style="list-style-type: none"> <li>Define cleanliness and hygiene.</li> <li>Define the importance of positive body language while speaking.</li> <li>Summarize on good eating habit and their impact on health.</li> <li>Identify bad things such as gutkha and alcohol.</li> <li>Explain about AIDS and its prevention</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory-1 hour Practical - 2 hour

		Interpersonal Skill Development	<ul style="list-style-type: none"> <li>• Explain how to develop a positive attitude and behavior.</li> <li>• Explain Goal Setting.</li> <li>• Describe how motivation help in team participation at work.</li> <li>• Describe how to manage relations.</li> <li>• Define stress and anger management skills.</li> <li>• Explain leadership qualities</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory- 1 hour Practical - 2 hour
		Social Interaction	<ul style="list-style-type: none"> <li>• Explain what social interaction is and what are social interaction behavior.</li> <li>• Give a brief description about himself/herself in public.</li> <li>• Practice how to perform daily duties.</li> <li>• Develop cooperation with peers, family and other members in society.</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory- 1 hour Practical - 2 hour
		Group Interaction	<ul style="list-style-type: none"> <li>• Explain how to participate in group discussions in the class.</li> <li>• Explain public speaking</li> <li>• Explain the importance of team building and teamwork</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory- 1 hour Practical - 2 hour

		Time Management Unit	<ul style="list-style-type: none"> <li>Explain the importance of time management.</li> <li>Explain time management skills</li> <li>Describe about effective time planning</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory-1 hour Practical - 2 hour
		Resume Preparation	<ul style="list-style-type: none"> <li>Explain the importance of resume.</li> <li>Demonstrate how to prepare a resume</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory-1 hour Practical - 2 hour
		Interview Preparation	<ul style="list-style-type: none"> <li>Explain mock interviews</li> <li>Demonstrate how to present themselves during an interview</li> </ul>	N/A	Demonstration, Facilitator-led-discussion, Role Play	White board and Audio Visual	Theory-1 hour Practical - 2 hour
12	IT Skills	Introduction to Computer	<ul style="list-style-type: none"> <li>Define the computer</li> <li>Define its various parts</li> </ul>	N/A	Demonstration, Facilitator-led-discussion	Demonstration, Facilitator-led-discussion	Theory-0 hour Practical - 8 hours
		Basic Computer Knowledge	<ul style="list-style-type: none"> <li>Differentiate the advantages and disadvantages of computer</li> <li>Explain the uses computer</li> </ul>	N/A			
		Components of Computer	<ul style="list-style-type: none"> <li>Explain the different parts and components of computer.</li> </ul>	N/A			
		Concept of Operating System	<ul style="list-style-type: none"> <li>Explain operating system.</li> <li>Explain the features of Windows XP</li> </ul>	N/A			
		MS Word	<ul style="list-style-type: none"> <li>Explain the different features of MS-Word</li> <li>Explain Formatting the data</li> <li>Explain mail merge</li> </ul>	N/A			

		MS PowerPoint	<ul style="list-style-type: none"> <li>• Explain the different features of MS-Powerpoint</li> <li>• Explain Format presentations.</li> <li>• Explain how to Add a graphic to a presentation.</li> <li>• Explain how to create slide presentations that include text, graphics, animation, and transitions.</li> </ul>	N/A	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory-0 hour Practical - 4 hour
		MS Excel	<ul style="list-style-type: none"> <li>• Identify the different components of the Excel worksheet</li> <li>• Open an existing workbook and create a new workbook</li> <li>• Construct formulas to manipulate numeric data in an Excel Worksheet</li> <li>• Change the appearance of an Excel spreadsheet</li> <li>• Use the print function to create a printable copy of data stored on an Excel spreadsheet.</li> <li>• Set up the chart function of Excel to represent numeric data in multiple formats.</li> </ul>	N/A	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory-0 hour Practical - 4 hour

		Internet Concepts	<ul style="list-style-type: none"> <li>• Explain how to draft a email</li> <li>• Explain the use of search engine</li> <li>• Explain the use of social networking sites</li> </ul>	N/A	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory-0 hour Practical - 4 hour
		CRS	<ul style="list-style-type: none"> <li>• Explain how to manage CRS for travel services with price and images</li> <li>• Define user friendly reservation system</li> <li>• Demonstrate how to make bookings by using various portal</li> <li>• Define online payment gateway integration</li> <li>• explain how to deal with booking cancellation and refund management</li> </ul>	N/A	Demonstration, Facilitator-led-discussion	White board and Audio Visual	Theory-0 hour Practical - 4 hour

## Annexure II

### Assessment Criteria

**Job Role :** Travel Consultant  
**Qualification Pack :** THC/Q4404  
**Sector Skill Council :** Tourism and Hospitality

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 each PC.
2. Each NOS will assessed both for theoretical knowledge and practical which is being proportionately demonstrated in the table below.
3. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
4. To pass the Qualification Pack, every trainee should score a minimum aggregate of 60%.

	Performance Criteria	Total Marks (500)	Out of	Theory	Skills Practical
THC/N4410 Engage with customer to understand their tour packaging requirement	PC1. receive the customers with a smile or welcoming mail/ telephonic response	50	1.5	0.5	1.0
	PC2. ensure that any of the customers who walk-in are not left unattended		1.5	0.5	1.0
	PC3. offer refreshments to the walk-in customer		1.5	0.5	1.0
	PC4. make the customers comfortable and be accessible to them for any queries		1.5	0.5	1.0
	PC5. explain the different services and products that the company offers		1.5	0.5	1.0
	PC6. brief them on any promotional plans that may be on-going		1.5	0.5	1.0
	PC7. understand the type of tour the customers are looking for, such as a leisure package, heritage package, pilgrimage package, cruise package, adventure package, etc.		2.5	1.0	1.5
	PC8. understand the needs of the customer if they are planning for a multiple place visit or a single location		2.5	1.0	1.5
	PC9. initiate queries and identify the needs of the customer based on their travel needs, shopping needs, package needs, etc.		2.5	1.0	1.5
	PC10. understand the duration of their travel, number of people planning the travel, mode of travel, budget, etc.		2.5	1.0	1.5
	PC11. understand an appropriate destination of their interest, travel dates, accommodation preferences, etc.		2.5	1.0	1.5
	PC12. identify the type of group planning the travel such as family, friends, colleagues, etc.		2.5	1.0	1.5
	PC13. analyze the type of package that can be offered based on the customer needs and their budget		2.5	1.0	1.5
	PC14. suggest some best place options, best things to do in these places, best eateries and		2.5	1.0	1.5

	experiences to have, etc. to the customers who have not planned of any particular travel destination or type				
	PC15. ensure to be polite and listen to them with attentiveness understanding their requirement		2.5	1.0	1.5
	PC16. send mails or stay in touch through phone if the walk in customers do not confirm their booking across the table and ask time for deciding		2.5	1.0	1.5
	PC17. ensure to be updated on the current prices of the accommodation, transportation, travel fares, etc. from the procurement team		2.5	1.0	1.5
	PC18. keep the customers posted on any new product arrivals		2.5	1.0	1.5
	PC19. handle the incoming calls, mail and walk-ins from travel agents and direct customers		2.0	1.0	1.0
	PC20. brief the customers on the rough estimate cost of the package according to their needs		2.5	1.0	1.5
	PC21. inform the customers on the terms and conditions of pay and other details as per company policy		2.5	1.0	1.5
	PC22. educate the customers on the destinations completely making it easier for them to choose		2.0	1.0	1.0
	PC23. suggest alternative travel plans and dates to the customers if any interesting event or entertainment is to happen at those dates in the destination		2.0	1.0	1.0
	<b>Points</b>		<b>50</b>	<b>20</b>	<b>30</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N4411 Plan the travel itinerary as per customer's requirement</b>	PC1. collect all resources such as brochures, internet, travel books and other sources of information required for the travel	<b>50</b>	2.0	0.5	1.5
	PC2. ensure to have the railway and airline timetable for the preferred destination		2.0	0.5	1.5
	PC3. gather as many travel magazines related to the destination		2.0	0.5	1.5
	PC4. coordinate with government tourist offices of the destination		2.0	0.5	1.5
	PC5. update information on the different categories of hotel, taxes, meals, types of room available, tariff plans with respect to season and off season time, etc. in the destination		2.0	0.5	1.5
	PC6. compile all the customer needs		2.0	0.5	1.5
	PC7. analyze the cost of travel to the destination by the different modes of transportation		2.0	0.5	1.5
	PC8. coordinate with the various departments to understand the cost of different levels of accommodation in the destination		2.0	0.5	1.5
	PC9. coordinate with various travels to understand their package rates at the destination		2.0	0.5	1.5
	PC10. browse through the entrance fees of the places of attractions		2.0	0.5	1.5

	PC11. plan on the cost of meals, shopping, guides, etc. based on the destination's cost of living		2.0	0.5	1.5
	PC12. gather together all these costs		2.0	0.5	1.5
	PC13. include any miscellaneous expense that can be occurred during the travel		2.0	0.5	1.5
	PC14. estimate the total cost of the tour along with a markup cost given		2.0	0.5	1.5
	PC15. decide on the route map and ensure the routing is planned with nearby locations packed together in an effective way saving time		2.0	0.5	1.5
	PC16. plan the itinerary in a way all places of attraction and interest are covered within the time available for the customers and in an efficient way		2.0	0.5	1.5
	PC17. consider details like interest of tourist, energy level of the tourists, etc. while planning the itinerary		2.0	0.5	1.5
	PC18. prepare the itinerary right from the start of journey till the end of journey		2.0	0.5	1.5
	PC19. ensure to add all the important tourist destination into this		2.0	0.5	1.5
	PC20. mention the opening and closing time of the places of attraction and information about the background of the place too		2.0	0.5	1.5
	PC21. include the distance between every location that is mentioned on the day to day schedule		2.0	0.5	1.5
	PC22. mention the various restaurant options in and around their scheduled location		2.0	0.5	1.5
	PC23. schedule in a planned and organized way		2.0	0.5	1.5
	PC24. include time taken for every activity that can be easier for the tourist to understand the allotted time and the available timing		2.0	0.5	1.5
	PC25. ensure the tour package is tailored according to the customer interest		2.0	0.5	1.5
	<b>Points</b>		<b>50</b>	<b>12.5</b>	<b>37.5</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N4412</b> <b>Arrange the tour package in coordination with service providers and partners</b>	PC1. provide relevant travel information	<b>50</b>	4.0	2.0	2.0
	PC2. ensure to update the customer with the destination maps		4.0	2.0	2.0
	PC3. notify the customers on luggage limits and insurance		4.0	2.0	2.0
	PC4. advice customers on the issues that can be faced during the travel in terms of safety		4.0	2.0	2.0
	PC5. coordinate for the booking of hotels, tickets, visa, etc. with the respective department in charge		4.0	2.0	2.0
	PC6. confirm the customer names at the airlines and hotel once booking is made		4.0	2.0	2.0
	PC7. transportation, guides, accommodation, insurance, visa, etc.		4.0	2.0	2.0

	PC8. ensure to perform the necessary processing in case the customer cancels the tour after everything is booked or planned		4.0	2.0	2.0
	PC9. make sure to coordinate for the transportation of cab, mini-van, coach, etc. depending on the number of tourists and their budget		4.0	2.0	2.0
	PC10. arrange for a tour escort or a guide based on the customer		4.0	2.0	2.0
	PC11. ensure the escort or guide is well versed in the language preferred and understandable by the customer and is well aware about the destination		4.0	2.0	2.0
	PC12. coordinate with the appropriate department on events, entertainment, etc. arranged during the travel		5.0	2.5	2.5
	<b>Points</b>		<b>50</b>	<b>25</b>	<b>25</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N4413 Monitor the tour progress</b>	PC1. inform the customers if there is any alteration required to the plan and the itinerary with respect to cancellations, delays, postponement, etc.	<b>50</b>	3.0	1.0	2.0
	PC2. convince the customers in a polite way in case of any discrepancy in the planned itinerary		3.0	1.0	2.0
	PC3. compensate them with a better option		2.5	1.0	1.5
	PC4. process for refunds on time if there is any		2.5	1.0	1.5
	PC5. assist the customers in case if they decide to have a change or upgrade to the planned itinerary while on the tour		3.0	1.0	2.0
	PC6. ensure to assist them in a quick and convenient way for their wants		2.5	1.0	1.5
	PC7. ensure the altered service offered matches the customer expectation		2.5	1.0	1.5
	PC8. get in touch with the customer after the tour and understand their feel about the package offered		2.5	1.0	1.5
	PC9. collect the feedback from them to ensure if their expectation was met		2.5	1.0	1.5
	PC10. provide some form of questionnaire or similar type through mail, phone, app or in person, to get a rating for the service rendered		2.5	1.0	1.5
	PC11. attend to the customer complaints and dissatisfaction with immediate effect and action		2.5	1.0	1.5
	PC12. assist their complaints with right solutions		2.5	1.0	1.5
	PC13. ensure to resolve and rectify if there was any negative feedback received from the customers		2.5	1.0	1.5
	PC14. record the entire details of the customer		2.5	1.0	1.5
	PC15. document the monthly status reports of the walk ins and the turn out for the management records		2.5	1.0	1.5
	PC16. ensure to maintain privacy of the customer		2.5	1.0	1.5

	personal details				
	PC17. ensure to maintain the trust and reliability source right from the time the customer walks in till the tour ends		3.0	1.5	1.5
	PC18. ensure all needs of the customers are met		3.0	1.5	1.5
	PC19. ensure to maintain long terms relationships with the customers		2.5	1.0	1.5
	<b>Points</b>		<b>50</b>	<b>20</b>	<b>30</b>
	<b>Total Points</b>		<b>50</b>		
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9901 Communicate with customer and colleagues</b>	PC1. receive job order and instructions from reporting superior	<b>50</b>	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5
	PC5. communicate maintenance and repair schedule proactively to the superior		0.5	0.5	0.0
	PC6. receive feedback on work standards		1.0	0.5	0.5
	PC7. document the completed work schedule and handover to the superior		1.0	0.5	0.5
	PC8. exhibit trust, support and respect to all the colleagues in the workplace		1.5	0.5	1.0
	PC9. aim to achieve smooth workflow		1.5	0.5	1.0
	PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
	PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
	PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
	PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
	PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
	PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
	PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues		1.5	0.5	1.0
	PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
	PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
	PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
	PC20. possess strong knowledge on the product,		0.5	0.5	0.0

	services and market				
	PC21. brief the customers clearly		0.5	0.5	0.0
	PC22. communicate with the customers in a polite, professional and friendly manner		1.5	0.5	1.0
	PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
	PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
	PC25. listen actively in a two way communication		1.5	0.5	1.0
	PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
	PC27. understand the customer expectations correctly and provide the appropriate products and services		1.5	0.5	1.0
	PC28. understand the customer dissatisfaction and address to their complaints effectively		2.0	0.5	1.5
	PC29. maintain a positive, sensible and cooperative manner all time		1.5	0.5	1.0
	PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		2.0	0.5	1.5
	PC31. avoid interrupting the customers while they talk		1.0	0.5	0.5
	PC32. ensure to avoid negative questions and statements to the customers		1.0	0.5	0.5
	PC33. inform the customers on any issues or problems before hand and also on the developments involving them		2.0	0.5	1.5
	PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		2.0	0.5	1.5
	PC35. develop good rapport with the customers and promote suitable products and services		2.0	0.5	1.5
	PC36. seek feedback from the customers on their understanding to what was discussed		2.0	0.5	1.5
	PC37. explain the terms and conditions clearly		3.0	0.5	2.5
	<b>Points</b>		<b>50</b>	<b>18.5</b>	<b>31.5</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9902 Maintain customer-centric service orientation</b>	PC1. keep in mind the profiles of expected customers	<b>50</b>	2.5	0.5	2.0
	PC2. understand the target customers and their needs as defined by the company		1.5	0.5	1.0
	PC3. organize regular customer events and feedback session frequently		2.5	0.5	2.0
	PC4. build a good rapport with the customers including the ones who complain		2.5	0.5	2.0
	PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc.		2.5	0.5	2.0
	PC6. receive regular feedbacks from the clients on		2.5	0.5	2.0

	current service, complaints, and improvements to be made, etc.				
	PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures		2.5	0.5	2.0
	PC8. ingrain customer oriented behaviour in service at all level		2.5	0.5	2.0
	PC9. aim to gain their long lasting loyalty and satisfaction		2.5	0.5	2.0
	PC10. engage with customers without intruding on privacy		2.5	0.5	2.0
	PC11. ensure clarity, honesty and transparency with the customers		2.5	0.5	2.0
	PC12. treat the customers fairly and with due respect		2.5	0.5	2.0
	PC13. focus on executing company's marketing strategies and product development		2.5	0.5	2.0
	PC14. focus on enhancing brand value of company through customer satisfaction		2.5	0.5	2.0
	PC15. ensure that customer expectations are met		2.5	0.5	2.0
	PC16. learn to read customers' needs and wants		2.5	0.5	2.0
	PC17. willingly accept and Implement new and innovative products and services that help improve customer satisfaction		2.5	0.5	2.0
	PC18. communicate feedback of customer to senior, especially, the negative feedback		2.5	0.5	2.0
	PC19. maintain close contact with the customers and focus groups		2.0	0.5	1.5
	PC20. offer promotions to improve product satisfaction level to the customers periodically		2.0	0.5	1.5
	PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives		2.5	0.5	2.0
	<b>Points</b>		<b>50</b>	<b>10</b>	<b>40</b>
	<b>Total Points</b>				<b>50</b>
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9903 Maintain standard of etiquette and hospitable conduct</b>	PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival	<b>50</b>	0.5	0.0	0.5
	PC2. welcome the customers with a smile		0.5	0.0	0.5
	PC3. ensure to maintain eye contact		0.5	0.0	0.5
	PC4. address the customers in a respectable manner		1.0	0.5	0.5
	PC5. do not eat or chew while talking		0.5	0.0	0.5
	PC6. use their names as many times as possible during the conversation		0.5	0.0	0.5
	PC7. ensure not to be too loud while talking		0.5	0.0	0.5
	PC8. maintain fair and high standards of practice		2.5	1.0	1.5
	PC9. ensure to offer transparent prices		2.0	0.5	1.5
	PC10. maintain proper books of accounts for payment due and received		2.0	0.5	1.5
	PC11. answer the telephone quickly and respond		2.0	0.5	1.5

	back to mails faster				
	PC12. ensure not to argue with the customer		2.0	0.5	1.5
	PC13. listen attentively and answer back politely		2.0	0.5	1.5
	PC14. maintain personal integrity and ethical behaviour		2.5	1.0	1.5
	PC15. dress professionally		2.0	0.5	1.5
	PC16. deliver positive attitude to work		2.0	0.5	1.5
	PC17. maintain well-groomed personality		2.0	0.5	1.5
	PC18. achieve punctuality and body language		2.0	0.5	1.5
	PC19. maintain the social and telephonic etiquette		2.0	0.5	1.5
	PC20. provide small gifts as token of appreciation and thanks giving to the customer		2.0	0.5	1.5
	PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5
	PC22. demonstrate responsible and disciplined behaviours at the workplace		2.0	0.5	1.5
	PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		2.0	0.5	1.5
	PC24. use appropriate titles and terms of respect to the customers		2.0	0.5	1.5
	PC25. use polite language		1.0	0.5	0.5
	PC26. maintain professionalism and procedures to handle customer grievances and complaints		1.5	0.5	1.0
	PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility		1.0	0.5	0.5
	PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette		1.0	0.5	0.5
	PC29. provide special attention to the customer at all time		1.5	0.5	1.0
	PC30. achieve 100% customer satisfaction on a scale of standard		1.5	0.5	1.0
	PC31. gain customer loyalty		1.5	0.5	1.0
	PC32. enhance brand value of company		2.0	0.5	1.5
	<b>Points</b>		<b>50</b>	<b>14</b>	<b>36</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9904 Follow gender and age sensitive service practices</b>	PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them	<b>50</b>	1.5	1.5	0.0
	PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff		1.5	1.5	0.0
	PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance		1.0	1.0	0.0

PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline	2.0	0.5	1.5
PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.	2.0	0.5	1.5
PC6. Maintain compliant etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.	2.0	0.5	1.5
PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment	2.0	0.5	1.5
PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties	2.0	0.5	1.5
PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged	2.0	0.5	1.5
PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others	3.0	0.5	2.5
PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds	3.0	0.5	2.5
PC12. provide entertainment programs and events suited for the children tourists	2.0	0.5	1.5
PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies	2.0	0.5	1.5
PC14. arrange for transport and equipment as required by senior citizens	2.0	0.5	1.5
PC15. ensure availability of medical facilities and doctor	2.0	0.5	1.5
PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace	2.0	0.5	1.5
PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.	2.0	0.5	1.5
PC18. involve women in the decision making processes and management professions	2.0	0.5	1.5
PC19. avoid specific discrimination and give women their due respect	2.0	0.5	1.5
PC20. motivate the women in the work place towards utilizing their skills	2.0	0.5	1.5
PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them	2.0	0.5	1.5

	PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
	PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
	PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
	PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
	<b>Points</b>		<b>50</b>	<b>15</b>	<b>35</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9905 Maintain IPR of organisation and customers</b>	PC1. prevent leak of new plans and designs to competitors by reporting on time	<b>50</b>	7.5	3.5	4.0
	PC2. be aware of any of company's product, service or design patents		7.0	7.0	0.0
	PC3. report IPR violations observed in the market, to supervisor or company head		7.5	3.5	4.0
	PC4. read copyright clause of the material published on the internet and any other printed material		7.0	3.0	4.0
	PC5. protect infringement upon customer's business or design plans		7.0	3.5	3.5
	PC6. consult supervisor or senior management when in doubt about using information available from customer		7.0	3.5	3.5
	PC7. report any infringement observed by anyone in the company		7.0	3.5	3.5
	<b>Points</b>		<b>50</b>	<b>27.5</b>	<b>22.5</b>
	<b>Total Points</b>			<b>50</b>	
	<b>Performance Criteria</b>	<b>Total Marks (500)</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>THC/N9906 Maintain health and hygiene</b>	PC1. keep the workplace regularly clean and cleared-off of food waste or other litter	<b>50</b>	1.5	0.5	1.0
	PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal		1.5	0.5	1.0
	PC3. ensure that the trash cans or waste collection points are cleared everyday		1.5	0.5	1.0
	PC4. arrange for regular pest control activities at the workplace		1.5	0.5	1.0
	PC5. to maintain records for cleanliness and maintenance schedule		1.5	0.5	1.0
	PC6. ensure the workplace is well ventilated with fresh air supply		1.5	0.5	1.0
	PC7. check the air conditioner and other mechanical systems on a regular basis and		1.5	0.5	1.0

	maintain them well			
	PC8. ensure the workplace is provided with sufficient lighting	1.5	0.5	1.0
	PC9. ensure clean work environment where food is stored, prepared, displayed and served	1.5	0.5	1.0
	PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.	1.5	0.5	1.0
	PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning	1.5	0.5	1.0
	PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids	1.5	0.5	1.0
	PC13. ensure to clean the store areas with appropriate materials and procedures	1.5	0.5	1.0
	PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal	1.5	0.5	1.0
	PC15. wash hands on a regular basis	2.0	0.5	1.5
	PC16. ensure to wash hands using suggested material such as soap	1.5	0.5	1.0
	PC17. wash the cups	1.5	0.5	1.0
	PC18. ensure to maintain personal hygiene of daily bath	1.5	0.5	1.0
	PC19. ensure to maintain dental hygiene in terms of brushing teeth every day	1.5	0.5	1.0
	PC20. ensure no cross contaminations of items such as linen	1.5	0.5	1.0
	PC21. report on personal health issues related to injury, food, air and infectious diseases	1.5	0.5	1.0
	PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people	1.5	0.5	1.0
	PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing	2.0	0.5	1.5
	PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes	2.0	0.5	1.5
	PC25. ensure to use single use tissue and dispose these tissues immediately	2.0	0.5	1.5
	PC26. coordinate for the provision of adequate clean drinking water	2.0	0.5	1.5
	PC27. ensure to get appropriate vaccines regularly	2.0	0.5	1.5
	PC28. avoid serving adulterated or contaminated food	2.0	0.5	1.5
	PC29. undergo preventive health check-ups at regular intervals	2.0	0.5	1.5
	PC30. take prompt treatment from the doctor in case of illness	1.5	0.5	1.0
	PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community	1.0	0.5	0.5
	<b>Points</b>	<b>50</b>	<b>15.5</b>	<b>34.5</b>
	<b>Total Points</b>		<b>50</b>	
	<b>Grand Total</b>	<b>500</b>	<b>178</b>	<b>322</b>







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