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Facilitator Guide



Sector
Tourism & Hospitality

Sub-Sector
Hotels

Occupation
HouseKeeping

Reference ID: THC/Q0202, Version 1.0
NSQF Level: 4

Room Attendant



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. ”

Acknowledgement

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 specific Qualification Pack (QP). Each National Occupational Standards (NOS) is covered across Unit/s.

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

- Understand roles and responsibilities of Room Attendant and other in Housekeeping department.
- Identify workplace procedures for housekeeping.
- Assess requirement for housekeeping equipment and consumables.
- Demonstrate cleaning procedures for floors, tiles, upholstery, toilets, bathrooms and rooms.
- Demonstrate deep cleaning procedures.
- Handle linen requirement correctly.
- Make bed for the guest.
- Demonstrate laundry operations.
- Manage waste disposal using correct methods.
- Understand documentation for cleaning procedures of housekeeping.
- Understand budgeting.
- Demonstrate good and correct knowledge about product and services.
- Communicate with customer and colleagues in satisfactory manner.
- Understand procedures to be followed during emergencies.
- Protect infringement upon customer's interests.
- Protect hotel's information from leaking out.
- Understand different hazards, their risks and methods of control.
- Maintain clean and hygienic environment.
- Develop and demonstrate inter-personal skills
- .Manage operations using computers and internet.

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Learning Outcomes



Resources



Demonstrate



Exercise



Team Activity



Activity



Facilitation Notes



Example



Say



Role Play

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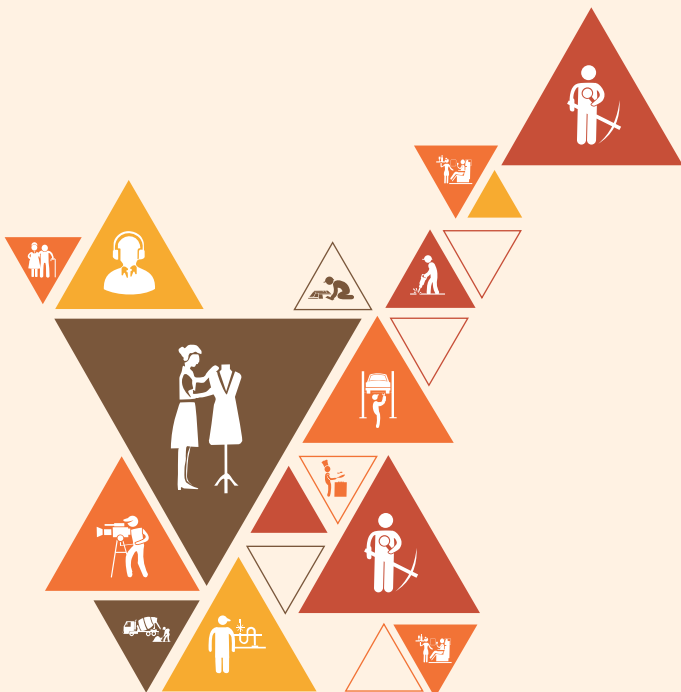
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1. Introduction

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

Unit 1.2– Roles and Responsibilities of Room Attendant



Key Learning Outcomes

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

1. Explain Tourism and Hospitality Sector
2. Describe the roles and responsibilities of a Room Attendant
3. Draw the organizational structure of Housekeeping Department.

UNIT 1.1: Introduction to Tourism and Hospitality Sector

Unit Objectives

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

- Know about the tourism and Hospitality Sector

Resources

- White board and marker

Do

- As icebreaker make each learner to shake hands with next and introduce
- Ask students - What is tourism, who is a tourist, what is a hotel, have you ever been to a hotel, and what are the types of hotels
- Write participants responses in single words on whiteboard
- Define and explain tourism and hospitality

Say

- Thank the students for their participation

Notes for Facilitation

- Encourage students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.

Notes

UNIT 1.2: Roles and Responsibilities of Room Attendant

Unit Objectives

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

- Understand the roles and responsibilities of a Room Attendant
- Understand the organizational structure of housekeeping department
- Know the objectives of housekeeping

Resources

- White board and marker
- Chart papers and pens
- Projector and power point PowerPoint presentation for presentation on organizational structure of housekeeping department, objectives of Housekeeping etc.

Do

- Divide participants into small groups – 2/3 in each
- Ask each group to choose one area of hotel, and list the activities done in that area, on chart paper
- Make each group to present it in front of class
- Show PPT PowerPoint presentation on organizational structure of housekeeping department

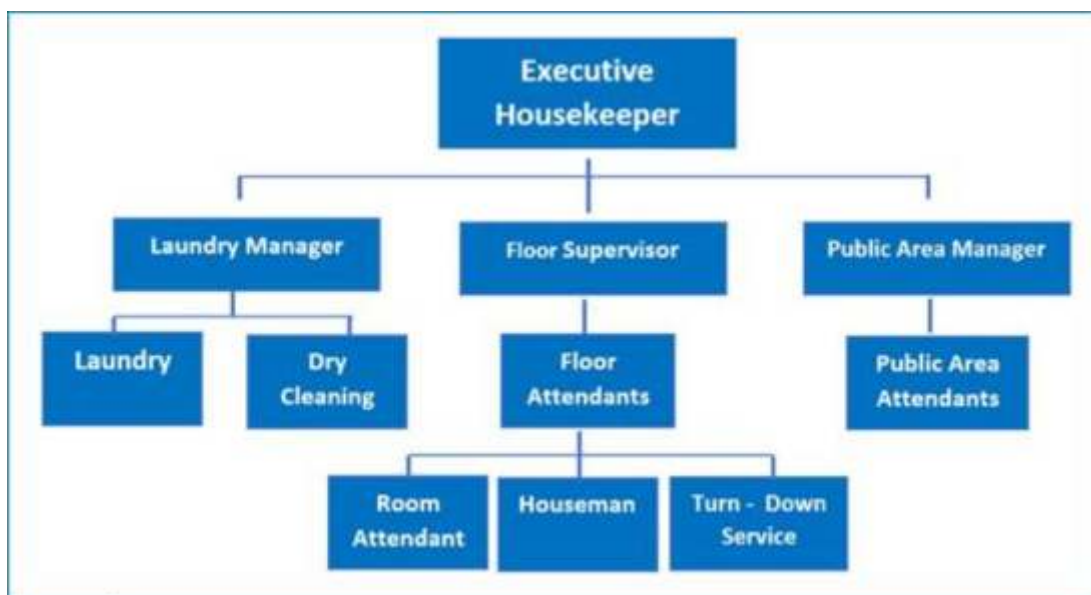


Fig. No.: 1.2.1 Housekeeping Organization Chart

- Objectives of housekeeping –
 - To achieve the maximum possible efficiency in ensuring the care and comfort of the guests
 - Establish a welcoming atmosphere and ensure courteous, reliable service from all the staff of the department
 - Ensure a high standard of cleanliness and general upkeep in all areas for which the department is responsible
 - To provide uniforms for all the staff and maintain adequate inventory for the same
 - Cater to the laundry requirement, staff uniforms and guest clothing
 - Deal with the lost and found articles. This ensures the smooth running of the department
 - To resist in the maintenance of the building while contributing to a safe and healthy environment
 - To provide and maintain the floral decorations and landscaped areas of the hotel
 - To select the right contractor and ensure that the quality of work is maintained
 - To coordinate the renovation of the property as and when required in consultation with the management and the interior designer
 - To coordinate with the purchase department of the guest supplies, cleaning agents, equipment's, linen, carpets and other items used in the hotel
 - To ensure training control and supervision of all staff attached to the department
 - To establish a good working relationship with other departments
 - To ensure that safety and security regulations are made known to all the staff of the department
 - To keep the G.M and administrator informed of all matters requiring special attention
 - Provide linen in rooms, food service areas etc and maintain an inventory for the same

- Role of Room Attendant–
 - Change bed linen and make beds
 - Replace used towels
 - Sweep and mop floors
 - Vacuum carpets
 - Dust furniture
 - Replenish bath care products (e.g. soap and shampoo)
 - Restock beverages and food items in the mini bar
 - Clean public areas, like corridors
 - Report any technical issues and maintenance needs

- Career opportunities as Room Attendant in various sectors like hotels, resorts, guest houses, hospitals, malls, facility management, airports, corporate offices, cruise ships etc.

Say

- Thank participants for participating in activity.

Elaborate



- Explain the importance of Room Attendant
- Elaborate the hierarchy chart of Housekeeping department of a large, medium and small hotel
- Explain how all departments are interlinked and must work together
- Describe the role and responsibilities of Room Attendant, by giving examples on each
- Elaborate on cooperation, working together and task management

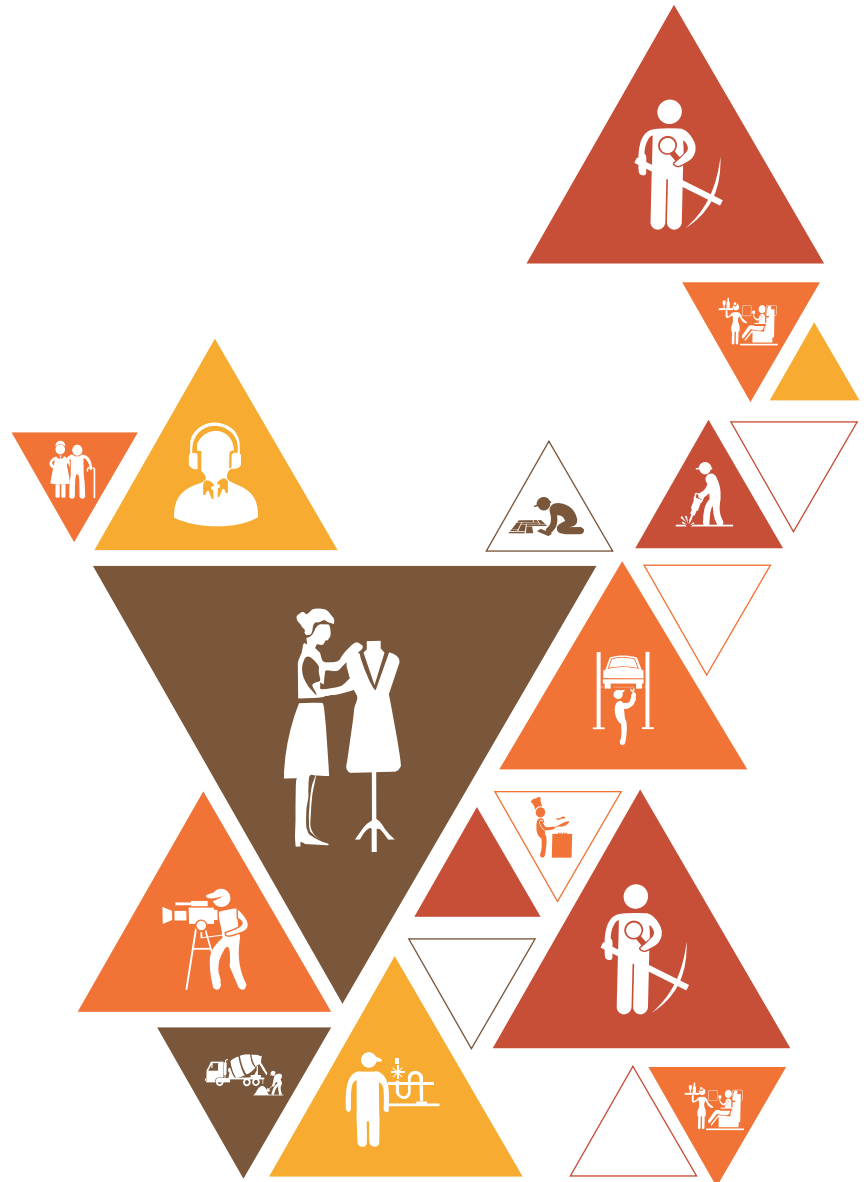
Notes for Facilitation



- Start the class with a story of a guest in a hotel room, who is in a very bad mood and frustrated. His mobile charger is not working, and he calls for one. A Room Attendant takes the charger to guest, who takes it from him without even thanking him. Ask participants how they can try change guest's mood
- Let participants come up with ideas. Note them down on white board
- While explaining objectives of Housekeeping, these ideas could be connected, to make it easy for participants to understand
- Download short videos on situation handling. After showing it to participants explain responsibilities of Room Attendant
- Describe career opportunities, and how one can grow in career by learning while at work, by updating oneself. Start the class with a story of a guest in a hotel room, who is in a very bad mood and frustrated. His mobile charger is not working, and he calls for one. A Room Attendant takes the charger to guest, who takes it from him without even thanking him. Ask participants how they can try change guest's mood
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- While explaining objectives of Housekeeping, these ideas could be connected, to make it easy for participants to understand
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Notes







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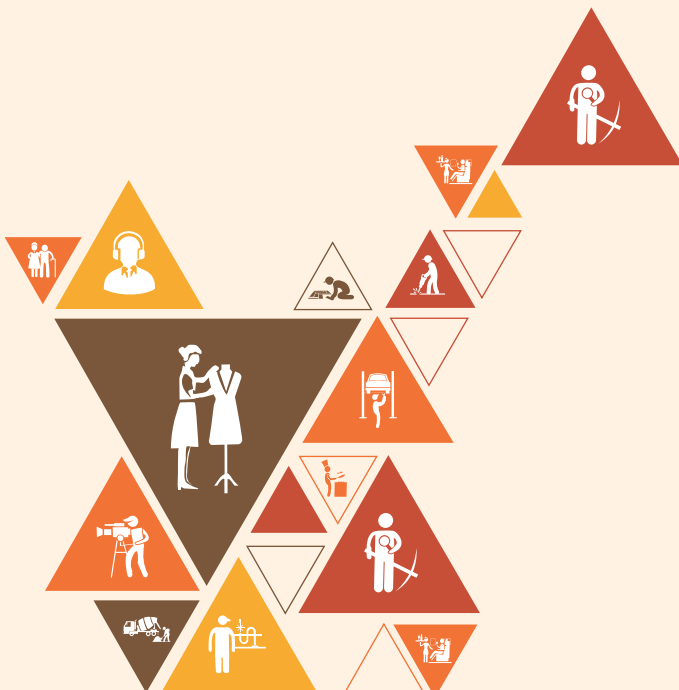
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2. Housekeeping Requirements

Unit 2.1 – Equipment Readiness

Unit 2.2 – Equipment used in Work



THC/N0208

Key Learning Outcomes

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

1. Check assigned areas as per duty roster for different types of things to be cleaned.
2. Check the occupancy rate for the areas assigned.
3. Inspect the area for cleaning.
4. Identify the types of surfaces to be cleaned.
5. Assess requirement for housekeeping equipment and consumables.
6. Ensure that data and information received is complete and correct.
7. Identify workplace procedures for housekeeping.
8. Choose the equipment and materials taken into account.
9. Prepare work area using PPE.
10. Obtain the PPE required.
11. Wear the personal protective equipment required for cleaning method.
12. Follow the instructions and procedures for entering and leaving the workplace.

UNIT 2.1: Equipment Readiness

Unit Objectives

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

- Explain duty Roster
- Describe PPE Kit
- Explain the use of PPE Kit

Resources

- White board and marker
- Equipment for demonstration
- Sample of documents – Duty roaster, check list & SOP

Do

- Explain using white board
- Divide leaners into 3 groups
- Make leaners fill all documents using samples
- Demonstrate and explain the use of personal protection equipment, on one learner

Ask

- Ask participants to list various hazards which housekeeping staff is exposed to
- Note down on white board. Add the remaining hazards, which participants might have missed
- Now ask them how one can protect oneself from those hazards while at work

Elaborate

- Explain various hazards –

The most common hazards in the hospitality industry are:

- Lifting and pushing - e.g. handling heavy or awkward shaped objects
- Slips, trips, falls - e.g. slipping on a wet floor or tripping on uneven surfaces
- Hot surfaces and substances - e.g. hot plates, pans and splashes from hot oils or liquids
- Cutting equipment - e.g. knives and electric meat slicers
- Occupational violence - e.g. abusive customers or dealing with robbers

- List Personal Protection Equipment's – Eye protector, hairnet, ear protector, gloves, safety shoes, dust mask and full body protector
- Show the equipment's to participants.
- Let them handle the PPE one by one, to understand the proper use of each one
- Make one participant stand in front and make him wear PPE. This makes them familiar with PPEs
- Show them samples of Duty Roster, checklist for housekeeping and SOP. Explain how to refer and use them at work

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.
- Ask participants to prepare SOP for various tasks of housekeeping.
- Ask participants to present their job role in front of the class.
- Observe participants for their involvement in an activity.

Notes for Facilitation



- Make participants comfortable before asking them to wear PPEs.
- Wear PPE yourself first before asking them to try
- Understand the correct way of using each equipment
- Collect information on the equipment in details like material used, various types used by hotels
- Show various checklists samples to participants so they understand

Notes



UNIT 2.2: Health and Hygiene Procedures

Unit Objectives

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

- Identify different types of equipment used in housekeeping
- Demonstrate the care and cleaning of equipments used in housekeeping
- Show the correct methods of using tools and equipment appropriately

Resources

- Projector and Power Point Presentation
- Videos giving demonstration on using different equipment's correctly

Do

- List tools and equipment used in housekeeping on white board
- Show participants vacuum cleaner and explain the parts with uses
- Show video to understand working and use
- Show trolley in front of participants, explain its utility and how to set up

Say

- A good housekeeper should know the importance of thorough cleaning
- Ask participants how they would like the room to be as guest
- Make participants imagine about minute things guests expect
- Describe importance of thorough cleaning

Elaborate

- Elaborate on importance of trolley in housekeeping
- Demonstrate how to set up a trolley
- Elaborate each equipment of housekeeping giving its uses, correct method of use and care to be taken while using them

Demonstrate

- Demonstrate use of each tool on trolley
- Demonstrate how to arrange trolley
- Demonstrate handling of equipment's of housekeeping

Team Activity



- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Assign different areas to students to perform cleaning task.
- Ask students to write work card / job card in which they need to mention what equipments and materials are required for cleaning the assigned area.
- Instruct students to write the cleaning procedure of the assigned area.

Notes for Facilitation



- Ask participants if they have seen such trolley before, and what they know about it
- Create interest amongst participants by asking them to identify each item on trolley by name
- Show participants how a clean window should look after cleaning
- Give tips on doing work better each time
- Make participants understand the importance of good cleaning from guest point of view
- Show them badly cleaned window and well cleaned window to know the difference

Notes





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3. Cleaning Operations

Unit 3.1 – Cleaning Floors

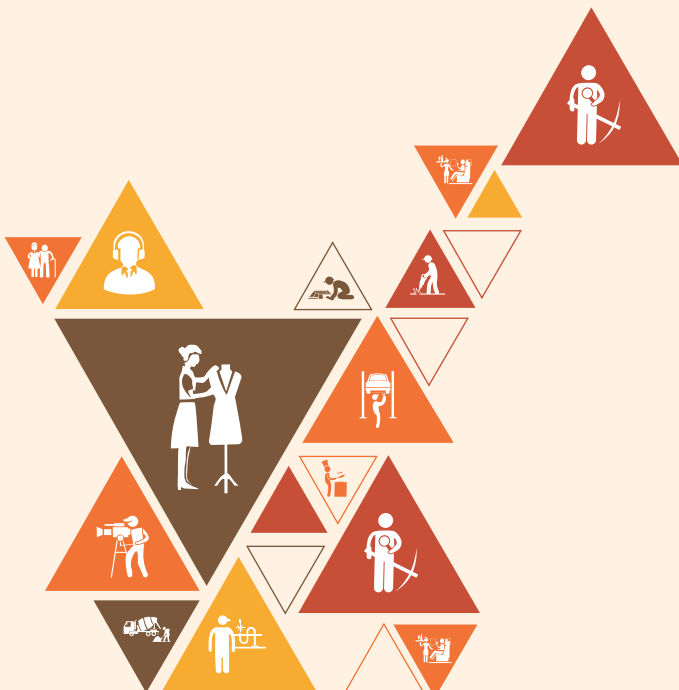
Unit 3.2 – Cleaning Washrooms and Replenishing Supplies

Unit 3.3 – Cleaning Furniture and Upholstery

Unit 3.4 – Room Servicing

Unit 3.5 – Deep Cleaning

Unit 3.6 – Basic Landscaping and Flower Arrangement



THC/N0210
THC/N0212
THC/N0215

Key Learning Outcomes

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

1. Choose equipment and cleaning agents that are right for the floor.
2. Choose a method of removing the dust and debris.
3. Clear any large items of debris by hand safely.
4. Mix and apply the cleaning solutions.
5. Carry out the cleaning as per SOP of the company.
6. Remove the ground-in soil without damaging the surface.
7. Remove the loose dust and debris.
8. Choose a method of clearing up the spillage.
9. Empty all waste from the bins.
10. Choose equipment's and cleaning agents that are suitable for the surface.
11. Mix and apply cleaning agents.
12. Clean washrooms and bathrooms including tubs.
13. Clean basins and taps so that they are free of dirt.
14. Check that washrooms are free flushing and draining.
15. Clean the appliances, surfaces, fixtures and fittings.
16. Clean the surrounding floors, walls, mirrors and other surfaces.
17. Make sure waste bins are empty, clean and ready for use.
18. Make sure that plug holes, waste outlets and overflows are free from blockages.
19. Report any faults and problems to the appropriate person.
20. Check the holders contain the correct amount of consumables.
21. Report any stock shortages to the appropriate member of staff.
22. Ensure cleaning equipment is clean and in working order.
23. Put everything back in the right place when work is finished.
24. Ensure floor cleaning duties are conducted following SOP.
25. Notify maintenance requirements of any damaged items.
26. Complete and ensure checklists and records.

UNIT 3.1: Cleaning Floors

Unit Objectives

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

- Identify different types of floors
- Show the care and cleaning of different types of floor
- Identify cleaning chemicals, dilution and their uses
- Carry out the cleaning as per standard operating procedure (SOP) of the company

Say

- Selecting flooring for hotels is a very challenging job. Flooring is an integral and most important part of interiors. It is the first thing which attracts attention of guests at entry and creates impression

Explain

- Types of flooring used in hotels – clean laminate flooring, cork, hardwood, bamboo, linoleum, vinyl, natural stone, porcelain, marble and carpet
- Describe each giving area where it is commonly used
- Principles of cleaning –
 - All soils should be removed without harming the surface being cleaned or the surrounding surfaces.
 - The surface should be restored to its original state after the cleaning processes.
 - The cleaning process should be efficient, using a minimum of equipment, cleaning agents, labour & time.
 - The simplest cleaning method should be tried first, along with using the mildest cleaning agent.
 - Always use the cleaning methods which are least harmful to the surface.
 - The cleaning should proceed from high area to low wherever possible.
 - Always start with the cleaner surfaces & then go on to clean the more heavily soiled ones, to prevent the spread of soil from dirty to cleaner surfaces.
 - While wet cleaning an area or polishing the floor, the cleaner should walk backwards while cleaning in front of him.
 - Use of the suction/vacuum cleaning should be preferred over sweeping wherever possible.
 - Sweeping should be done before dusting, and dusting before suction cleaning.
 - The noise levels while cleaning should be kept as low as possible.
 - Try to remove stains as soon as they occur using the correct methods.
 - The cleaner should take all safety precautions while cleaning.
 - The cleaning agents & equipment should be stacked neatly to one side after each use.
 - The cleaner should start cleaning from the farthest end of an area, working towards the exit
 - After the cleaning process is over, all equipment should be washed or wiped as applicable, dried, & stored properly
 - Cleaning agents should be replenished & stored properly
 - All waste needs to be discarded and the working area should be always left neat & tidy

- Elaborate different types of floor cleaning procedures – mopping, scrubbing, polishing, buffing, spray cleaning
- Precautions to be taken while cleaning floor –
 - Use a wet vacuum or remove the dirty solution with the first mop
 - Dip the clean mop into the clear water and rinse — using the double bucket procedure
 - Wring out the wet mop frequently
 - Cover the entire area to be cleaned
 - Wipe off baseboards before they dry

Demonstrate



- Identification of cleaning agents
- Mixing of agents
- Floor cleaning procedures

Ask



- Ask questions why correct selection of agents is important
- What is SOP, its role in performing task

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
- Assign different areas to students to perform cleaning task on different types of floor surfaces
- Ask students to write work card / job card in which they need to mention what equipments and materials are required for cleaning the assigned area
- Instruct students to write the cleaning procedure of the assigned area

Tips of Facilitation



- Collect information on various brands used in hotels
- Make participants understand about safety of guests while cleaning floors
- Show how floors can become slippery if not cleaned properly

Notes



UNIT 3.2: Cleaning Washrooms and Replenishing Supplies

Unit Objectives

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

- Choose equipment and cleaning agents that are suitable for the surface
- Mix and apply cleaning agents
- Clean washroom and bathrooms including tubs
- Clean basins and taps so that they are free from dirt
- Check that washrooms are free flushing and draining
- Clean the appliances, surfaces, fixtures and fittings
- Clean the surrounding floors, walls, mirrors and other surfaces
- Make sure waste bins are empty, clean and ready for use

Say

- Guest is always more concerned about the cleanliness and hygiene of washrooms, than any other things in the room
- Guest always ensures that washrooms are in good condition and hygienic
- Double check every time you leave washroom after cleaning

Explain

- Explain the process of cleaning washroom, W/C, shower area, bathtub and vanity counter
- Explain importance of hygiene for guest. Guest's health and safety is the responsibility of the hotel management and staff. Personal hygiene of staff should be as standard requirements – well groomed, clean uniforms and trimmed nails. Implementation of good hygiene practices must be ensured
- Explain the role of cleaning in maintaining hygiene in washrooms. A dirty toilet contains harmful germs and bacteria. When the employees use them, the elements get into their body. So, it is very important to keep the toilets clean to keep your employees in a good state. The janitorial team should focus on daily sanitising of toilets to lessen the attacks of germs

Demonstrate

- Demonstrate the method of cleaning washroom
- Demonstrate the cleaning process of W/C
- Demonstrate the cleaning process of shower area
- Demonstrate the cleaning process of bathtub.
- Demonstrate the cleaning process of vanity counter

UNIT 3.3: Cleaning Furniture and Upholstery

Unit Objectives

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

- Define the importance of cleaning of furniture and upholstery.
- Identify upholstered furniture.
- Show the care and cleaning of different types of furniture and upholstery.
- Tell the chemical used, their dilution and method of uses.
- Identify cleaning equipment used in furniture and upholstery cleaning.

Do

- Ask participants how many types of furniture they have at home. What material they are made of
- Ask how do they take care of furniture at home
- Tell participants how they should be careful with guest's belongings while making room

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
- Assign different furniture to team for perform the cleaning task on different furniture
- Ask students to write work card / job card in which they need to mention what equipments and materials are required for cleaning the assigned furniture
- Instruct students to write the cleaning procedure of the assigned furniture

Demonstrate

- Demonstrate the process vacuum cleaning upholstery in guest room
- Demonstrate interim cleaning
- Demonstrate restorative cleaning
- Demonstrate the process of carpet shampooing using carpet shampooing machine
- Demonstrate the cleaning process of different types of upholstery and furniture surface

Notes

UNIT 3.4: Room Servicing

Unit Objectives

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

- Service a vacant room
- Service a departure room
- Service an occupied room

Say

- Vacant room, departure room and occupied room are the names used for the same rooms in different functional situations
- Explain the difference between them.

Resources

- White board
- Marker
- Blank paper cards

Demonstrate

- Demonstrate the process of servicing a vacant room
- Demonstrate the process of servicing a departure room
- Demonstrate the servicing of an occupied room

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.
- Prepare cards and write on them – vacant room, departure room and occupied room.
- Ask students to choose one card as per team.
- Ask students to write work card / job card in which they need to mention what equipments and materials are required for cleaning assigned area.
- Instruct students to write the cleaning procedure of the assigned area.
- Ask team to perform room service according to the card they got.

Do

- Appreciate the good job done
- Correct them wherever necessary
- Show flash cards showing symbols of type of room to make them understand better

UNIT 3.5: Deep Cleaning

Unit Objectives

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

- Explain the process of deep cleaning of room
- Do the deep cleaning of room

Do

- Explain the difference between regular cleaning and deep cleaning
- Describe the importance of deep cleaning
- Explain how and when should it be done in a year
- Describe Steps to follow in deep cleaning
- Demonstrate the correct body posture while lifting heavy things in room

Demonstrate

- Complete room deep cleaning procedure
- Show participants the difference between regular cleaning and deep cleaning by demonstrating

Activity

- Conduct a skill practice team activity
- Explain the purpose of the activity
- Set guidelines pertaining to discipline and expected tasks
- Place some heavy and light weight furniture items in room. Ask participants to lift light weight first and then heavy objects
- Ask others to observe the difficulty faced while lifting the heavy furniture piece
- Show them the correct posture to be followed while lifting or shifting heavy furniture items

Notes

UNIT 3.6: Basic Landscaping and Flower Arrangement

Unit Objectives

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

- Identify importance of landscaping
- Perform basic landscaping
- Perform flower arrangement in hotels

Ask

- Where they have seen landscaping before
- Ask participants what they find attractive in landscaping, i.e. plants, accessories like stones, shells, or waterfall or fountains
- Ask participants names of different types of flowers they know

Elaborate

- Landscaping and types of landscapes -Landscapes are one of the biggest investments that leisure resort and hotel owners can ever make on their real estate properties. It is the easiest way to make a great first impression on prospective guests the second they step onto the hotel's premises. A well-manicured lawn with neatly trimmed hedges and shrubs with lush green vegetation would instantly capture the attention of guests and leave them with warm memories of the hotel's landscape even long after their departure. The state of a hotel's landscape goes a long in way in convincing intending patrons to lodge in a hotel as it is indicative of the quality of service a guest is likely to get. The guests perception of the quality of service can be influenced by their first impression obtained right from the entrance of the hotel premises
- Natural color patterns in flowers and plants- Combination and contrast of colors in flowers and greens can be done as per seasons and themes
- How to use accessories and decorations in landscapes. Use of accessories like stones, shells, bricks, metals, beads, fountains, falls, glass
- Basic color combinations of trees and shrubs. Various shade of greens to match surrounding, décor and theme of hotel
- Various types of flower arrangements are:
 - Elliptical flower arrangement
 - Vertical flower arrangement
 - Triangular flowers
 - The crescent flower arrangement
 - The 'S' shaped flower arrangement
 - The oval shaped flower arrangement
 - The cascade flower arrangement

- Areas where landscapes could be suitable are lobby, entrance, staircases, terrace, balconies
- Areas where flower arrangements could be placed are reception desk, corners in lobby, tables, room tables
- Seasonal flowers found in different parts of country
- Methods of keeping flowers and fresh accessories is, use warm water, put aspirin in water, cut stem slant, change water every day, add sugar to water

Do 

- Take participants to show landscapes
- Ask them what type of landscape they liked the most and why

Resources 

- White board
- Marker
- Flowers and greens, flower vase

Demonstrate 

- Demonstrate flower arrangements using different types of vases

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 bunch of different flowers and other supporting fillers greenery.
- Ask students to prepare flower arrangement with the given flowers.
- Ask them to give title to their flower arrangement and explain it to the others in the class

Notes 





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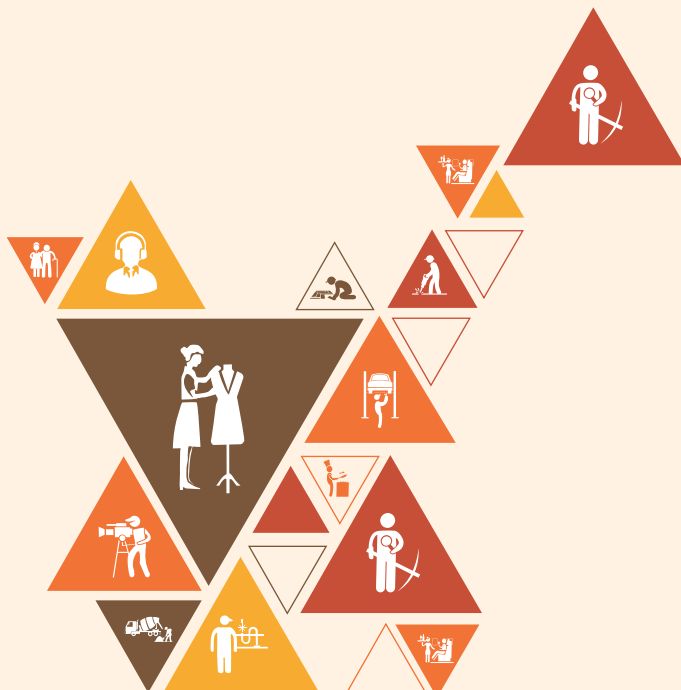


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4. Obtaining and Changing Linen and Covers

Unit 4.1 – Sorting Linen

Unit 4.2 – Making the Bed for the Guests



THC/N0214

Key Learning Outcomes

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

1. Choose and collect clean, laundered and correct type and quantity of linen.
2. Check that the linen collected meets the required standard.
3. Deal with any linen or bed coverings.
4. Transport bed linen and bed coverings safely and correctly.
5. Handle and move the linen and bed coverings securely.
6. Remove all linen and bed covering from the bed.
7. Handle and store soiled linen and bed cover correctly.
8. Inspect the bed and mattress before bed making.
9. Make sure the bed base, bed head, linen and bed coverings are clean and not damaged.
10. Make the bed with the right linen and bed coverings.
11. Leave the bed neat, smooth and ready for use.
12. Deal with customers' personal property according to SOPs.
13. Remove soiled bathroom linen including bath rugs.
14. Fold towels, napkins and place them at appropriate place.
15. Change the bath rug and mats.
16. Remove use bath robe and replace with a fresh one.
17. Ensure that the bed linen, rugs and mats are clean, soft and free from damages.

UNIT 4.1: Sorting Linen

Unit Objectives

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

- Identify different types of linen used in hotel
- Demonstrate the laundry cycle

Explain

- Types of linen sheets, blankets, tablecloth etc.
- Importance of size in linen sorting
- Explain the size of each linen used in hotels like bedsheets, towels, napkins, tablecloth etc.
- What is thread count and how it changes the texture and feel of linen
- Explain GSM count and how it matters in giving better quality linen
- Define sorting of linen
- Precautions to be taken while sorting linen for sending to washing
- Explain how sorting is done by removing stained linen, sorting linen according to use and type

Resources

- White board
- Marker
- Blank sheets and pen

Activity

- Conduct a skill practice team activity
- Explain the purpose and duration of the activity
- Keep different types of linen scattered on a table
- Set guidelines pertaining to discipline and expected tasks
- Ask the students to identify them and list on a paper
- Ask the students to mention their sizes on same sheet

Notes for Facilitation

- Show various types of linen commonly used in a hotel

- Show chart of measurement of each linen item and explain

| Bed Items | Size in Inches |
|--------------|---|
| Sheets | |
| Twin | 66 X 104 |
| Double | 81 X 104 |
| Queen | 90 X 110 |
| King | 108 X 110 |
| Pillowcases | |
| Standard | 20X30 |
| King | 20 X 40 |
| Pillows | |
| Standard | 20 X 26 |
| King | 20 X 40 |
| Bath Items | |
| Bath Sheets | 36 X 70 |
| Bath Towels | 20 X 40 22 X 44 24 X 50 27 X 50 |
| Hand Towels | 16 X26 16 X 30 |
| Washcloth | 12 X 12 13 X 13 |
| Bathmat | 18 X 24 20 X 30 |
| Napery Items | |
| Napkins | 17 X 17 22 X 22 |
| Tablecloths | 45 X 45 54 X 54 64 X 64 54 X 110 |
| Place mats | 12 X 18 14 X 20 |
| Runners | 17 X Variable lengths |

- Give participants tricks to remember measurements

UNIT 4.2: Making bed for guests

Unit Objectives

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

- Make the bed with the right linen and bed coverings
- Deal with customer's personal property according to SOP's
- Remove soiled bathroom linen including bath rugs
- Fold the towels, napkins and place them at appropriate places
- Change the bath rug and mats

Do

- Explain types of bed linen used in a standard room
- Explain time management during peak season and how they can improve
- Explain how to identify linen beyond repair
- Describe laundry operations with the help of flow chart
- Show types of detergents used in laundry explaining function of each one

Demonstrate

- Demonstrate the bed making giving tips to make a perfect bed
- Show them actual laundry operation

Elaborate

- Explain the discard procedure for linen beyond repairs, and repairable linen separately
- Explain how to avoid the misuse of linen
- Give examples of use of discarded uniform and linen
- Elaborate laundry procedure with the help of PowerPoint presentation
- Elaborate flow chart of laundry room giving handling procedures for each equipment
- Elaborate on each activity by giving its importance and role in linen management
- Explain different types of chemicals used in laundry and their purpose in cleaning

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
- Conduct competition of fastest bed making / fastest bathroom cleaning competition among the all teams
- Encourage them for more practice to make bed or bathroom perfect in minimum time



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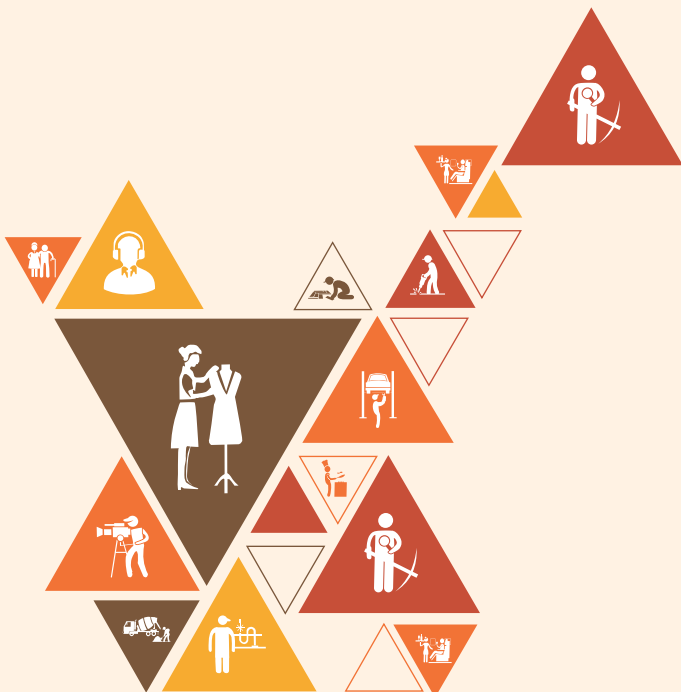
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5. Maintaining Neatness

Unit 5.1 – Storage of Cleaning Equipment



THC/N0216
THC/N0217

Key Learning Outcomes

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

1. Store the cleaning equipment and tools.
2. Manage the different categories of Waste.

Unit 5.1: Storage of Cleaning Equipment

Unit Objectives

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

- Store cleaning equipment and tools
- Manage different categories of waste

Say

- Guest's safety and health is moral responsibility of the hotel
- Spread of germs and contamination could be catastrophic. Maintaining hygiene should be prime concern of each staff member
- Global warming is the serious situation the whole world is facing today. Generating waste and wrong disposal methods are the major reasons.
- Every human being must understand his contribution in saving mother earth

Resources

- Cleaning equipment trolley
- PowerPoint presentation

Do

- Using PowerPoint presentation explain each item and its correct use
- Explain the importance of correct body posture while working, to prevent injury to your back
- Explain precautionary measures to be taken for not to damage equipment and follow instructions for use
- Ask questions from participants about different types of waste they know

Explain

- Describe the reasons for proper storage of cleaning equipment,
- Explain the various items on trolley by giving details on use of each
- Explain storage of items and care to be taken
- Explain how waste is becoming a threat to environment and why it is important to dispose it in a correct method
- Explain the process of sorting of waste according to their disposal methods
- Explain types of waste disposal, their advantages and disadvantages

Demonstrate



- Demonstrate neat and correct stacking of equipment's
- Demonstrate segregation of waste, wet, dry, recyclable etc.

Activity



- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask students to list the cleaning equipments.
- Ask students to write care, cleaning and storage method of every cleaning equipment.

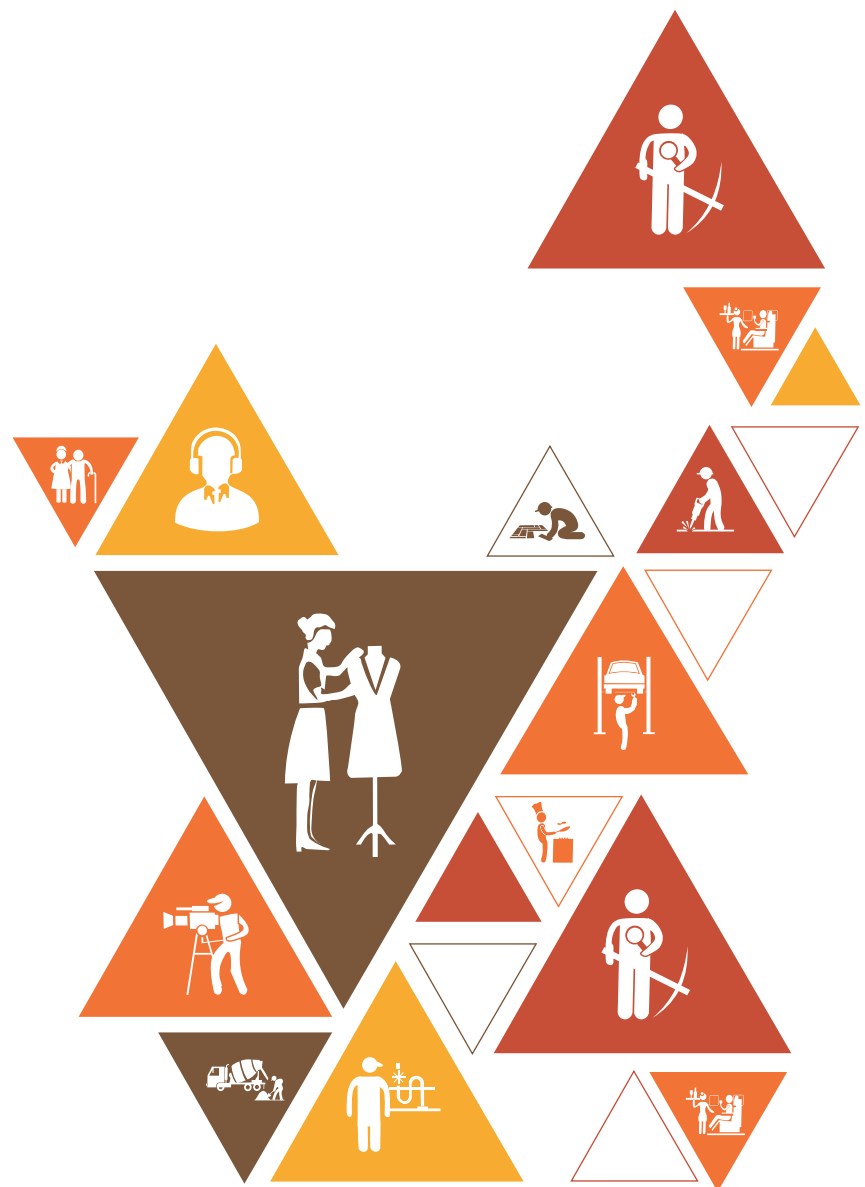
Tips for Facilitation



- Show videos of disasters of global warming
- Encourage participants for developing good habits of discarding waste
- Make participants take oath on being a responsible person in saving environment
- Discourage participants from using non degradable material

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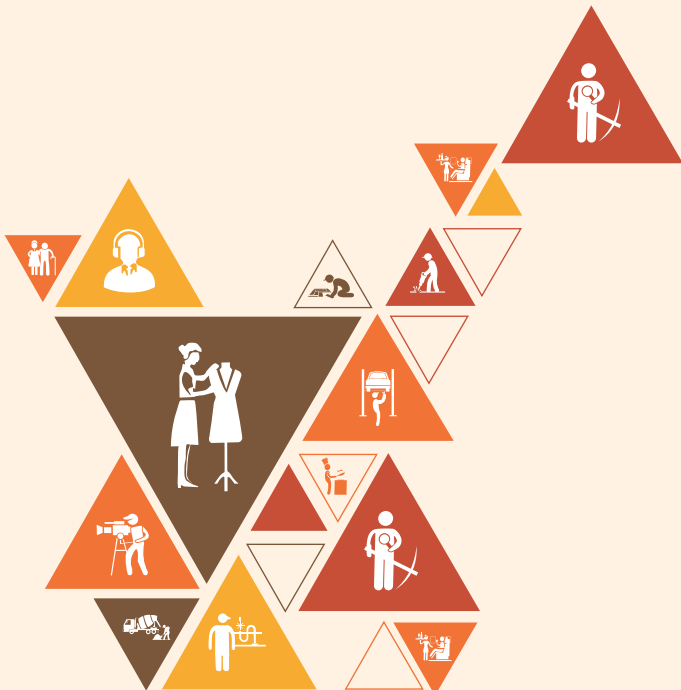
6. Reporting and Documentation

Unit 6.1 – Room Linen Inventory

Unit 6.2 – Formats of Various Records and Documents

Unit 6.3 – Escalation Matrix

Unit 6.4 – Basics of Budgeting



THC/N0207

Key Learning Outcomes

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

1. Determine current circulating stocks and replenishment of par stocks.
2. Ensure pantries are cleaned and set.
3. Ensure that all soiled linen to be chute by 2 pm.
4. Identify and fill different types of forms and letter that are mandatory for you as a room attendant.
5. Explain the process of escalation.

UNIT 6.1: Room Linen Inventory

Unit Objectives

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

- Identify different type of Room Linen, Bed Linen & Bath Linen
- Define the Par Stock
- Determine current circulating stocks and replenishment of par stocks
- Ensure pantries are cleaned and set
- Ensure that all soiled linen to be chute by 2 pm

Do

- Explain inventory of room linen
- Explain complete procedure of linen management with minute detailing

Say

- Crisp clean linen is what guest expects
- Time management is important
- Correct counting of linen should be followed carefully

Elaborate

- Elaborate on inventory sheets and how to fill
- Elaborate on labeling on linen sorted
- Elaborate on circulation of stock. Par stock is applied on each floor to satisfy requirement of linen. Hotel industry par stock is a widely used term which is the standard way to determine. The minimum level of supplies to meet daily demands of daily hotel operation. proper application of par stock can ensure smooth functional

Notes

UNIT 6.2: Formats of Various Records and Documents

Unit Objectives

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

- Identify and fill/complete the different types of forms and letter that are mandatory for you as a room attendant

Say

- Records and documents are the backbone for smooth working of operation
- They are the evidences for handling any emergency situation and recall
- One should always record the facts and should never manipulate documents

Resources

- PowerPoint presentation
- Sample Formats for exercise

Do

- Explain different types of formats used for record keeping in housekeeping department with the use of PowerPoint presentation

Explain

- Explain dirty linen exchange register for laundry, laundry sheet, laundry sheet uniform formats.
- Explain formats of master key handover register, floor occupancy report, staff allocation sheet, room inspection check list
- Describe store requisition book, physical verification report of fixed assets, linen inventory sheet for floor, equipment register, floor's stock register, missing/damaged/transferred article register
- Explain physical verification of fixed assets standard rooms format
- Explain left over register and lost and found register
- Explain daily check list of public area, bathroom fixed assets, daily linen changing register, daily room inspection check list, room complaint register, room history chart, employee leave record and attendance register

Activity 

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of two, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute different forms and formats to each group.
- Ask students to fill the form and explain its importance to the class.

Notes 

UNIT 6.3: Escalation Matrix

Unit Objectives

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

- Explain the process of escalation

Say

- Escalation Matrix allows you to specify multiple user contacts to be notified in the event of critical issues
- An escalation matrix is that who should be kept in mind when reporting a problem to the authorities

Do

- Explain escalation matrix and its application in hotel industry
- Describe with the help of organizational chart of housekeeping department that who should be contacted in case of problem/emergency

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 problems and situations and make them work it on escalation matrix
- Observe their performance and comment

Notes

UNIT 6.4: Basics of Budgeting

Unit Objectives

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

- Identify types of budgets like OPEX, CAPEX, Linen budget etc
- Identify various budgeting requirements in housekeeping
- Calculate cost per occupied room (CPOR)

Do

- Explain budget and its role in housekeeping
- Explain different types of budget like capital budget, operational budget and uniform budget
- Explain cost per occupied room by giving formula
- Give examples to calculate CPOR and explain calculations

Resources

- White board and marker

Activity

- Conduct a skill practice team activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Give problems to solve related to CPOR.
- Ask students to calculate the CPOR and solve in their notebook.
- Correct students if its incorrect.

Tips for Facilitation

- Correct participants wherever necessary
- Repeat the exercise till all understand the calculation

Notes



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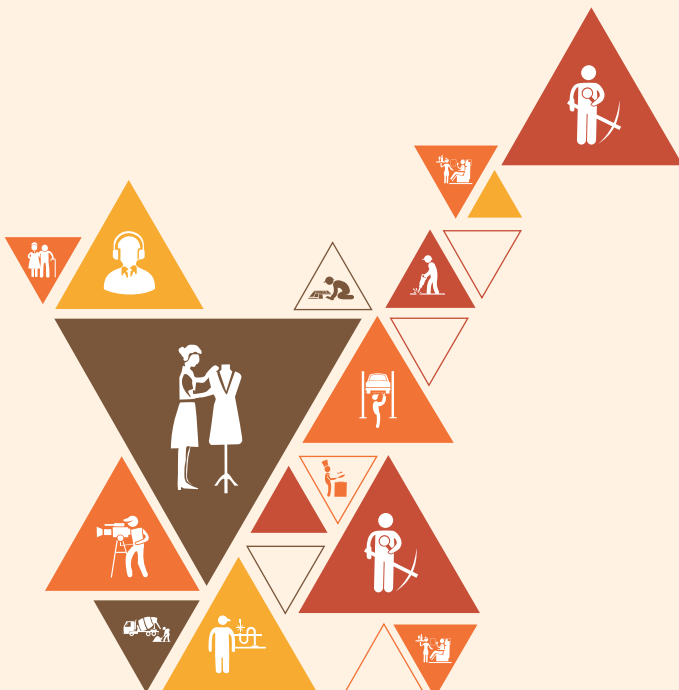
7. Communicate with Customers and Colleagues

Unit 7.1 – Communication with Colleagues and Supervisors

Unit 7.2 – Communication with Customer

Unit 7.3 – Etiquettes and Customer Satisfaction

Unit 7.4 – Gender and Age Specific Services



THC/N9901
THC/N9903
THC/N9904

Key Learning Outcomes

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

1. Work and deal with colleagues/superiors.
2. Receive job order and instructions from reporting superior.
3. Maintain a healthy work environment.
4. Identify customer needs by asking questions.
5. Have good knowledge on product and services and brief the customer clearly on them in a polite and professional manner.
6. Build friendly but impersonal relationship with customers.
7. Use appropriate language and tone and listen actively.
8. Show sensitivity to gender/cultural and social differences.
9. Explain customer expectations and provide appropriate product/services.
10. Describe customer dissatisfaction and address their complaints.
11. Maintain proper body language and dress code.
12. Communicate clearly and effectively with the guest.
13. Inform the customers on any issues and developments involving them.
14. Respond back to the customer immediately.
15. Upselling/promoting suitable products and services.
16. Seek feedback from customers.
17. Explain terms and conditions clearly.
18. Greet, welcome and address the customer appropriately.
19. Provide assistance with sincere attitude.
20. Achieve 100% customer satisfaction.
21. Explain customer loyalty and brand value.
22. Ensure that the customer feels safe.
23. Explain procedures to be followed during terrorist attacks.
24. Explain the facilities and services specific to gender and age.
25. Coordinate with team to meet these needs.
26. Ensure safety and security of female colleagues and customers at all levels.

UNIT 7.1: Communication with Colleagues and Supervisors

Unit Objectives

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

- Work and deal with colleagues/superiors
- Receive job order and instructions from reporting superior
- Maintain a healthy work environment

Say

- Communication is a major element of Hospitality industry. Communication failure ruins any good hotel
- Room Attendant is a primary source of communication for guests staying in hotels
- Room Attendant must possess good communication skills, have positive and presentable personality
- Room Attendant is an important communicator between guests and management
- If unable to solve any problems on own, escalating unresolved problems to superior is the right way

Explain

- Explain with the help of PowerPoint presentation, methods of receiving job orders from superiors, and healthy relationship with colleagues
- Explain how and why it is important to escalate unresolved problems to relevant superior
- Explain how to understand work output requirements from superiors
- Explain qualities that room attendant should possess
- Describe how to follow the sign boards which guests might use to communicate without talking, like DND, clean my room etc.
- Explain different parameters on which room attendant can be judged
- Explain different steps that can be taken to handle delays with an intelligent method such as:
 - Start working with realistic deadlines
 - Expect the unexpected
 - Be proactive to minimize the unexpected
 - Act to mitigate damage caused by delays
- Explain the importance of working in team and tell different ways to respect and help colleagues:
 - Be kind
 - Let them work
 - Respect boundaries
 - Be reliable
 - Don't gossip
 - Be honest
 - Share credit
 - Don't interrupt
 - Don't criticize

- Explain the importance of filling logbook and what all points to be covered in the same
- Explain how to avoid conflicts:
 - Stay calm
 - Listen to understand
 - Accentuate the positive
 - State your case tactfully
 - Attack the problem, not the person
 - Avoid the blame game
 - Focus on the future, not the past
 - Ask the right kind of questions
 - Pick your battles
 - Link offers
 - Be creative
 - Be confident
 - Celebrate agreement
- Explain the importance of inter department and intra department coordination
- Explain the importance of helping colleagues when they commit mistake. Some of the steps on how to help colleagues when they commit mistakes are:
 - Consider the situation and your motives
 - Consider whether the correction is necessary
 - Never correct someone publicly
 - Do "the caveat"
 - Back it up with facts
 - Make a feedback sandwich
 - You can't win them all

Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Give different situation to each group, in which guest is complaining about room cleaning, tap leakage, AC not working etc.
- Ask each group to do a role play on the given situation.
- Discuss each performance and explain the right technique to handle the same.

Notes

UNIT 7.2: Communication with Customers

Unit Objectives

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

- Identify customer needs by asking questions
- Have good knowledge on product and services and brief the customer clearly on them in a polite and professional manner
- Build friendly but impersonal relationship with the customers
- Use appropriate language and tone and listen actively
- Demonstrate how to deal with how sensitivity to gender/cultural and social differences
- Understand customer dissatisfaction and address their complaints
- Maintain proper body language and dress code
- Communicate clearly and effectively with the guest
- Inform customers on any issues and developments involving them
- Respond back to the customer immediately
- Seek feedback from customers

Resources

- White board and marker

Do

- Ask participants to write on board the needs which guest might have other than the basic needs. For example – shopping center nearby, theatre or multiplex, local transportation, city attractions etc.
- Ask participants to list down the extras a guest would ask often
- Give tips on collecting information about social customs followed by different cultures
- Encourage participants to maintain dress code and take grooming very seriously

Explain

- Explain different types of the products and services which are offered by hotel for guests
- Explain how to use appropriate language and tone with guests
- Explain by giving examples the difference between being friendly and being personal
- Explain how to understand customers' expectations. Learn to listen without interrupting the guests before he completes
- Explain role of correct posture, proper body language and positive attitude while communicating with guests
- Describe effective ways of communication
- Explain how to take feedback from customers

Activity 

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Give one situation to each group related to guest complaints and query..
- Ask each group to perform role play according to the situation.
- Discuss each performance and explain the right technique while dealing with guest.

Notes 

UNIT 7.3: Etiquettes and Customer Satisfaction

Unit Objectives

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

- Greet, welcome and address the customer appropriately
- Maintain pitch and tone of voice while speaking to customers
- Maintain high standards of practice and transparency in pricing
- Answer the telephone
- Communicate appropriately with customer
- Dress professionally
- Maintain personal integrity and ethical behavior
- Maintain personal grooming and positive body language
- Demonstrate responsible and disciplined behavior
- Escalate grievances to appropriate authority
- Use appropriate titles and terms of respect
- Handle customer grievances professionally
- Offer friendly, courteous and hospitable services to the customers
- Provide assistance with sincere attitude
- Achieve 100% customer satisfaction
- Explain customer loyalty and brand value

Do

- Ask participants to greet each other and observe them
- Explain the importance of proper use of words while greeting guest, pitch and tone of voice, personal grooming, and positive body language, escalating grievances to authorities, courteous service, customer satisfaction and brand value

Demonstrate

- Demonstrate correct methods of greeting guest at room service
- Demonstrate courteous guest service
- Demonstrate incorrect methods one should avoid like improper body language, incorrect words or language, offensive gestures etc.

Elaborate

- Elaborate ethical behavior. Make participants understand the repercussions of their wrong action
- Explain sense of responsibility as hotel staff
- Elaborate on personal grooming by showing PowerPoint presentation
- Explain how to achieve 100% customer satisfaction
- Elaborate on courteous service
- Elaborate on brand value, and customer loyalty
- Elaborate on escalating grievances to authority when in doubt and unable to handle
- Elaborate ways of handling situation smartly without offending or irritating customer. Give examples

Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Give situation to each group, in which guest interacting with hotel staff for first time with their grievances.
- Ask each group to do the role play as per the situation.
- Discuss each performance and explain the right technique while dealing with supervisors and colleague.
- Compare all groups performance and describe the best performance in the class.

Notes

UNIT 7.4: Gender and Age Specific Services

Unit Objectives

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

- Ensure that the customer feels safe
- Explain the procedure to be followed during terrorist attacks
- Know the facilities and services specific for gender and age
- Co-ordinate with team to meet these needs
- Ensure safety and security of female colleagues and customers at all levels

Say

- Safety of guest should be of utmost priority of every hotel
- Room service staff is being specially trained to notice signs of human trafficking and seek help of authorities. These training programs are specially designed and are supported by Ministry of Women Welfare
- Senior citizens guests should be treated with extra special care and attention
- Participants what do you know about terrorist attack on Taj Mahal Hotel in Mumbai

Resources

- White board and marker
- PowerPoint presentation and videos

Elaborate

- The ways of treating females, and elderly guests
- The methods of safety and security of women
- Medical facilities available for guests, especially senior citizens
- Transportation facilities for aged guests
- The procedures to be followed during terrorist attacks

Do

- Ask questions from participants to check their understanding on specific services for women, children and senior citizens

Activity



- Conduct a skill practice team activity.
- Divide students into two groups. One group act as a hotel staff and other as a guests.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Create a situation of terrorist attack.
- Ask one group act as staff and other as guests.
- Ask the students to follow the nearest fire exit route to reach at the assigned emergency assembly area for the guest.

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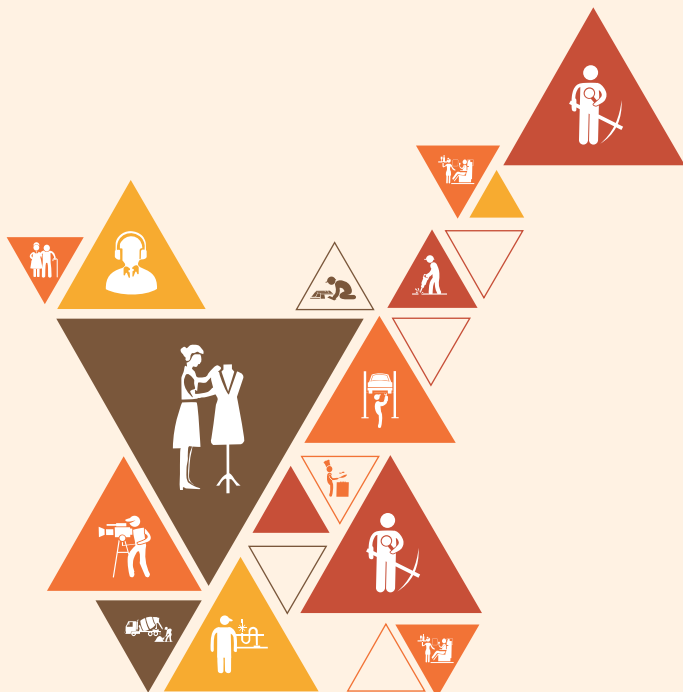
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8. Intellectual Property Rights (IPR) and Copyrights

Unit 8.1 – Intellectual Property Rights (IPR) and Copyrights



THC/N9905

Key Learning Outcomes

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

1. Explain IPR and Copyrights.
2. Report IPR violations.
3. Read Copyright clause.
4. Protect infringement upon customer's interests.
5. Know which aspects of customer information can be used.
6. Report any infringement.

UNIT 8.1: Intellectual Property Rights (IPR) and Copyrights

Unit Objectives

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

- Explain IPR and copyrights
- Report IPR violation
- Read copyright clause
- Protect infringement upon customer's interests
- Know which aspect of customer information can be used
- Report any infringement

Resources

- White board and marker
- Power Point Presentation

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 room attendant

Do

- Explain IPR and copyrights
- Explain infringement
- Explain the importance of secrecy, ethics and management loyalty

Notes



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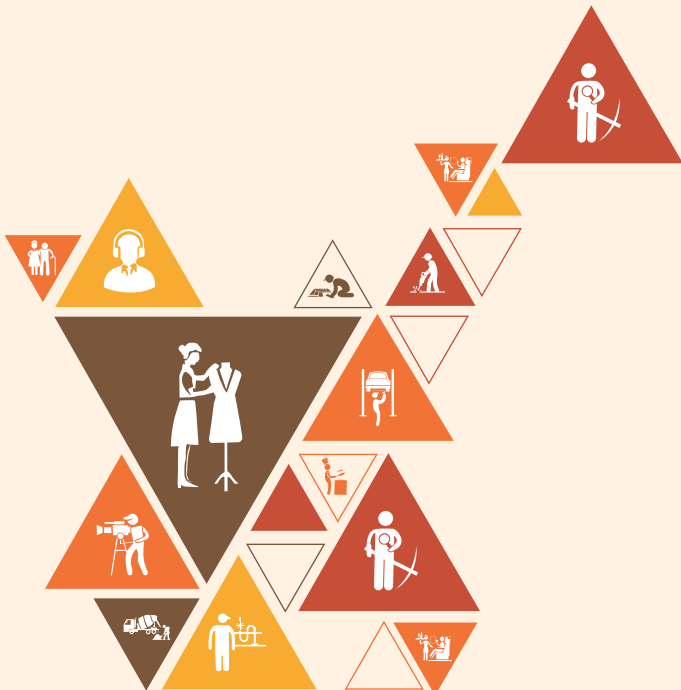
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9. Maintaining Health, Hygiene and Safety

Unit 9.1 – Workplace Cleanliness and Hygiene

Unit 9.2 – Workplace Hazards and Safety



THC/N9906
THC/N9907

Key Learning Outcomes

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

1. Ensure waste bins are cleared every day.
2. Point out requirements for pest control.
3. Identify the possible risks in housekeeping.
4. Identify the control measures.
5. Identify the different physical hazards and their prevention.

UNIT 9.1: Workplace Cleanliness and Hygiene

Unit Objectives

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

- Keep the workplace clean
- Identify waste and ensure its disposal
- Ensure waste bins are cleared everyday
- Point out requirement for pest control

Say

- Hygiene word is derived from a Greek word 'Hygiea' which means goddess of cleanliness. Cleanliness is next to godliness
- Hygiene definition
- Hygiene Standards and Regulations – Role of FSSAI
- Personal Hygiene plays a major role in maintaining germfree premises

Resources

- White Board and marker
- PowerPoint presentation
- Video on personal hygiene

Do

- Explain Good Hygiene Practices
- Explain personal hygiene showing PowerPoint presentation

Elaborate

- Explain elements of effective housekeeping program:
 - Elaborate how to remove dust and dirt carefully
 - Elaborate on employee facilities and the check list for checking it regularly
 - Maintenance of floors to keep it clean and non-slippery
 - Cleaning of walls for brighter light and hygiene
 - Elaborate how light fixtures need to be cleaned regularly for maintaining hygiene
 - Cleaning of aisle and staircases allowing cleaner space for movement of guests and staff
 - Elaborate on methods of spill control and why it is necessary
- How Tool management helps in maintaining tools and equipment in good working condition
- Elaborate on correct and timely waste collection and disposal

- Elaborate how store areas should be managed for stress free working
- Elaborate on importance and benefits of good hygiene practices in housekeeping
- Elaborate good hygiene practices to be followed. Explain each area and steps to be followed. A good check list would help to explain
- Elaborate on importance of pest control, their schedules, care and precautions to be taken with chemicals used for pest control, safe storage of chemicals to avoid accidents

Demonstrate



- Demonstrate hand washing procedure
- Demonstrate Good Hygiene Practices
- Demonstrate pest control

Activity



- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of three, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Ask the students to create a checklist on personal hygiene
- Ask one participant to observe the others and fill the check list and count the deficiencies on the basis of checklist

Notes for Facilitation



- Use posters, charts, videos
- Collect latest information on Regulations regarding Hygiene Practices to be followed

Notes



UNIT 9.2: Workplace Hazards and Safety

Unit Objectives

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

- Identify the possible risks in housekeeping
- Identify the control measures
- Know the different physical hazards and their prevention

Resources

- White board and marker
- PowerPoint presentation on risk control demonstrations

Do

- Explain good maintenance practices
- Explain how to thoroughly inspect rooms and premises
- Explain types of control measures

Say

- Safety of guest should be prime concern and responsibility of staff at any given time
- Be a good observer and an alert staff
- Always follow the instructions correctly and help others during emergency
- Learn all signs understanding meaning of each one
- Be alert and careful while handling tools and equipment's to avoid accidents

Explain

- Explain possible risks in housekeeping
- Explain the role of housekeeping in controlling possible risk factors
- Explain with the help of PowerPoint presentation the hierarchy of control measures; from most effective to least effective
- Show various signs which are displayed in various areas and explain what it indicates and how to use them in emergency
- Explain types of hazards, their possible harmful effects, employer action to prevent and preventive action students can take

Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of three, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give one risk situation to every group and ask them to demonstrate
- Ask other participants to give control measures for each situation
- Show flash card with various signs commonly used in places for giving messages for the actions or precautions taken and ask participants to identify signs
- Observe and comment on their performance

Notes for Facilitation

- Encourage participants to collect information from sources like internet and books
- Make participants brainstorm as a team on possible risks in housekeeping

Notes



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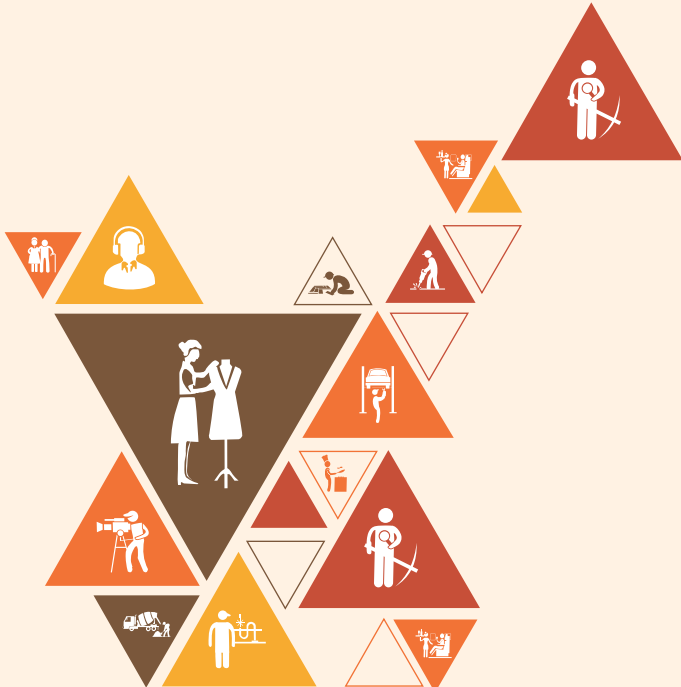
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10. Soft Skills and Communication Skills

- Unit 10.1 – Introduction to the Soft Skills
- Unit 10.2 – Effective Communication
- Unit 10.3 – Grooming and Hygiene
- Unit 10.4 – Interpersonal Skill Development
- Unit 10.5 – Social Interaction
- Unit 10.6 – Group Interaction
- Unit 10.7 – Time Management
- Unit 10.8 – Resume Preparation
- Unit 10.9 – Interview Preparation



Key Learning Outcomes

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

1. Familiarize with the art of Effective Communication.
2. Communication with co-workers and their families.
3. Communication with peers/colleagues using medical terminology in communication.
4. Maintain health and hygiene.
5. Develop interpersonal skills.
6. Develop effective social interaction.
7. Manage time effectively.
8. Prepare for interviews.

UNIT 10.1: Introduction to Soft Skills

Unit Objectives

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

- Describe the basic meaning of soft skills and their components and their benefits
- Familiarize with work readiness and its significance

Resources

- White board and marker
- PowerPoint presentation and projector

Do

- Ask participants what soft skills is
- Explain soft skills
- Give examples of soft skills from various sectors
- Describe components of soft skills
- Elaborate on work readiness
- Explain role of positive attitude, willingness to work as a team, accommodative attitude, understanding etc. by giving examples of day to day

Explain

- Explain different types of soft skills
 - Adaptability
 - Emotional strength
 - Leadership quality
 - Decision making
 - Interpersonal communication
 - Negotiation skills
- Explain the importance of soft skills

Notes

UNIT 10.2: Effective Communication

Unit Objectives

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

- Do public speaking
- Describe likes and dislikes of a person
- Explain basic etiquette of conversation

Resources

- White board and marker
- PowerPoint presentation and projector

Do

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

Explain

- Explain using PowerPoint presentation the process of communication
- Explain verbal and nonverbal communication by giving examples
- Explain barriers of communication by giving examples
- Explain active listening and give tips on active listening

Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of three, preferable students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Ask everyone to introduce himself/herself in front of the class for five minutes
- Ask others to make notes of observations
- Discuss the observations one by one and explain so they know the correct way of introducing oneself

Demonstrate

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

UNIT 10.3: Grooming and Hygiene

Unit Objectives

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

- Maintain cleanliness and hygiene
- Keep their dress clean and tidy
- Maintain positive body language while speaking
- Learn about good eating habits and their impact on health
- Avoid bad things such as gutkha and alcohol
- Learn about AIDS and its prevention

Resources

- Picture PowerPoint presentation and projector
- White board and marker

Do

- Show picture of 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 like in both
- On white board make a list of answers given by participants
- 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
- Explain 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.
- Importance of physical fitness for an individual
- Role of healthy eating in maintaining good health. Elaborate good eating habits
- 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

UNIT 10.4: Interpersonal Skill Development

Unit Objectives

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

- Develop a positive attitude and behavior
- Work in team
- Manage relations
- Learn about stress and anger management skills
- Develop leadership qualities

Resources

- White board and marker
- Projector and videos

Do

- Ask each participant to tell their 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

- What is positive attitude. How it could be developed
- Traits for successful career path
- Role of goal setting in life. What are SMART goals
 - S: Specific
 - M: Measurable
 - A: Attainment
 - R: Relevant
 - T: Time Bound
- Explain team. Describe what a team member needs to learn:
 - How to assist each other
 - Realize their true potential
 - Prepare the atmosphere that is familiar with each member to work beyond their strength
- Factors of Team dynamics are:
 - Tolerance and Cooperation
 - Set aside feelings of caste, creed, profession
 - Put up with each other
 - Identify strengths of each
 - Who can do what?

- Explain tips on improving relations with people
 - What are etiquettes? Etiquettes include:
 - Making positive impression
 - How you treat with people
 - Communicating at workplace
- Explain work ethics. Work ethics include:
 - Discipline
 - Commitment to work
 - Punctuality
 - Ownership and responsibility
 - Striving to excel
- Explain stress management and anger management at workplace. Explain how stress and anger could be managed effectively. In order to manage stress, always remember
 - Avoid unnecessary stress, learn to say no and take control of your environment
 - Express your feelings instead of boiling them up
 - Accept the things you can't change
 - Learn to forgive
 - ANGER is only one letter away from DANGER.
 - Anger can destroy lives, destroy relationships
 - Put yourself in other's shoes
 - Don't react immediately
 - Post pone for a few seconds whatever you wish to say or do
 - Take a deep breath
 - Speak when you have calmed down.
- Techniques of Conflict resolution. points to remember for resolving conflicts
- Explain the qualities a leader should possess. Explain qualities of good leader. The qualities of a good leader include:
 - Honesty
 - Ability to delegate
 - Good communication skills
 - Confidence
 - Commitment
 - Positive attitude
 - Creativity
 - Be decisive
 - Focus on the big picture

Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of three, preferably students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give role play on situations related to guest handling, conflict situation with a colleague, taking instructions from an abusive senior and so on and ask them to demonstrate
- Observe and comment on their performance

Demonstrate

- Demonstrate meditation
- Ask the participants to meditate along
- Describe how meditation helps in anger control

Notes for Facilitation

- Encourage participants to read popular books available on web links or in libraries
- Make class listen to audio tapes of popular speeches of leaders of the world

Notes

UNIT 10.5: Social Interaction

Unit Objectives

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

- Describe the social interaction and its behavior
- Give a brief description about himself/herself in public
- Perform daily duties
- 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 a volunteer

Elaborate

- Explain social interaction
 - Types of behaviors in social interaction:
 - Exchange
 - Competition
 - Cooperation
 - Conflict
 - Coercion
- How to introduce yourself. Points to remember for self-introduction are:
 - Wishes- Greet as per the time
 - Purpose to be there
 - Name
 - Father's Name
 - Family
 - Profession
 - Location
 - Hobbies/Habits
 - Life aim
 - Achievements
 - Favorite person's or Ideal
 - Favorite movies, things, color, places, etc.
 - Your strengths and weakness
 - People you like and dislike
 - Any turning point in life
 - How you are different from others
 - Conclusion with thank you

Elaborate



- Self-improvement can be improved by:
 - Listen to what you are saying to yourself
 - Monitor your self-talk
 - Change your introduction
- Elaborate on duties and responsibilities as citizen of the country
- 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 three, 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 to discuss
- Observe and give feedback on their performance.

Notes



UNIT 10.6: Group Interaction

Unit Objectives

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

- Participate in group discussion in the class
- Give speech in public
- Explain the importance of team building and teamwork

Resources

- Paper and pen
- White board and marker

Explain

- Explain rules of group discussion
- Explain Do's and Don'ts of group interaction
- Describe Importance of group interaction
- Explain role of each participant in group
- Explain importance of team building with help of videos. Team building is an important activity as it helps to :
 - Facilitates better communication
 - Motivates employees
 - Promotes creativity
 - Develops problem-solving skills
 - Breaks the barrier
- Explain Do's and Don'ts of working in a team are:
 - Don't argue in public
 - Do encourage each other
 - Don't talk behind the backs
 - Do lend a hand
 - Don't be the weakest link
 - Give and receive feedback
- Describe the difference between over confidence and confidence
- Explain the importance of good listening

Activity

- Conduct a skill practice team activity
- Divide the students into two groups
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Give topic to them for group discussion, ask one group to share their view in favor and other team in against
- Observe and comment on their performance

Tips for Facilitation



- Do not give political or religious topics for group discussion
- Show participants what is over confidence and ways to avoid it

Notes



UNIT 10.7: Time Management

Unit Objectives

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

- The importance of time management
- Develop time management skills
- Learn about effective time planning

Resources

- White board and marker
- Items for games
- Stopwatch

Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of three, preferable to students next to them
- 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 groups and declare the fastest winner
- Discuss why one group completed it in less time than other

Explain

- Relate time management principles to the game conducted
- Explain time robbers. How time robbers can be avoided
- Describe pareto analysis giving examples

Urgent Important Matrix

| | |
|--|---|
| 1.The Urgent and Important Tasks DO NOW | 2. The Non-Urgent but Important Tasks PLAN TO DO THEM |
| <ul style="list-style-type: none"> ○ Emergencies, complaints and crisis issues ○ Superiors desire ○ Planned tasks or project work now due ○ Meetings with superiors/colleagues | <ul style="list-style-type: none"> ○ Planning, preparation ○ Scheduling ○ Designing, testing ○ Thinking, creating, modeling the data |
| 3. The Non-Important but Urgent Tasks REJECT AND EXPLAIN | 4. The Non-Important and non-Urgent Tasks RESIST AND CEASE |
| <ul style="list-style-type: none"> ○ Small requests from others ○ Ostensible emergencies ○ Misunderstandings rising in work ○ Pointless routines or activities | <ul style="list-style-type: none"> ○ Comfort' activities, computer ○ Games, net surfing, excessive ○ Cigarette breaks ○ Chat, gossip, social ○ Communications ○ Reading irrelevant and useless material |

- The above matrix helps to understand:
 - What should be done
 - What should be planned
 - What should be resisted
 - What should be rejected
- With the help of white board write list of various tasks. Ask participants to categorize them into important, unimportant, urgent, and not urgent tasks

Tips for Facilitation



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

Notes



UNIT 10.8: Resume Preparation

Unit Objectives

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

- Describe the different sections of a resume
- Learn how to prepare a resume

Resources

- White board and marker
- Papers and pen

Do

Define and explain resume and its importance in job.

Describe elements of resume giving examples.

Different sections on the resume are:

| Section | What is the employee looking for |
|-------------------------------|--|
| Header | Your identity and to contact you |
| Objective | To check is their requirement and your objective match |
| Education | To check if you have the basic qualification for the job/internship you are applying for |
| Practical Experience/Projects | To see if you have done anything that reflects your potential capability. Also, to see how different you are from your peers |
| Skills | How equipped you are in terms of your personality traits as well as occupational skills |
| Interests | Professional aspects apart, how meaningful is your life? |
| Other | Is there anything else significant and relevant you want to showcase, that will add value to your resume? |

Activity

- Conduct a skill practice team activity
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Ask the participant to prepare resume
- Choose the random resume and ask to read the chosen resume
- Observe and comment on their performance
- Take the suggestion for the better one from the class

Tips for Facilitation

- Collect good and bad resume to show participants and explain the difference

UNIT 10.9: Interview Preparation

Unit Objectives

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

- Describe the procedure of interview
- Go through mock interviews
- Present self during as interview
- Motivated to work after the training period is over

Do

- Explain different types of interview
 - Traditional HR interview
 - Panel Interview
 - Technical Interview
 - Telephonic Interview
- Explain before going for an interview, its better to do a small research on the following fields:
 - Company and field
 - Job description
 - Yourself (Skills, Values and Interests)
 - Resume (Experience)
- Describe DOs and DONTs of an interview
- Demonstrate the students the appropriate dress for an interview
- Give tips to the student for going for an interview such as:
 - Be confident, not arrogant
 - Sell yourself- keep your energy up
 - Maintain your posture
 - Be positive, don't complain
 - Know your resume and accomplishments

Demonstrate

- Demonstrate interview techniques along with students
- Demonstrate an interview

Activity

- Conduct a skill practice team activity
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Ask students to practice for mock interview. One student be the interviewer and the other student can be an interviewee



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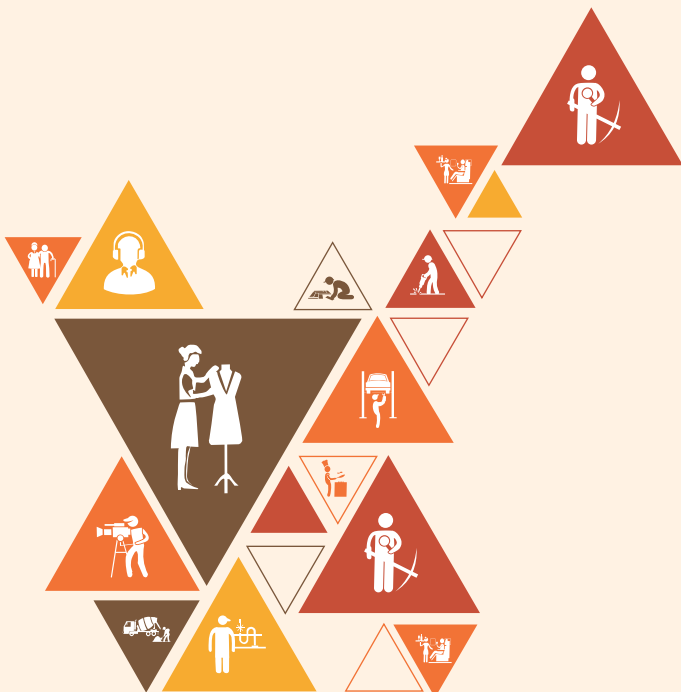
11. IT Skills

Unit 11.1 – Introduction to Computer

Unit 11.2 – Basic Computer Knowledge

Unit 11.3 – Components of Computer

Unit 11.4 – Concept of Operating Systems



Key Learning Outcomes

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

1. Show computers
2. Know basic uses of computer
3. Identify a computer motherboard
4. Understand computer operating systems
5. Familiarize with internet and use email.

UNIT 11.1: Introduction to Computer

Unit Objectives

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

- Define the computer
- Recognize its various parts
- Differentiate between advantages and disadvantages of computer

Do

- Explain computer. Computers work through an interface of hardware and software
- Hardware - Internal Devices + Peripheral Devices
- Software - Programs
- With the help of PowerPoint presentation explain various parts of computer
- Describe advantages and disadvantages of computer

Demonstrate

- Demonstrate basics of computer with the help of a computer

Notes

UNIT 11.2: Basic Computer Knowledge

Unit Objectives

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

- Use computer
- Explain the web, email services

Demonstrate

- Demonstrate the use of computer. Explain what can be done with the help of computers?
- At office - record keeping, analyze data, manage projects, do research
- At home - to find information, track finances, store pictures and music, play games, and connect with others - and those are just a few of the opportunities
- Demonstrate use of internet, web, email, instant messaging, and pictures etc.

Activity

- Conduct a skill practice team activity Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Ask the participants to draft an email letter and send to their fellow students for inviting them for an event
- Observe and comment on their performance

Notes

UNIT 11.3: Components of Computer

Unit Objectives

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

- Know the different parts and components of computer

Demonstrate

- Demonstrate the use of each component of computer to participants. Explain each one of them:
 - CPU
 - Monitor
 - Mouse
 - Keyboard

Activity

- Ask participants to revise the names of computer giving uses of each
- Ask them to identify components

Notes

UNIT 11.4: Concept of Operating Systems

Unit Objectives

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

- Familiarise with the concept of operating system
- Work on Windows 8 and 8.1
- Add or Remove desktop icons, make or delete a folder etc

Say

- Computer cannot be used without operating system. Windows XP is a system without which you cannot run a computer for your work
- Tools and parts of an operating system are:
 - Icons
 - Taskbar
 - System tray
 - Volume controls
 - External hardware
 - Windows update
 - Power
 - Wireless
 - View available wireless networks
- Explain step by step procedure of how to remove or add desktop icons

Demonstrate

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

Shortcut Keys in Microsoft Word are:

F1 key: Get help on a selected command or use the Office assistant

Shift and F1 Key: Review text formatting

F2 Key: Move text or image

Shift + F2 Key: Copy text

F3 Key: Insert an auto text entry

Shift + F3 Key: Change the case of the selected text

F4 Key: Perform last action again

Shift + F4 Key: Perform a Find or Go To action again

F5 Key: Displays the Go To dialogue box. You can also get to Find and Replace from here

Shift + F5 Key: Move to a previous revision

Activity

- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of three, preferable to students next to them
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks
- Ask the students to prepare Ms-excel or Ms-word file
- Ask them to do the required formating
- Observe and comment on their performance

Notes for Facilitation

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

Notes





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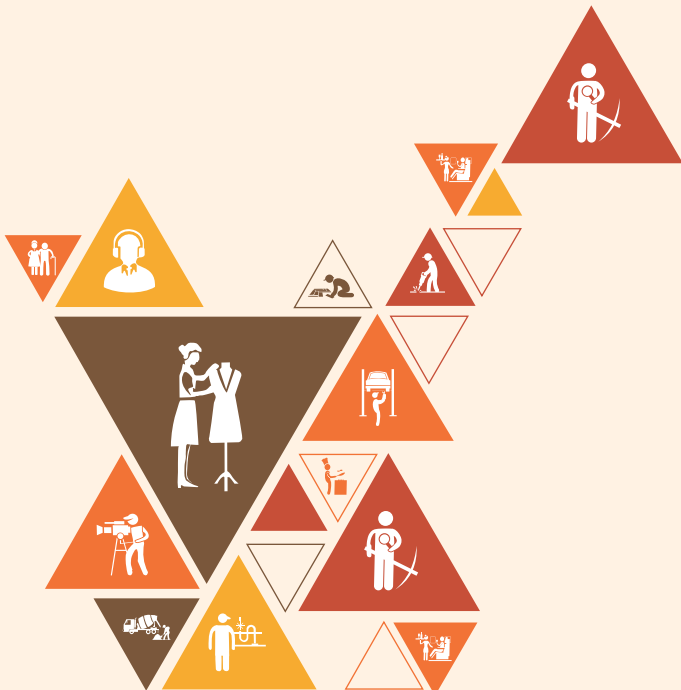
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Unit 12. Procedures and Terminologies for Room Attendants

Unit 12.1 – Procedures and Terminologies for Room Attendants



Key Learning Outcomes

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

1. Perform Lost and Found process efficiently
2. Perform Key Control in the hotel
3. Set up trolley properly
4. Familiarize with guest room amenities
5. Familiarize with functioning of in-room safe
6. Dispose garbage appropriately
7. Follow shift opening and closing procedures
8. Identify rooms according to their status
9. Perform evening room service
10. Remove stains from linen and other fabrics
11. Follow fumigation procedure
12. Report suspicious activities
13. Clean bath-tub

UNIT 12.1: Procedures and Terminologies for Room Attendants

Unit Objectives

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7. Follow shift opening and closing procedures
8. Identify rooms according to their status
9. Perform evening room service
10. Remove stains from linen and other fabrics
11. Follow fumigation procedure
12. Report suspicious activities
13. Clean bath-tub

12.1.1: Perform lost and found process efficiently

Resources

- White board and marker
- Sample of 'lost and found slip'

Do

- Ask students if they ever lost their any belongings or valuable things in a hotel before and how the hotel management handled the situation. Listen to their stories without interrupting.

Say

- Thank you, students for sharing your experiences. Let us now know what it process is followed when guest losses something during his stay.
- As room attendant one must know the process of 'lost and found' of hotel where he is working.

Explain



- General procedure when guest losses any item of his belonging, is to report immediately with hotel staff, in written to make it official complaint.
- List of responsible staff in hotels – lobby manager, duty manager, security head etc.

Elaborate



- Elaborate on process normally followed in various types of hotels – Lost and found separate department, or part of security, or part of housekeeping activity.
- Elaborate on 'Lost and found slip' which is filled in duplicate.
- Elaborate on two possibilities – Either item found and deposited with management or not found by any staff.
- Elaborate on the way of politely regretting of 'not found' report of the lost item of guest. Express the concern and sincere efforts of hotel staff to search for it.
- Elaborate on process of handing over the item after confirming from guest, it belongs to him. Verify the slip before handover. Entering signature of guest in register after handing over
- Elaborate on procedure to be followed if guest is sending someone else to collect. An authority letter signed by guest and again verify over phone about the identification of the person authorized.

Notes for Facilitation



- Search on net about latest processes being followed in hotels across the world.
- Collect copies of 'lost and found' slips to show to students.

Notes



12.1.2: Key Control (Section and Floor Master Key)

Resources

- Projector for showing slides
- White Board, Marker & Duster
- Key handling format copy

Say

- Keys have a very important place in our life. Keys to locker, home, wardrobes, tables, cars. Nothing opens without a key.
- Imagine when key is lost how much we get disturb. Hotels have their own security system and key management system.
- Housekeeping is the main department who normally has keys under their control.

Do

- Distribute copies of key handling format to students in group of two each.
- Using slides on projector describe the sheet.

Elaborate

- Elaborate on process of issuing keys to floor maids. Taking keys at the beginning of duty and returning it back. Getting signatures of maids on register every time when it is handed over
- Elaborate on handling of keys. Room Attendants should not give keys to guests or any other staff unless instruction received from supervisor
- Elaborate on handling of master keys. Precautions to be taken while handling master keys.
- Elaborate on handling of emergency key. Emergency key should be stored in a key locker with a breakaway seal. Keys can be taken out only in emergency. Mention and noting of taking emergency key in register. Return of emergency keys is must and shall be done as per the procedures of organization
- Elaborate procedure of handling lost key. It should be informed to HK executive/supervisor. Lost key should be recorded in register with all details of staff at duty and time etc. Next set is to be prepared with the permission of HK executive or as per the organization policy

Notes for Facilitation

- Update with latest technology followed in various hotels.
- Collect sample of different types of keys – regular keys, electronic card key etc.

12.1.3: Linen Trolley Set- up

Resources



- White board and marker
- Video clips and slides on trolley setting

Say



- Trolley is to room attendant as car is to a cab driver. His/her whole work is around the trolley.
- One must be passionate about developing skills on working of room cleaning and setting of amenities in the rooms.

Explain



- The items to be loaded on trolley. Places where each item to be kept.
- Handling trolley in passage and around.
- Maintenance and upkeep of trolley

Elaborate



- Using slides and video elaborate on trolley. Elaborate on stacking of items on the trolley. Few examples of supplies loaded on the maid's cart:
 1. Shampoo
 2. Moisturizer
 3. Mouthwash
 4. Foam bath
 5. Sewing kit
 6. Shower cap
 7. Shoeshine
 8. Detergent
 9. Loofah
 10. Disposal bag
 11. Toilet rolls
 12. Tissue box
 13. Soap dish
 14. Bath towel
 15. Hand towel
 16. Face towel
 17. Bathmat
 18. Bed spread
 19. Pillow covers etc.
- Elaborate on under-stacking and over-stacking of trolley. Avoiding overloading of trolley. Elaborate on setting trolley before work starts for the shift.

Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute cards with the drawing of an empty trolley. Give the list of items with code or numbers.
- Ask each group to put the items in the drawing and stack trolley.
- Ask each group to give presentation in front of the class.
- Observe and comment on their performance.

Notes

12.1.4: Guest Room Amenities

Resources

- White board and markers
- Slides and video on room amenities

Do

- Ask students what amenities they have seen or heard about in a hotel room.
- Write down the answers on the board.

Elaborate

- Elaborate on amenities which goes in various types and categories of rooms – Fridge – water bottles, chocolates. Snacks, tea and coffee maker, cup – saucers, sugar, milk powder, coffee, tea sachet, stirrer, toiletries, hair dryer, iron, locker etc.

Activity

- Conduct a skill practice team activity.
- Ask the students to pair themselves in teams of three, preferable to students next to them.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute papers and pens to each group.
- Ask them to make a list of amenities in a executive suite of a hotel.
- Give them 3 minutes. Decide the winner after collecting papers.
- Encourage students to learn by heart the items on the list.

Notes

12.1.5: In- Room Safe Operation

Resources

- White board and marker
- Slides to show on projector

Say

In star hotels and higher end rooms, safety operation amenities are included in mandatory services.

- Room attendant must be aware of there working.
- Room attendant must be able to assist in their operation and should not misuse.

Elaborate

- Elaborate on safety operations in room like lockers, emergency keys etc.
- Elaborate on the working of these amenities.
- Elaborate on ethics and responsibilities towards guest's valuables.
- Elaborate process of operating emergency key. This can only be opened by hotel staff after the complaint of lost key is reported in writing by the guest.

Notes for Facilitation

- Collect the latest policies of hotels and rules for providing in-room safety operation amenities.

Notes

12.1.6: Garbage Disposal

Resources

- White board and marker
- Slides on waste disposal system in a hotel room.

Say

- Correct waste disposal is the responsibility of every person.
- Students do you know the difference between dry and wet waste?
- Do you know the rules being implemented in India?

Elaborate

- Elaborate on colour coding of waste baskets and garbage bags.
- Elaborate on segregation of dry waste like cigarette butts, paper, empty packets of chips, biscuits etc. and wet waste like food waste, flowers etc.
- Elaborate on collection in separate garbage bags according to the type or waste and dispose correctly.

Notes for Facilitation

- Collect information of waste disposal policies of the country.
- Show students videos, pictures and news items on waste disposal, collection, penalties on breaking the rules.

Notes

12.1.7: Shift Opening and Closing Procedures

Resources



- White board and marker

Explain



- Explain procedure of shift opening and closing
- Explain important Do's of reporting correctly.

Elaborate



- Elaborate on procedures of shift opening -
 - Report to work place at the correct me.
 - Ensure you are dressed and groomed to hotel standards (uniforms).
 - Check no notice boards in the back office.
 - Check the hotel position overview for a week.
 - A end briefing and take Hand over from the previous shift
 - Make sure to give hand over and take hand over.
 - All Front office staff has to read and sign the logbook
- Elaborate on importance of reading logbook at the shift opening -
 - Unusual events or incidents.
 - Guest Complaints.
 - Guest pending requests
 - Other relevant information's.
 - Situations which requires follow-up.
 - VIP- arriving / In-house
 - Group arriving / In-house
 - Pending room moves.
 - Pending departures (Late check-outs if any)
 - Credit issues to be reported to the Duty Manger / Front office manager.
 - Pending Mails and Couriers to be delivered to the guest
- Elaborate on Dos of closing shift -Return trolley to store room.
 - Remove soiled linen from cart.
 - Dispatch soiled linen to the laundry.
 - Replenish amenities on trolley.
 - Remove garbage
 - Wash all mops and wipers and keep for drying
 - Clean store room floor
 - Return keys and sign register

12.1.8: In- Room Status

Resources



- White board and marker
- Black cards and pens for activity

Say



- Room attendant must remember all codes for room status.

Elaborate



- Elaborate on importance of room status code
- Elaborate on responsibilities of housekeeping staff understanding codes correctly and follow them

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.
- Distribute papers and pens to each group.
- On white boards write room codes.
- Ask students to write full form of each and explain in front of the class.
- Appreciate best performing group.

Notes



12.1.9: Evening Room Service

Resources

- White board and marker

Elaborate

- Elaborate on procedure for evening set up -
 - Take out room service trays/trolleys and put in appropriate place.
 - Empty and clean waste paper baskets, ashtrays and tumblers.
 - Place water in fridge.
 - Remove/fold bed cover and keep in closet.
 - Turn down bed, smoothen bed linen and plump pillows.
 - Place chocolates and good night card on 'turned down' bed sheets (only in case of VIP's)
 - Reposition bedroom slippers (if provided) next to turn down bed sheet. Place good night mat (in VIPs)
 - Draw curtains.
 - Check that bathroom is clean and replace used linen and depleted guest amenities. Extra cake of soap should be placed in the bathroom when the original bar has been used/ make corner of the toilet roll.
 - Leave on light lamp
 - Lock room.
 - Place remote next to the bed.
 - Place silk gown on the bed. (in VIP Room)

Notes for Facilitation

- Give assignment to students on collection of information on evening set up of hotels from other countries, using internet.

Notes

12.1.10: Stain Removal Procedures

Resources



- White board and marker
- Slides/video on stain removal procedure.
- Cloth pieces with different stains for activity.

Elaborate



- Elaborate on stain removal procedures for all types of stains.
- Elaborate on types of stains – tea/coffee, turmeric, lipstick, ink, nail paint, wine, chewing gum, grease.

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.
- Distribute the clothe pieces with stains.
- Ask each group to identify the stains and explain the procedure of stain removal.
- Appreciate best performing group.

Notes for Facilitation



- Collect information on various types of stains and removal procedures.

Notes



12.1.11: Fumigation Schedule and Process

Resources

- White board and marker
- Slides on pest control procedures, fumigation and equipment's used.

Say

- Pest control is a very important activity for every hotel. Guest will never stay in your hotel if there are pests in rooms or in other areas of hotels.
- Whenever guests checks in, the first thing he does is inspect the room, especially wash rooms. Ladies are more particular about pest activity in room.
- Students can you list the common pests found?
- Regulating authorities for India is FSSAI, which has given Regulations on pest control and every licensed FBO must follow them under the Act.

Elaborate

- Elaborate on various common pests found in hotel – rat, cockroach, flies, white ants etc.
- Elaborate on tips for detecting presence of pests from observing their activities – Bite marks on packets, broken packets, spilled food items around, fecal matter, skin or feathers or foul smell
- Elaborate on various methods of pest control – Spraying pesticide as recommended, or outsourcing to pest control agency. Use of instruments like fly catcher, rat cage, or sticking pad
- Elaborate on fumigation procedure and schedule plan
- Elaborate on preparing logbook of pest control

Notes for Facilitation

- Download various formats for logbook on pest control from websites.
- Collect information on Regulations regarding pest control in India under FSSAI.

Notes

12.1.12: Reporting Suspicious Activities

Resources



- White board and marker
- Videos and news collection on terrorist attacks on hotels, drug dealing and other acts.

Say



- Students you must have heard about many terrorist attacks happened in India or abroad.
- You must have also seen in movies, about various other criminal activities happening in hotels.
- In India there are legal provisions to control and restrict such activities in hotel premises.
- There are various training programs for staff of hotels which can help as precautions.

Elaborate



- Elaborate on various suspicious activities like theft, drugs, vandalism, or terrorist movements.
- Elaborate on staff knowledge and skills to observe any suspicious activities happening in rooms or in hotel premises. e.g. connections of CCTV camera, intercom instrument, fire alarms etc. in working conditions. Presence of movement of any illegal and prohibited items like guns, drugs etc.
- Elaborate on in-house training program for staff.

Notes for Facilitation



- Collect videos and news items on various hotels across the world.
- Collect information on training programs for staff conducted at hotels.

Notes



12.1.13: Bath Tub Cleaning Procedure

Resources



- White board and marker
- Slides/video on bath tub cleaning

Explain



- Explain procedure of bath tub cleaning using pictures or video.

Elaborate



- Elaborate on precautions to be taken while cleaning bath tub.
- Step by step SOP for bath tub cleaning
 1. Scrub the tub and skid strips / bath mats.
 2. Fill about one inch of water into the bathtub.
 3. Add the cleaning solution and scrub the strips as necessary with the scrubber.
 4. If necessary, step inside the tub for through cleaning.
 5. Make sure that the strips are white after cleaning.
 6. Drain the water.
 7. Spray the all-purpose cleaner on the bathtub and wipe it with a clean cloth.
 8. Look for any hairs and soap remains
 9. Polish all chrome fixtures with a dry cloth.

Notes





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



N·S·D·C
National
Skill Development
Corporation

Transforming the skill landscape



THSC

TOURISM & HOSPITALITY
SKILL COUNCIL

13. Employability & Entrepreneurship Skills

Unit 13.1 - Personal strengths & value systems

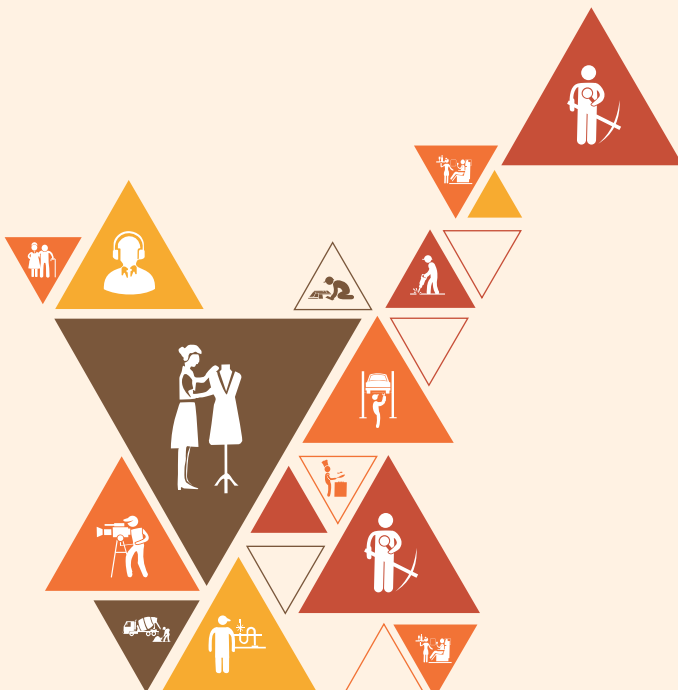
Unit 13.2 - Digital literacy: a recap

Unit 13.3 - Money matters

Unit 13.4 - Preparing for employment & self employment

Unit 13.5 - Understanding entrepreneurship

Unit 13.6 - Preparing to be an entrepreneur



Key Learning Outcomes



At the end of the 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. 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 Strengths & 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.

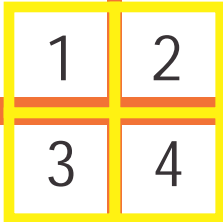
- Category 2: Not Urgent/Important
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the 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. | |

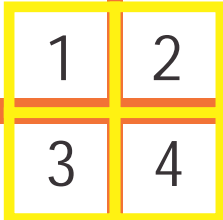
URGENT-IMPORTANT GRID

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



URGENT/ IMPORTANT GRID format

| | |
|------------------------------|----------------------------------|
| <p>URGENT/ IMPORTANT</p> | <p>NOT URGENT/ IMPORTANT</p> |
| <p>URGENT/ NOT IMPORTANT</p> | <p>NOT URGENT/ NOT IMPORTANT</p> |



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.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

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.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div> <p style="text-align: center; margin: 0;">Photograph</p> | XXX Bank | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>SAVING BANK ACCOUNT OPENING FORM</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Account No.: _____ | Date: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2">Name of the Branch</td><td></td></tr> <tr><td colspan="2">Village/Town</td><td></td></tr> <tr><td colspan="2">Sub District / Block Name</td><td></td></tr> <tr><td colspan="2">District</td><td></td></tr> <tr><td colspan="2">State</td><td></td></tr> <tr><td colspan="2">SSA Code / Ward No.</td><td></td></tr> <tr> <td>Village Code / Town Code</td> <td style="width: 20%;"></td> <td>Name of Village / Town</td> </tr> </table> | | Name of the Branch | | | Village/Town | | | Sub District / Block Name | | | District | | | State | | | SSA Code / Ward No. | | | Village Code / Town Code | | Name of Village / Town | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SSA Code / Ward No. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Village Code / Town Code | | Name of Village / Town | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applicant Details: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Full Name</td> <td style="width: 15%;">Mr./Mrs./Ms.</td> <td style="width: 25%;">First</td> <td style="width: 25%;">Middle</td> <td style="width: 20%;">Last Name</td> </tr> <tr><td colspan="2">Marital Status</td><td colspan="3"></td></tr> <tr><td colspan="2">Name of Spouse/Father</td><td colspan="3"></td></tr> <tr><td colspan="2">Name of Mother</td><td colspan="3"></td></tr> <tr><td colspan="2">Address</td><td colspan="3"></td></tr> <tr><td colspan="2">Pin Code</td><td colspan="3"></td></tr> <tr> <td colspan="3">Tel No. Mobile</td> <td colspan="2">Date of Birth</td> </tr> <tr> <td colspan="3">Aadhaar No.</td> <td colspan="2">Pan No.</td> </tr> <tr><td colspan="2">MNREGA Job Card No.</td><td colspan="3"></td></tr> <tr><td colspan="2">Occupation/Profession</td><td colspan="3"></td></tr> <tr><td colspan="2">Annual Income</td><td colspan="3"></td></tr> <tr><td colspan="2">No. of Dependents</td><td colspan="3"></td></tr> </table> | | 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 | | | | |
| Full Name | Mr./Mrs./Ms. | First | Middle | Last Name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marital Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name of Spouse/Father | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name of Mother | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Tel No. Mobile | | | Date of Birth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| MNREGA Job Card No. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Occupation/Profession | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual Income | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. of Dependents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

I request you to issue me a **Rupay Card**.

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

Declaration:

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

Place:

Date:

Signature / LTI of Applicant

Nomination:

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

Place:

Date:

Signature / LTI of Applicant

Witness(es)*

1. _____

2. _____

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

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

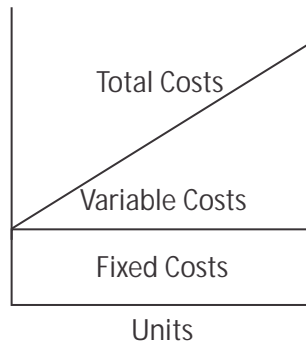
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

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.

Notes



A large rectangular area with a thin orange border, containing 20 horizontal lines for writing notes.

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 atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

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

| | |
|--|--|
| <p>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?</p> | <p>Weakness What are your weaknesses? What do your competitors do better than you?</p> |
| <p>Opportunity What trends may positively impact you? What opportunities are available to you?</p> | <p>Threat Do you have solid financial support? What trends may negatively impact you?</p> |

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

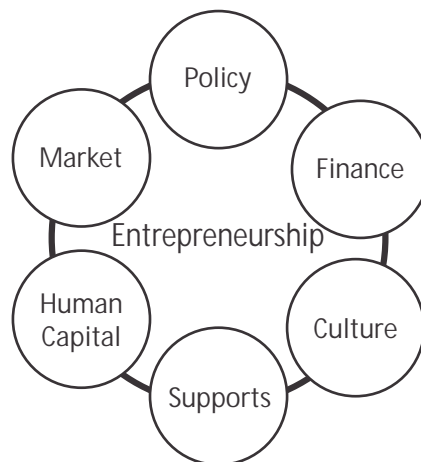
- Making a poster showing the entrepreneurship support eco-system.

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.

| MY BUSINESS PLAN |
|---|
| Executive Summary: What is your Mission Statement? |
| |
| Business Description: What is the nature of your business? |
| |
| Market Analysis: What is your target market? |
| |
| Organization and Management: What is your company's organizational structure? |
| |
| Service or Product Line: What is the lifecycle of your product/ service? |
| |
| Marketing and Sales: How will you advertise and sell your products? |
| |
| Funding Request: How much fund is required and from where? |

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 1. Executive Summary
 2. Business Description
 3. Market Analysis
 4. Organization and Management
 5. Service or Product Line
 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say

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

Do

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

Say

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

Summarize

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

Notes for Facilitation

- Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 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.

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.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

| CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks) |
|---|
| 1. Audited financial statements of the business concern for the last three years |
| 2. Provisional financial statements for the half – year ended on _____ |
| 3. Audited financial statements of associate concern/s for the last three years |
| 4. Copy of QIS II for the previous quarter ended on _____ |
| 5. Operational details in Annexure I |
| 6. CMA data for the last three years, estimates for current year and projection for the next year |
| 7. Term loan/DPG requirements in Annexure II |
| 8. List of machinery in respect of machinery offered as security in Annexure III |
| 9. Additional details for export advances furnished in Annexure IV |
| 10. Property statements of all directors/partners/proprietor/guarantors |
| 11. Copies of ITAO of the company for the last three years |
| 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors |
| 13. Copies of certificate from banks and financial institutions certifying the latest liability with them |
| 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application |
| 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm) |
| 16. Cash budget for the current year and next year in case of contractors and seasonal industries |

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 to make a matrix they need to fill.
- They have to write the main topics and key words that will help 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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& ENTREPRENEURSHIP



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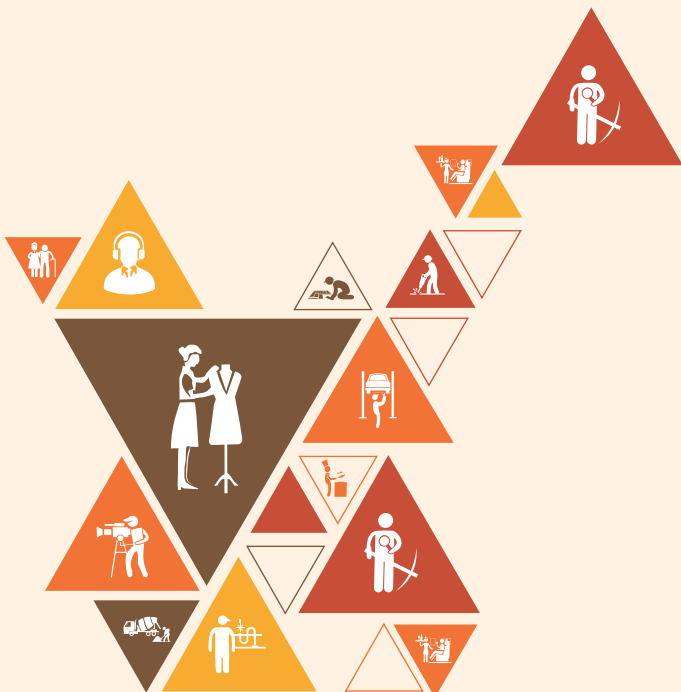
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TOURISM & HOSPITALITY
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14. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

| Training Delivery Plan | | | |
|-------------------------------------|--|---------------------|------------|
| Program Name | Room Attendant | | |
| Qualification Pack Name & Ref. ID | Room Attendant, THC/Q0202 | | |
| Version No. | 1.0 | Version Update Date | 01/07/2023 |
| Pre-requisites to Training (if any) | Preferably Primary Education | | |
| Total Program Duration: | 90 Theory Hours + 210 Practical Training Hours = 300 Total Hours. Recommended OJT Hours: 240 Hours | | |
| Training Outcomes | <p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature and evolution of hospitality industry and its various sub-sectors 2. Elaborate the hierarchy of hotel and housekeeping department 3. Explain the duties & responsibilities of Room Attendant along with the attributes required 4. Perform various duties of Room Attendant in department 5. Distinguish between the duties and responsibilities of housekeeping hierarchy structure 6. Perform housekeeping operations 7. Demonstrate the cleaning of washrooms and bathrooms 8. Perform cleaning furniture, fittings and vertical surfaces 9. Perform periodic deep cleaning 10. Maintain area neat and tidy 11. Explain waste disposal techniques 12. Describe different forms and formats required for documentation 13. Demonstrate how to communicate with customer and colleagues 14. Maintain customer- centric service orientation 15. Practice standard of etiquette and hospitable conduct 16. Apply gender and age sensitive service practices while on duty and in routine life 17. Manage health and apply hygiene practices at workplace 18. Manage safety at workplace | | |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|--|--|--|---------------|----------------|--|----------------|
| 1 | Introduction to the Training Programme | Introduction to Tourism and Hospitality Sector (Hospitality Sector in India) | <ul style="list-style-type: none"> ● Explain Tourism and Hospitality Sector ● Explain the nature of hotel industry ● Explain the scope and significance of housekeeping in hospitality industry | N/A | Group Activity | Available objects such as paper, pencil, etc | Theory-2 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|---------------------------|--|--|---|--|--|-------------------------------------|
| | | Roles and Responsibilities of Room Attendant | <ul style="list-style-type: none"> Identify the roles and responsibilities of a Room Attendant Explain the organisational structure of housekeeping department Explain with the objectives of housekeeping Explain different types of rooms and their layout | N/A | Facilitator-led-discussion Demonstration | Available objects such as paper, pencil, etc | Theory-2 hours |
| 2. | Housekeeping Requirements | Equipment Readiness | <ul style="list-style-type: none"> Explain different documents maintained at the housekeeping Identify and wear/use the PPEs | THC/N0208 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC15, PC 16, PC17, KB1, KB3, KB6, KB7, KB8, KB9, KB10, KB11, KN12, KB13 | Facilitator-led-discussion Demonstration | White board and Visual Aids | Theory-2 hours Practical-2 hours |
| | | Equipment used in Work | <ul style="list-style-type: none"> Identify tools and equipment used in housekeeping housekeeping duties Demonstrate how to use tools and equipment appropriately Demonstrate how to maintain different types of equipments | THC/N0208 PC18, PC19, PC20, PC21, PC22, PC23, PC23, PC25, PC26, PC27, PC28, KB17, KB18, KB19, KB20, KB22, KB24, KB25, KB28, KB30, KB31, KB32, KB33, KB34, KB35, KB36 | Facilitator-led-discussion Demonstration Facilitator-led-discussion Demonstration | White board and Visual Aids | Theory-2 hours Practical-8 hours |
| 3. | Cleaning Operations | Cleaning Floors | <ul style="list-style-type: none"> Explain different types of floors Demonstrate how to clean different types of floors select appropriate equipment and cleaning agents that are right for the floor | THC/N0210, PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC15, PC 16, PC17, PC18, | Facilitator-led-discussion Demonstration | White board and Visual Aids | Theory-4 hours Practical-8 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|-------------|--|---|--|---|-----------------------------------|--|
| | | | <ul style="list-style-type: none"> Choose a method of removing the dust and Debris Clear any large items of debris by hand, safely Explain the ratio and amount of chemical to be used for cleaning different types of surfaces Explain the cleaning procedure as per SOP of the company | PC19, PC20 PC21, PC22, PC23, PC25, PC26, PC27, PC28, PC29, PC30, KB1, KB2, KB3, KB4, KB5, KB7, KB8, KB9, KB10, KB11, KB16, KB 17, KB18, KB22, KB23, KB24, KB26, KB27 | | | |
| | | Cleaning Washrooms and Replenishing Supplies | <ul style="list-style-type: none"> Explain different types of equipments and cleaning agents that are used to clean washroom Mix and apply cleaning agents Demonstrate the process of cleaning laminate floor Demonstrate how to clean water closet Demonstrate how to clean shower area Demonstrate how to clean bathtub Demonstrate how to clean vanity counter Choose equipments and cleaning agents that are suitable for the surface | THC/N0210, PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC15, PC 16, PC17, PC18, PC19, PC20 PC21, PC22, PC23, PC25, PC26, PC27, PC28, PC29, PC30, KB1, KB2, KB3, KB4, KB5, KB7, KB8, KB9, KB10, KB11, KB16, KB 17, KB18, KB22, KB23, KB24, KB26, KB27 | Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-4 hours Practical- 6 hours |
| | | Cleaning furniture and Upholstery | <ul style="list-style-type: none"> Demonstrate the process of cleaning furniture and upholstery Demonstrate the process of carpet shampooing with the help of machine Show different parts of the carpet shampooing machine Define upholstery | THC/N0212, PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC15, PC 16, PC17, PC18 | Demonstration , Facilitator- led- discussion Demonstration | White board and Visual Aids | Theory-4 hours Practical- 4 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|---|--|--|---|---|-----------------------------|-------------------------------------|
| | | Room Servicing | <ul style="list-style-type: none"> ● Demonstrate how to clean different types of upholstery ● Demonstrate the procedure of servicing a vacant room ● Demonstrate the procedure of servicing a departure room ● Demonstrate the procedure of service an occupied room | THC/N0212, PC31, PC32, PC33, PC34, PC35, PC36, PC37 | Demonstration , Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-4 hours Practical-4 hours |
| | | Deep Cleaning | <ul style="list-style-type: none"> ● Explain deep cleaning ● Explain different areas that require deep cleaning ● Demonstrate how to deep clean a room | THC/N0215 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18 | Demonstration , Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-2 hours Practical-4 hours |
| | | Basic Landscaping and Flower Arrangement | <ul style="list-style-type: none"> ● Explain landscaping ● Explain the importance of landscaping ● Describe flower arrangement and common flowers used in flower arrangement ● Demonstrate different types of flower arrangement | | Demonstration , Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-2 hours Practical-6 hours |
| 4. | Obtaining and Changing Linen and Covers | Sorting Linen | <ul style="list-style-type: none"> ● Explain different types of linen used in hotel along with their sizes ● Define thread count ● Choose and collect clean, laundered and correct type and quantity of linen ● Demonstrate the process of sorting linen ● Demonstrate the process Transport bed linen and bed coverings safely and correctly ● Handle and move the linen and bed coverings securely | THC/N0214 PC1. PC2, PC3, PC4, PC5, PC6, KB1, KB2, KB3, KB 6, KB7, KB8, KB9, KB10 | Demonstration , Facilitator-led- discussion | White board and Visual Aids | Theory-2 hours Practical-8 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|-----------------------------|--|---|---|--|-----------------------------|-------------------------------------|
| | | Making the Bed for the Guests | <ul style="list-style-type: none"> ● Make the bed with the right linen and bed coverings ● Demonstrate the procedure of removing soiled bathroom linen including bath rugs ● Demonstrate the procedure of preparing bed for the guest ● Explain linen discard procedure ● Explain discard criteria for different types of linen ● Explain the functions of the laundry ● Draw laundry operation process ● Name common chemicals used in the laundry along with their uses | THC/N0214 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC24, PC25, PC26, KB4, KB14, KB15, KB16 | Facilitator-led- discussion | White Board | Theory-2 hours Practical-8 hours |
| 5. | Maintaining Neatness | Storage of Cleaning Equipment | <ul style="list-style-type: none"> ● Explain the importance of proper storage of cleaning equipments ● Store the cleaning equipment and tools ● Explain waste management ● Explain different ways of disposing waste along with their merits and demerits | THC/N0216 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9 | Demonstration, Facilitator-led- discussion | White board and Visual Aids | Theory-4 hours Practical-4 hours |
| 6. | Reporting and Documentation | Room Linen Inventory | <ul style="list-style-type: none"> ● Determine current circulating stocks and replenishment of par stocks ● Ensure pantries are cleaned and set | THC/N0207 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, KA2, KA3, KA4, KA5, KB3, KB4, KB5, KB6, KB7 | Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-2 hours Practical-2 hours |
| | | Formats of Various Records and Documents | <ul style="list-style-type: none"> ● Explain different records and documents maintained in housekeeping | THC/N0207 PC16, PC17, PC18, PC19, PC20 | Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-4 hours Practical-4 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|---|---|--|--|---|-----------------------------------|--|
| | | | <ul style="list-style-type: none"> Draw the formats of various records and documents Identify and fill/complete the different types of forms that are mandatory for you as a room attendant | | | | |
| | | Escalation Matrix | <ul style="list-style-type: none"> Describe escalation matrix Explain the process of escalation | THC/N0207 PC12, PC13, PC14, PC15 | Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-2 hours |
| | | Basics of Budgeting | <ul style="list-style-type: none"> Explain budgeting and its common types Identify various budgeting requirements in housekeeping Identify types of budgets like OPEX, CAPEX, Linen budget etc. Identify importance of and calculate cost per occupied room (CPOR) | THC/N0207 PC10, PC11, KB 14, KB15 | Facilitator-led- discussion Demonstration | White board and Visual Aids | Theory-2 hours Practical- 4 hours |
| 7 | Communicate with Customers and Colleagues | Communication with Colleagues and Supervisors | <ul style="list-style-type: none"> Explain how to work and deal with colleagues/superiors Receive job order and instructions from reporting superior Maintain a healthy work environment | THC/N9901 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, KA1, KB2, KB3, KB4 | Facilitator-led- discussion, Role Play | White board and Visual Aids | Theory-2 hours Practical- 6 hours |
| | | Communication with Customers | <ul style="list-style-type: none"> Identify customer needs by asking questions Explain different products and services available for customer | THC/N9901 Pc19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC28, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37 KA5, Kb6, Kb7, KB8 | Facilitator-led- discussion, Role Play | White board and Visual Aids | Theory-2 hours Practical- 6 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|-------------|-------------------------------------|---|---|---------------------------------------|-----------------------------|-------------------------------------|
| | | Etiquette and Customer Satisfaction | <ul style="list-style-type: none"> ● Explain how to build friendly but impersonal relationship with the customers ● Use appropriate language and tone and listen actively ● Show sensitivity to gender/ cultural and social differences ● Demonstrate how to deal with customer dissatisfaction and address their complaints ● Maintain proper body language and dress code ● Demonstrate how to communicate clearly and effectively with the customers ● Demonstrate how to seek feedback from customers ● Demonstrate how to greet, welcome and address the customer appropriately ● Maintain pitch and tone of voice while speaking to customers ● Maintain high standards of practice and transparency in pricing ● Demonstrate how to answer the telephone ● Demonstrate how to communicate appropriately with the customer ● Dress professionally ● Maintain personal integrity and ethical behaviour ● Maintain personal grooming and positive body language ● Demonstrate responsible and disciplined behaviour ● Escalate grievances to appropriate authority | THC/N9903 Pc1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, KB1, KB2, KB3, KB4, KB5 | Facilitator-led-discussion, Role Play | White board and Visual Aids | Theory-2 hours Practical-6 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|--|--|--|--|---------------------------------------|-----------------------------|-------------------------------------|
| | | | <ul style="list-style-type: none"> ● Use appropriate titles and terms of respect ● Demonstrate how to handle customer grievances professionally ● Demonstrate how to offer friendly, courteous and hospitable service to the customers ● Provide assistance with sincere attitude ● Demonstrate how to maintain customer loyalty and brand value | | | | |
| | | Gender and Age Specific Service | <ul style="list-style-type: none"> ● Explain different facilities and services related to age and gender specific ● Identify the facilities and services specific to gender and age ● Co-ordinate with team to meet guest needs ● Demonstrate how to deal with procedures to be followed during terrorist attacks ● Ensure safety and security of female colleagues and customers at all levels | THC/N9904 PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32 | Facilitator-led-discussion, Role Play | White board and Visual Aids | Theory-2 hours Practical-6 hours |
| 8 | Intellectual Property Rights (IPR) and Copyright | Intellectual Property Rights (IPR) and Copyright | <ul style="list-style-type: none"> ● Explain intellectual property ● Explain industrial property and copyrights ● Explain how to protect IP and copyright infringement ● Explain how to prevent leak of new plans and designs to competitors ● Report IPR violations observed in the market to supervisor or company head | THC/N9905 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, KB1, KB2, KB3, KB4 | Facilitator-led-discussion, Role Play | White board and Visual Aids | Theory-4 hours Practical-2 hours |
| 9 | Maintaining Health, Hygiene and Safety | Workplace Cleanliness and Hygiene | <ul style="list-style-type: none"> ● Explain the elements of an effective housekeeping program | THC/N9906 THC/N9907 PC1, PC2, PC3, PC4, PC5, PC6 | Facilitator-led-discussion, Role Play | White board and Visual Aids | Theory-4 hours Practical-2 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|--------------------------------------|---------------------------------|---|---|--|-----------------------------|-------------------------------------|
| | | | <ul style="list-style-type: none"> ● Explain the benefits of good hygiene practices in housekeeping ● Explain different hygiene practices to be followed ● Demonstrate how to maintain hygiene practices ● Explain pest control ● Point out requirements for pest control | PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, KA1, KB1, KB2, PC16, PC17, PC18, PC19, PC20, PC21, PC22, KB3, KB4, KB5, KB6, KB7 | | | |
| | | Workplace Hazards and Safety | <ul style="list-style-type: none"> ● Explain physical hazards, their effects and preventive actions to be taken ● Identify the possible risks in housekeeping ● Identify the control measures | THC/N9907 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, KA1, KB1, KB2, PC16, PC17, PC18, PC19, PC20, PC21, PC22, KB3, KB4, KB5, KB6, KB7 | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-4 hours Practical-2 hours |
| 10 | Soft Skills And Communication Skills | Introduction to the Soft Skills | <ul style="list-style-type: none"> ● Explain the basic meaning of soft skills, their components and their benefits ● Explain work readiness and its significance. | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours |
| | | Effective Communication | <ul style="list-style-type: none"> ● Explain communication and its process ● Differentiate between verbal and non verbal communication ● Explain barriers of communication ● Describe tips for active listening ● Practice public speaking ● Describe likes and dislikes of a person ● Demonstrate basic etiquette of conversation | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-6 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|-------------|---------------------------------|--|---------------|---|-----------------------------|---------------------------------------|
| | | Grooming and Hygiene | <ul style="list-style-type: none"> ● Explain the importance of grooming and hygiene ● Maintain cleanliness and hygiene ● Keep the dress clean and tidy ● Demonstrate how to maintain positive body language while speaking ● Explain the importance of good eating habit and their impact on health ● Explain the ill effects of smoking, alcohol and tobacco ● Explain about AIDS and its prevention ● Explain about HIV and its prevention | N/A | Facilitator-led- discussion, Role Play, Demonstration | White board and Visual Aids | Theory- 2 hours Practical- 6 hours |
| | | Interpersonal Skill Development | <ul style="list-style-type: none"> ● Explain interpersonal skill development ● Explain attitude and positive attitude ● Explain goal setting ● Demonstrate how to manage relations ● Explain stress and how to manage anger ● Explain leadership qualities | N/A | Facilitator-led- discussion, Role Play, Demonstration | White board and Visual Aids | Theory- 2 hours Practical- 4 hours |
| | | Social Interaction | <ul style="list-style-type: none"> ● Explain social interaction and social interaction behaviour ● Demonstrate how to give self introduction ● Demonstrate how to cooperate with peers, family and other members in society | N/A | Facilitator-led- discussion, Role Play, Demonstration | White board and Visual Aids | Theory- 2 hours Practical- 4 hours |
| | | Group Interaction | <ul style="list-style-type: none"> ● Explain group interaction and the points to be remember while interacting in the group ● Explain the importance of the group interaction ● Explain the do's and dont's of the group interaction | N/A | Facilitator-led- discussion, Role Play, Demonstration | White board and Visual Aids | Theory- 2 hours Practical- 6 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|-------------|--------------------------|---|---------------|--|-----------------------------|-------------------------------------|
| | | | <ul style="list-style-type: none"> Explain the importance of team building Participate in group discussions in the class Give speech in the public Explain the importance of team building and team work | | | | |
| | | Time Management | <ul style="list-style-type: none"> Explain the importance of time management Develop time management skills Learn about effective time planning | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours |
| | | Resume Preparation | <ul style="list-style-type: none"> Explain resume and different sections on the resume Explain points to remember while writing resume Explain the resume writing techniques | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-6 hours |
| | | Interview Preparation | <ul style="list-style-type: none"> Explain the procedure of interview Perform mock interviews Demonstrate how to present themselves during an interview Motivated to work after the training period is over | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-6 hours |
| 11 | IT Skills | Introduction to Computer | <ul style="list-style-type: none"> Define the computer. Recognise its various parts. Differentiate the advantages and disadvantages of computer. | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-2 hours |
| | | Basic Computer Knowledge | <ul style="list-style-type: none"> Use computer. Explain the web, email services. | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-4 hours |
| | | Components of Computer | <ul style="list-style-type: none"> show the different parts and components of computer. | N/A | Facilitator-led-discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-4 hours |

| Sr No. | Module Name | Session Name | Session Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration |
|--------|--|--|---|---------------|---|-----------------------------|--------------------------------------|
| | | Concept of Operating System | <ul style="list-style-type: none"> ● Explain operating system ● Show different tools in the operating system ● Demonstrate how to add or remove desktop icons ● Create a folder ● Demonstrate how to place your favourite webpage as a desktop icon ● Demonstrate how to manage multiple windows ● Show the functions of a keyboard keys ● Show common window commands ● Work on Windows 8 and 8.1 | N/A | Facilitator-led- discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-8 hours |
| 12 | Key Procedures and Terminologies for Room Attendants | Procedures and Terminologies for Room Attendants | <ul style="list-style-type: none"> ● Perform lost and found process efficiently ● Perform key control in the hotel ● Demonstrate how to set up trolley properly ● Tell guest room amenities ● Show the functioning of in-room safe ● Dispose garbage appropriately ● Follow shift opening and closing procedures ● Identify rooms according to their status ● Perform evening room service ● Remove stains from linen and other fabrics ● Explain fumigation procedure ● Report suspicious activities ● Clean bath-tub | N/A | Facilitator-led- discussion, Role Play, Demonstration | White board and Visual Aids | Theory-2 hours Practical-10 hours |

Annexure II

Assessment Criteria

| | |
|-----------------------------|-----------------------|
| Assessment Criteria | |
| Job Role | Room Attendant |
| Qualification Pack | THC/Q0202 |
| Sector Skill Council | Tourism & Hospitality |

| Sr. No | Guidelines for Assessment |
|--------|---|
| 1. | Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC. |
| 2. | Each NOS will be 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 (700) | Out of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| THC/N0208 Prepare for housekeeping operations | PC1. Check assigned area as per duty roster | 50 | 1.5 | 1.0 | 0.5 |
| | PC2. Check the occupancy rate for the areas assigned | | 1.5 | 1.0 | 0.5 |
| | PC3. Inspect the area for the cleaning | | 1.0 | 0.5 | 0.5 |
| | PC4. Identify the types of surfaces to be cleaned | | 2.0 | 1.0 | 1.0 |
| | PC5. Assess requirement for housekeeping equipment and consumables as per the occupancy rate | | 1.5 | 0.5 | 1.0 |
| | PC6. Identify requirement of ppe to be used | | 1.5 | 0.5 | 1.0 |
| | PC7. Ensure that the data and information received is complete and correct | | 1.5 | 1.0 | 0.5 |
| | PC8. Identify workplace procedures for housekeeping | | 2.0 | 1.0 | 1.0 |
| | PC9. Choose the appropriate equipment and materials taking into account factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling | | 1.5 | 0.5 | 1.0 |
| | PC10. Obtain the ppe required | | 2.5 | 0.5 | 2.0 |
| | PC11. Obtain the appropriate equipment and materials and consumables and if the same are not available, select suitable alternatives or inform the appropriate person | | 1.5 | 0.5 | 1.0 |
| | PC12. Wear the personal protective equipment required for the cleaning method and materials being used | | 1.5 | 1.0 | 0.5 |
| | PC13. Follow the instructions and procedures for entering and leaving the workplace | | 2.5 | 1.0 | 1.5 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| | PC14. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces | | 1.5 | 0.5 | 1.0 |
| | PC15. Ensure that all surfaces to be cleaned are accessible and can be reached to perform adequate cleaning | | 2.0 | 1.0 | 1.0 |
| | PC16. Ensure that there is adequate ventilation for the work being carried out | | 2.0 | 0.5 | 1.5 |
| | PC17. Identify and follow specific requirements for housekeeping activities in different parts of the work area assigned | | 2.0 | 0.5 | 1.5 |
| | PC18. Select equipment and consumables e.g. Cleaning agents in accordance with work area requirements | | 2.0 | 0.5 | 1.5 |
| | PC19. Follow the manufacturer's instructions for using any tools, equipment, consumables and cleaning agents | | 1.5 | 1.0 | 0.5 |
| | PC20. Carry towels, cleaning items, and cleaning supplies using wheeled carts or as per unit procedure | | 1.5 | 0.5 | 1.0 |
| | PC21. Disinfect equipment and supplies, using appropriate solutions or steam-operated sterilizers | | 1.5 | 0.5 | 1.0 |
| | PC22. Ensure levels of personal hygiene meet workplace requirements and are maintained throughout the cleaning process | | 1.5 | 1.0 | 0.5 |
| | PC23. Ensure that the right people know when cleaning is taking place and when the area will be free for use again | | 1.5 | 0.5 | 1.0 |
| | PC24. Follow the correct procedures to deal with any lost property or unattended items | | 2.5 | 0.5 | 2.0 |
| | PC25. Check and prepare cleaning equipment as per manufacturers' instructions before use | | 2.5 | 1.0 | 1.5 |
| | PC26. Prepare work area and equipment so that the job can be done efficiently, correctly and safely | | 2.5 | 0.5 | 2.0 |
| | PC27. Complete preparation for housekeeping duties following workplace procedures and ensure removal of waste | | 1.5 | 0.5 | 1.0 |
| | PC28. Complete checklists and records for preparation for housekeeping duties | | 2.0 | 1.0 | 1.0 |
| | POINTS | | 50 | 20 | 30 |
| | TOTAL POINTS | | | | 50 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|---|-------------------|--------|--------|------------------|
| THC/N0210 Provide janitorial service | PC1. Choose equipment and cleaning agents that are right for the floor and the amount of ground-in soil/dirt | 50 | 1.0 | 0.5 | 0.5 |
| | PC2. Choose a method of removing the dust and debris that is right for the floor and the amount of dust and debris involved | | 1.0 | 0.5 | 0.5 |
| | PC3. Clear any large items of debris by hand, safely | | 1.0 | 0.5 | 0.5 |
| | PC4. Mix and apply the cleaning solution | | 1.5 | 0.5 | 1.0 |
| | PC5. Carry out the cleaning as per organization's standards and procedure | | 1.5 | 0.5 | 1.0 |
| | PC6. Remove the ground-in soil/dirt without damaging the surface and leave the floor and the surrounding area dry and free of smears | | 1.0 | 0.0 | 1.0 |
| | PC7. Remove the loose dust and debris carefully and put the dust and debris into the correct container for disposal | | 1.0 | 0.0 | 1.0 |
| | PC8. Leave the floor clear of dust and debris and put everything back in the right place when work is finished | | 1.0 | 0.0 | 1.0 |
| | PC9. Choose a method of clearing up the spillage, if any, that is right for the floor and the size and type of spillage | | 1.0 | 0.0 | 1.0 |
| | PC10. Remove the spillage safely and leave the floor surface clean and dry | | 1.0 | 0.5 | 0.5 |
| | PC11. Empty all waste from the bins in the area of responsibility | | 1.0 | 0.5 | 0.5 |
| | PC12. Re-line or clean bins as per procedure | | 1.0 | 0.0 | 1.0 |
| | PC13. Put the garbage and debris in the correct container and remove the left-over cleaning solution aside | | 1.0 | 0.0 | 1.0 |
| | PC14. Report any stains that cannot be removed to the supervisor | | 1.0 | 0.0 | 1.0 |
| | PC15. Follow any special procedures for entering the toilets and washrooms | | 1.0 | 0.5 | 0.5 |
| | PC16. Make sure that there is enough ventilation in the area being cleaned | | 1.0 | 0.0 | 1.0 |
| | PC17. Follow any relevant codes of practice to make sure to protect oneself and others throughout the process e.g. Put-up appropriate signage | | 1.0 | 0.0 | 1.0 |
| | PC18. Choose equipment and cleaning agents that are suitable for the surface | | 1.0 | 0.5 | 0.5 |
| | PC19. Mix and apply cleaning agents | | 1.0 | 0.5 | 0.5 |
| | PC20. Clean washrooms and bathroom including bath tubs | | 1.5 | 0.5 | 1.0 |
| | PC21. Clean basins and taps so that they are free | | 1.0 | 0.5 | 0.5 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | of dirt and removable marks | | | | |
| | PC22. Clean the inside and outside of the washroom so that it is free of dirt and removable marks | | 0.5 | 0.0 | 0.5 |
| | PC23. Check that washrooms are free flushing and draining | | 1.5 | 0.5 | 1.0 |
| | PC24. Clean the fixtures and fittings in an order that is least likely to spread infection | | 1.0 | 0.0 | 1.0 |
| | PC25. Clean the appliances, surfaces, fixtures and fittings so that they are dry and free from dirt and removable marks | | 1.0 | 0.5 | 0.5 |
| | PC26. Clean the surrounding floors, walls, mirrors and other surfaces | | 1.0 | 0.0 | 1.0 |
| | PC27. Make sure waste bins are empty, clean and ready for use | | 1.0 | 0.5 | 0.5 |
| | PC28. Identify waste and get it ready for dispatch | | 1.0 | 0.5 | 0.5 |
| | PC29. Make sure that plug holes, waste outlets and over flows are free from blockages | | 1.5 | 0.5 | 1.0 |
| | PC30. Report any faults and problems to the appropriate person | | 1.0 | 0.5 | 0.5 |
| | PC31. Check that holders contain the correct amount of consumables | | 1.5 | 0.0 | 1.5 |
| | PC32. Check supplies and accessories including bathroom linen in the washrooms and washroom | | 1.0 | 0.5 | 0.5 |
| | PC33. Make sure that customer supplies and accessories are clean and free from damage | | 1.0 | 0.5 | 0.5 |
| | PC34. Replenish, replace and refill supplies as per organization procedure | | 1.5 | 0.5 | 1.0 |
| | PC35. Follow the manufacturers' instructions correctly when refilling or replacing items | | 1.0 | 0.5 | 0.5 |
| | PC36. Make sure the area has the right amount of supplies and consumables when work is finished | | 1.5 | 0.5 | 1.0 |
| | PC37. Report any stock shortages to the appropriate member of staff | | 1.5 | 0.0 | 1.5 |
| | PC38. Ensure cleaning equipment is clean and in working order when work is finished taking appropriate action to deal with any items that are not | | 1.0 | 0.5 | 0.5 |
| | PC39. Put everything back in the right place when work is finished | | 1.5 | 0.5 | 1.0 |
| | PC40. Remove or replace personal protective equipment following workplace | | 1.5 | 0.5 | 1.0 |
| | PC41. Ensure floor cleaning duties are conducted following workplace procedures and waste removed | | 1.5 | 0.5 | 1.0 |
| | PC42. Notify maintenance requirements of any | | 1.0 | 0.5 | 0.5 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | damaged items to appropriate personnel | | | | |
| | PC43. Complete and ensure checklists and records for housekeeping duties are maintained | | 1.0 | 0.5 | 0.5 |
| | PC44. Check work areas to ensure required workplace standards are met | | 1.5 | 0.0 | 1.5 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | | 50 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| THC/N0212 Clean furniture, fittings and vertical surfaces | PC1. Remove loose dust and debris making sure it spreads as little as possible either manually or with a vacuum cleaner, as required | 50 | 1.0 | 0.5 | 0.5 |
| | PC2. Examine the upholstered material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling | | 1.0 | 0.5 | 0.5 |
| | PC3. Identify whether the material is colour-fast and shrink-resistant for furnishings | | 1.5 | 0.5 | 1.0 |
| | PC4. Identify and report damaged or deteriorating surfaces and/or those which may require restorative work | | 2.0 | 0.5 | 1.5 |
| | PC5. Soften ground-in soil and stains before trying to remove them | | 1.5 | 0.5 | 1.0 |
| | PC6. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the material | | 1.5 | 0.5 | 1.0 |
| | PC7. Examine the treated area and apply more treatment if it will help to remove the stain safely | | 1.5 | 0.5 | 1.0 |
| | PC8. Leave the material free of excess moisture and ground-in soil | | 2.0 | 0.5 | 1.5 |
| | PC9. Make sure that furnished areas are free from unpleasant smells | | 1.5 | 0.5 | 1.0 |
| | PC10. Choose a cleaning agent and equipment appropriate for the marks, surface and type of dirt on the furniture | | 2.5 | 0.5 | 2.0 |
| | PC11. Scrape off anything that is stuck on to the furniture and fittings | | 1.5 | 0.5 | 1.0 |
| | PC12. Mix and apply the cleaning agent/solution smoothly and evenly; go from mild to harsh if stain cannot be identified | | 1.5 | 0.5 | 1.0 |
| | PC13. Leave the surface clear of the marks that can be reached and spot cleaned | | 3.0 | 1.0 | 2.0 |
| | PC14. Leave the surfaces dry and free of smears | | 1.5 | 0.5 | 1.0 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| | and dirt, when work is finished | | | | |
| | PC15. Put everything back in the right place when work is finished | | 1.5 | 0.5 | 1.0 |
| | PC16. Report any marks that cannot be reached or spot cleaned to the person in charge | | 1.5 | 0.5 | 1.0 |
| | PC17. Deal with cleaning equipment correctly after use | | 1.5 | 0.5 | 1.0 |
| | PC18. Sort out and handle the waste safely and according to instructions | | 2.5 | 0.5 | 2.0 |
| | PC19. Make sure that waste containers are taken safely to the right collection/ disposal point | | 1.5 | 0.5 | 1.0 |
| | PC20. Loosen dirt that is stuck on to the glass surface without causing damage | | 1.5 | 0.5 | 1.0 |
| | PC21. Remove loose dust and debris first | | 1.5 | 0.5 | 1.0 |
| | PC22. Remove loose dust, making sure it spreads as little as possible | | 1.5 | 0.5 | 1.0 |
| | PC23. Clean walls (interior) so they are free from dust, cobwebs, dirt, grease, spots and stains | | 1.5 | 0.5 | 1.0 |
| | PC24. Choose a cleaning agent and equipment that are right for the surface and type of dirt follow manufacturer's instructions correctly when one mix and apply the cleaning agent | | 2.5 | 0.5 | 2.0 |
| | PC25. Apply cleaning agents to fixtures and lights and ensure they are clean and workable | | 2.5 | 0.5 | 2.0 |
| | PC26. Check that heating, lighting and ventilation systems are set correctly after cleaning | | 2.5 | 0.5 | 2.0 |
| | PC27. Rub off the dirt thoroughly from the glass surface and remove it without damaging the surface | | 1.5 | 0.5 | 1.0 |
| | PC28. Put everything back in the right place when one have finished efficiently, correctly and safely | | 1.5 | 0.5 | 1.0 |
| | PC29. Collect and segregate waste according to instruction without causing any spillage or clutter | | 1.5 | 0.5 | 1.0 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | | 50 |

| | Performance criteria | Total Marks (700) | Out Of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| THC/N0214 Replace linen and make beds | PC1. Choose and collect clean, laundered and correct type and quantity of linen and bed coverings as well as bathroom linen from the store | 50 | 1.5 | 0.5 | 1.0 |
| | PC2. Check that the linen collected meets the required standard | | 1.5 | 0.5 | 1.0 |

| | Performance criteria | Total Marks (700) | Out Of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | PC3. Deal with any linen or bed coverings that do not meet the required standard in line with suitable workplace procedures | | 1.5 | 0.5 | 1.0 |
| | PC4. Transport linen and bed coverings correctly and safely to the work areas | | 1.0 | 0.5 | 0.5 |
| | PC5. Handle and move the linen and bed coverings securely | | 1.5 | 1.0 | 0.5 |
| | PC6. Secure linen stores against unauthorized access where necessary | | 1.0 | 0.5 | 0.5 |
| | PC7. Remove all linen and bed covering from the beds | | 1.5 | 0.5 | 1.0 |
| | PC8. Handle and store soiled linen and bed coverings correctly | | 1.5 | 0.5 | 1.0 |
| | PC9. Inspect the bed and mattress before making and get the bed ready for making | | 1.5 | 1.0 | 0.5 |
| | PC10. Make sure the bed base, bed head, linen and bed coverings are clean and not damaged | | 2.0 | 0.5 | 1.5 |
| | PC11. Make the bed with the right linen and bed coverings depending on the type of customer, as per the organization's policy | | 2.5 | 0.5 | 2.0 |
| | PC12. Ensure that the bed base, bed head, linen and bed coverings are clean and free from damage, and carry out work in an efficient manner | | 2.5 | 1.0 | 1.5 |
| | PC13. Make the bed with the correct linen and bed coverings according to whether the customer is a new or stay over customer | | 2.5 | 0.5 | 2.0 |
| | PC14. Leave the bed neat, smooth and ready for use | | 2.5 | 0.5 | 2.0 |
| | PC15. Deal with customers' personal property according to the organization's procedures | | 2.5 | 0.5 | 2.0 |
| | PC16. Perform turn down service as per defined timeline and procedure | | 2.0 | 1.0 | 1.0 |
| | PC17. Remove soiled bathroom linen including bath rugs | | 2.0 | 0.5 | 1.5 |
| | PC18. Fold the towels, napkins and place them at the appropriate place | | 2.5 | 0.5 | 2.0 |
| | PC19. Change the bath rugs and mats | | 2.0 | 0.5 | 1.5 |
| | PC20. Remove used bath robe and replace with a fresh one | | 2.0 | 0.5 | 1.5 |
| | PC21. Ensure that the bed linen, rugs and mats are soft, clean and free from damage | | 2.0 | 0.5 | 1.5 |
| | PC22. Leave the bathroom neat & tidy and ready for use | | 2.5 | 0.5 | 2.0 |
| | PC23. Deal with customers' personal property according to the organization's procedures | | 2.0 | 0.5 | 1.5 |
| | PC24. Complete and check complete checklists | | 2.0 | 0.5 | 1.5 |

| | Performance criteria | Total Marks (700) | Out Of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| | and records | | | | |
| | PC25. Report any lost and found property to authorized person as per procedure | | 2.0 | 0.5 | 1.5 |
| | PC26. Check work areas to ensure required workplace standards are met | | 2.0 | 0.5 | 1.5 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | | 50 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|---|-------------------|--------|--------|------------------|
| THC/N0215 Conduct periodic deep cleaning | PC1. Ensure availability of necessary information about the schedule and requirements for periodic room servicing | 50 | 2.5 | 1.0 | 1.5 |
| | PC2. Obtain the necessary stock to replace items in the room | | 2.5 | 1.0 | 1.5 |
| | PC3. Carry out the required periodic room servicing | | 3.0 | 1.0 | 2.0 |
| | PC4. Leave the room in the required condition | | 3.0 | 0.5 | 2.5 |
| | PC5. Follow the correct procedures for items replaced | | 3.0 | 0.5 | 2.5 |
| | PC6. Identify and report anything that needs specialist maintenance | | 3.0 | 0.5 | 2.5 |
| | PC7. Make sure one has the necessary information about the schedule | | 3.0 | 1.0 | 2.0 |
| | PC8. Check requirements for periodic deep cleaning | | 2.5 | 1.0 | 1.5 |
| | PC9. Prepare areas for periodic deep cleaning | | 2.5 | 0.5 | 2.0 |
| | PC10. Choose correct cleaning equipment and materials for each part of the area | | 2.5 | 1.0 | 1.5 |
| | PC11. Carry out periodic deep cleaning as required | | 3.0 | 1.0 | 2.0 |
| | PC12. Leave the room in the required condition | | 2.5 | 0.5 | 2.0 |
| | PC13. Identify and report any items that need specialist maintenance | | 3.0 | 1.0 | 2.0 |
| | PC14. Conduct assigned cleaning duties following workplace procedures and ensure removal of waste | | 2.5 | 0.5 | 2.0 |
| | PC15. Notify maintenance requirements of any damaged items to appropriate personnel | | 3.0 | 1.0 | 2.0 |
| | PC16. Complete checklists and records for housekeeping duties | | 2.5 | 1.0 | 1.5 |
| | PC17. Report any lost and found property to authorized person as per procedure | | 3.0 | 1.0 | 2.0 |
| | PC18. Check work areas to ensure required workplace standards are met | | 3.0 | 1.0 | 2.0 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | | 50 |

| NOS Element | Performance criteria | Total marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| THC/N0216 Maintain area neat and tidy | PC1. Empty waste containers and dispose of waste correctly | 100 | 2.5 | 1.0 | 1.5 |
| | PC2. Arrange furniture neatly | | 3.5 | 1.0 | 2.5 |
| | PC3. Keep displays neat, tidy and up-to-date | | 3.5 | 1.0 | 2.5 |
| | PC4. Spot and report any faults e.g. Lights not working, damage to furniture and fixtures etc. In the area to the appropriate member of staff | | 2.5 | 1.0 | 1.5 |
| | PC5. Regularly and discreetly check that the areas are clean, tidy and free from obstructions in line with company safety and security policies | | 3.5 | 1.0 | 2.5 |
| | PC6. Identify and report anything that needs specialist maintenance | | 2.5 | 1.0 | 1.5 |
| | PC7. Report any items which are found lying unclaimed | | 5.0 | 1.5 | 3.5 |
| | PC8. Choose the right cleaning equipment and materials for the area being cleaned | | 3.5 | 1.0 | 2.5 |
| | PC9. When necessary, put up hazard warning signs | | 3.5 | 1.0 | 2.5 |
| | PC10. When necessary, wear protective clothing | | 2.5 | 1.0 | 1.5 |
| | PC11. Clean off dust, dirt, debris and removable marks from the surfaces being cleaned | | 3.0 | 1.0 | 2.0 |
| | PC12. Store the cleaning equipment correctly and safely after use | | 3.0 | 1.0 | 2.0 |
| | PC13. Notify maintenance requirements of any damaged items to appropriate personnel | | 2.5 | 1.0 | 1.5 |
| | PC14. Conduct assigned cleaning duties following workplace procedures and ensure the area is neat and tidy | | 3.5 | 1.5 | 2.0 |
| | PC15. Report any lost and found property to authorized person as per procedure | | 3.0 | 1.0 | 2.0 |
| | PC16. Check work areas to ensure required workplace standards are met | | 2.5 | 1.0 | 1.5 |
| | POINTS | | 50 | 17.0 | 33.0 |
| | TOTAL POINTS | | | | 50 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|---|-------------------|--------|--------|------------------|
| THC/N0217 Collect and dispose waste properly | PC1. Wear appropriate protective clothing as required for the waste involved | 50 | 4.0 | 1.0 | 3.0 |
| | PC2. Remove waste from the areas cleaning safely and according to regulations, instructions and good practice | | 3.5 | 1.0 | 2.5 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | PC3. Collect waste according to instruction without causing any spillage or clutter | | 3.5 | 1.5 | 2.0 |
| | PC4. Sort out and segregate waste according to type, making sure it is handled safely | | 4.0 | 1.5 | 2.5 |
| | PC5. Reduce the volume of waste by breaking down, compressing or shredding as required | | 3.0 | 1.5 | 2.0 |
| | PC6. Pack waste and store in appropriate waste containers/ assigned bins | | 4.0 | 1.5 | 2.5 |
| | PC7. Clean the waste bins if dirty | | 3.5 | 1.0 | 2.5 |
| | PC8. Change waste bags regularly and promptly when full and to avoid foul smell | | 3.5 | 1.5 | 2.0 |
| | PC9. Keep waste areas and its contents clean, tidy and sanitized at all times | | 3.5 | 1.0 | 2.5 |
| | PC10. Make sure that sites of cleaning operations are clear of waste that is not to be left at the site | | 3.5 | 1.0 | 2.5 |
| | PC11. Make sure that waste containers are taken safely to the allocated collection point and made secure where necessary | | 3.5 | 1.5 | 2.0 |
| | PC12. Complete records to maintain a waste audit trail in line with the unit procedures | | 3.0 | 1.5 | 1.5 |
| | PC13. Identify and report problems associated with the collection and storage of waste according to company procedures | | 3.5 | 1.5 | 2.0 |
| | PC14. Follow the legal and regulatory requirements, health and safety, hygiene and environmental standards and instructions | | 4.0 | 1.0 | 3.0 |
| | POINTS | | 50 | 17.5 | 32.5 |
| | TOTAL POINTS | | | | 50 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|--|-------------------|--------|--------|------------------|
| THC/N0207 Report, record and prepare documentation | PC1. Fill up checklists for assigned work areas to record status of work as per procedure and timelines prescribed | 50 | 2.5 | 1.0 | 1.5 |
| | PC2. Fill up checklists for equipment and | | 2.5 | 1.0 | 1.5 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| | machines provided for serviceability and maintenance | | | | |
| | PC3. Fill up register or requisition for requirement of housekeeping supplies | | 2.5 | 1.0 | 1.5 |
| | PC4. Fill up register to record attendance as per duty roster | | 2.0 | 0.5 | 1.5 |
| | PC5. Fill up description of work carried out during the shift | | 3.0 | 1.0 | 2.0 |
| | PC6. Record unfinished tasks in the log book | | 3.0 | 1.0 | 2.0 |
| | PC7. Record deviations from the sop, if any, in the log book | | 3.0 | 1.0 | 2.0 |
| | PC8. Report any lost and found belongings | | 2.5 | 0.5 | 2.0 |
| | PC9. Report any incidents and accidents which need to be brought to the notice of superiors | | 2.5 | 0.5 | 2.0 |
| | PC10. Ensure that the report draws valid conclusions from the presented data | | 2.0 | 0.5 | 1.5 |
| | PC11. Adopt the most suitable method of presentation | | 2.0 | 0.5 | 1.5 |
| | PC12. Record unresolved issues and other escalations in the log book | | 2.5 | 0.5 | 2.0 |
| | PC13. Record jobs related problems to supervisor for support | | 3.0 | 1.0 | 2.0 |
| | PC14. Monitor the problem and keep the supervisor informed about progress or any delays in resolving the problem | | 2.0 | 0.5 | 1.5 |
| | PC15. Refer the problem to a competent internal specialist if it cannot be resolved | | 3.0 | 1.0 | 2.0 |
| | PC16. Prepare regular reports and documents as required by organization's procedures e.g. Occupancy report, duty roster etc | | 2.5 | 0.5 | 2.0 |
| | PC17. Prepare special reports as required from time to time by the management, e.g. Monthly consumption report of amenities etc. | | 2.5 | 0.5 | 2.0 |
| | PC18. Ensure that the report includes all necessary information and is accurate, clear and concise | | 2.5 | 1.0 | 1.5 |
| | PC19. Ensure the presentation of results conforms to relevant procedures carried | | 2.5 | 1.0 | 1.5 |

| | Performance criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | out | | | | |
| | PC20. Present the report to the relevant people within agreed timescales, using appropriate templates and formats | | 2.0 | 0.5 | 1.5 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | 50 | |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|---|-------------------|--------|--------|------------------|
| THC/N9901 Communicate with customer and colleagues | PC1. receive job order and instructions from reporting superior | 50 | 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 | | 1.5 | 0.5 | 1.0 |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | rectify and ensure quality output | | | | |
| | 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, services and market | | 0.5 | 0.5 | 0.0 |
| | 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 |
| | POINTS | | 50 | 18.5 | 31.5 |
| | TOTAL POINTS | | 50 | | |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| THC/N9903 Maintain standard of etiquette and hospitable conduct | PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival | 50 | 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 back to mails faster | | 2.0 | 0.5 | 1.5 |
| | 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 |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|--------------------------------------|-------------------|--------|--------|------------------|
| | PC32. enhance brand value of company | | 2.0 | 0.5 | 1.5 |
| | POINTS | | 50 | 14 | 36 |
| | TOTAL POINTS | | 50 | | |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| THC/N9904 Follow gender and age sensitive service practices | PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them | 50 | 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 | | 2.0 | 0.5 | 1.5 |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| | senior citizens | | | | |
| | 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 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | 50 | |

| NOS Element | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|--|-------------------|--------|--------|------------------|
| THC/N9905 Maintain IPR of organisation and customers | PC1. prevent leak of new plans and designs to competitors by reporting on time | 50 | 7.5 | 3.5 | 4.0 |
| | PC2. be aware of any of company's product, service or design patents | | 7.0 | 7.0 | 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 |

| NOS Element | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|-------------|----------------------|-------------------|--------|--------|------------------|
| | POINTS | | 50 | 27.5 | 22.5 |
| | TOTAL POINTS | | 50 | | |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------------|--------|--------|------------------|
| THC/N9906 Maintain health and hygiene | PC1. keep the workplace regularly clean and cleared-off of food waste or other litter | 50 | 1.5 | 0.5 | 1.2 |
| | PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal | | 1.5 | 0.5 | 1.2 |
| | PC3. ensure that the trash cans or waste collection points are cleared everyday | | 1.5 | 0.5 | 1.2 |
| | PC4. arrange for regular pest control activities at the workplace | | 1.5 | 0.5 | 1.2 |
| | PC5. to maintain records for cleanliness and maintenance schedule | | 1.5 | 0.5 | 1.2 |
| | PC6. ensure the workplace is well ventilated with fresh air supply | | 1.5 | 0.5 | 1.2 |
| | PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well | | 1.5 | 0.5 | 1.2 |
| | PC8. ensure the workplace is provided with sufficient lighting | | 1.5 | 0.5 | 1.2 |
| | PC9. ensure clean work environment where food is stored, prepared, displayed and served | | 1.5 | 0.5 | 1.2 |
| | 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 | 1.2 |
| | PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning | | 1.5 | 0.5 | 1.2 |
| | PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids | | 1.5 | 0.5 | 1.2 |
| | PC13. ensure to clean the store areas with appropriate materials and procedures | | 1.5 | 0.5 | 1.2 |
| | 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 | 1.2 |
| | 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 | 1.2 |
| | PC17. wash the cups | | 1.5 | 0.5 | 1.2 |
| | PC18. ensure to maintain personal hygiene of daily bath | | 1.5 | 0.5 | 1.2 |
| | PC19. ensure to maintain dental hygiene in terms of brushing teeth every day | | 1.5 | 0.5 | 1.2 |
| | PC20. ensure no cross contaminations of items such as linen | | 1.5 | 0.5 | 1.2 |
| | PC21. report on personal health issues related to injury, food, air and infectious diseases | | 1.5 | 0.5 | 1.2 |

| | Performance Criteria | Marks (700) | Out of | Theory | Skills Practical |
|--|---|-------------|--------|--------|------------------|
| | PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people | | 1.5 | 0.5 | 1.2 |
| | 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 | | 1.5 | 0.5 | 1.2 |
| | 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 | 1.2 |
| | 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 |
| | POINTS | | 50 | 15.5 | 34.5 |
| | TOTAL POINTS | | 50 | | |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|---|---|-------------------|--------|--------|------------------|
| THC/N9907 Maintain safety at workplace | PC1. assess the various work hazards | 50 | 1.0 | 1.0 | 0.0 |
| | PC2. take necessary steps to eliminate or minimize them | | 1.5 | 0.5 | 1.0 |
| | PC3. suggest methods to improve the existing safety procedures at the workplace | | 1.5 | 0.5 | 1.0 |
| | PC4. analyse the causes of accidents at the workplace | | 1.5 | 0.5 | 1.0 |
| | PC5. suggest measures to prevent such accidents from taking place | | 1.5 | 0.5 | 1.0 |
| | PC6. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc. | | 1.5 | 0.5 | 1.0 |
| | PC7. be aware of the locations of fire extinguishers, emergency exits, etc. | | 1.5 | 0.5 | 1.0 |
| | PC8. practice correct emergency procedures | | 1.5 | 0.5 | 1.0 |
| | PC9. check and review the storage areas frequently | | 1.5 | 0.5 | 1.0 |
| | PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas | | 1.5 | 0.0 | 1.5 |
| | PC11. ensure to be safe while using handling materials, tools, acids, chemicals, detergents, etc. | | 1.5 | 0.5 | 1.0 |
| | PC12. store these chemicals and acids in a well-ventilated | | 1.5 | 0.5 | 1.0 |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| | and locked areas with warning signs not to touch | | | | |
| | PC13. ensure safe techniques while moving furniture and fixtures | | 1.5 | 0.5 | 1.0 |
| | PC14. ensure to reduce risk of injury from use of mixers, slicers, grinders, heaters, fridge, ironer and other electrical tools | | 1.5 | 0.5 | 1.0 |
| | PC15. read the manufacturers manual carefully before use of any equipment | | 1.5 | 0.5 | 1.0 |
| | PC16. unplug the electrical equipment before performing housekeeping, cleaning and maintenance to avoid injuries | | 2.0 | 0.5 | 1.5 |
| | PC17. keep the floors free from water and grease to avoid slippery surface | | 2.0 | 0.5 | 1.5 |
| | PC18. ensure to use non slip liquids and waxes to polish and treat floors | | 1.5 | 0.5 | 1.0 |
| | PC19. use rubber mats to the places where floors are constantly wet | | 2.0 | 0.5 | 1.5 |
| | PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc. | | 2.0 | 0.5 | 1.5 |
| | PC21. use flat surfaces, secure holding and protective wear while using such sharp tools | | 2.0 | 0.5 | 1.5 |
| | PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies | | 2.0 | 0.5 | 1.5 |
| | PC23. practice personal safety when lifting, bending, or moving equipment and supplies | | 2.0 | 0.5 | 1.5 |
| | PC24. ensure the workers have access to first aid kit when needed | | 1.0 | 0.0 | 1.0 |
| | PC25. ensure all equipment and tools are stored and maintained properly and safe to use | | 1.5 | 0.5 | 1.0 |
| | PC26. ensure to use personal protective equipment and safe wear like gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required | | 1.5 | 0.5 | 1.0 |
| | PC27. Ensure to display safety signs at places where necessary for people to be cautious | | 1.0 | 0.0 | 1.0 |
| | PC28. take all electrical precautions like insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc. | | 1.5 | 0.5 | 1.0 |
| | PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations like fire exits, exhaust fans, etc. are available | | 1.5 | 0.5 | 1.0 |
| | PC30. document all the first aid treatments, inspections, etc. conducted to keep track of the safety measures undertaken | | 1.5 | 0.5 | 1.0 |
| | PC31. comply with the established safety procedures of the workplace | | 1.0 | 0.5 | 0.5 |
| | PC32. report to the supervisor on any problems and hazards identified | | 0.5 | 0.0 | 0.5 |
| | PC33. ensure zero accident at workplace | | 0.5 | 0.0 | 0.5 |

| | Performance Criteria | Total Marks (700) | Out of | Theory | Skills Practical |
|--|--|-------------------|--------|--------|------------------|
| | PC34. adhere to safety standards and ensure no material damage | | 1.0 | 0.5 | 0.5 |
| | POINTS | | 50 | 15 | 35 |
| | TOTAL POINTS | | | | 50 |
| | GRAND TOTAL | 700 | 235 | 465 | |

Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that 235 marks are allotted for Theory and 465 marks are for Skills Practical.



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