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Facilitator Guide

Sector
Agriculture and Allied

Sub-Sector
Agriculture Industries

Occupation
Agriculture Entrepreneurship & Rural Enterprises

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Mushroom Grower

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

We are thankful to all organizations and individuals who have helped us in preparation of this facilitator guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving quality, coherence and content presentation of chapters. This facilitator guide will lead to successful roll out of the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome the suggestions from users, industry experts and other stakeholders for any improvement in future.

About this Guide

This Trainers guide is intended to empower the trainer to prepare for the Mushroom Grower Qualification Pack (QP) No. AGR/Q7803 NSQF Level 4. The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on mushroom cultivation. The handbook, for which this guide has been written, includes seven modules and each module has 3-6 units. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also to guide them for marketing the product and generating finances for the unit. The guide is neither a substitute nor complete road map, but an aid to help to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the guide. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension on following aspects:

- **Knowledge and Understanding:** Satisfactory operational learning and comprehension to playout the required chore
- **Performance Criteria**: Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures
- **Professional Skills**: Capacity to settle on operational choices relating to the zone of work

The job will also include judging the comprehension and also help them learn more by field visits and providing them hands on training. Mushroom Cultivation covers different types of mushrooms and the focus may vary from region to region. Accordingly, the evaluation parameters may also vary slightly from place to place. But it has to be ensured that these are in accordance with the knowledge imparted and time spent on each unit. It is expected that irrespective of the region, knowledge on all mushrooms and all aspects of mushrooms will be imparted to trainees.

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1. Introduction

Unit 1.1 - Introduction to mushrooms

Unit 1.2 - History of mushroom cultivation and global scenario

Unit 1.3 - Different types of mushrooms under cultivation in India

Unit 1.4 - Some basic terms and equipment used in mushroom cultivation

Unit 1.5 - Steps in mushroom cultivation: spawn-compost-cropping-marketing

Unit 1.6 - About spawn preparation, transport and storage.

Key Learning Outcomes

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

1. Discuss the benefits of cultivating and consuming mushrooms
2. Explain about start of mushroom cultivation and the present scenario in our country and the world
3. Explain different types of mushrooms under cultivation in our country
4. Describe about the terminology and equipment used in mushroom cultivation and the basic steps in cultivation of mushrooms
5. Define what is the seed (=spawn) of mushroom, how it is prepared and necessary precations for its transport and storage

UNIT 1.1: Introduction to Mushrooms

Unit Objectives

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

1. Discuss about mushroom and their different types in the world
2. Recall whether mushrooms are plants or animals
3. Identify the benefits of growing of mushrooms to the farmers and environment
4. Describe about advantages of consuming mushrooms as a health food
5. Recognise the medicinal benefits of consuming mushrooms

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images e.g. various types, mushroom as food, and its medicinal uses.

Say

Initiate with formal introduction and ask about the name, place, experience in mushrooms if any, qualifications and expectations from the course. After that introduce yourself and other faculty and provide brief of the course.

Ask

Ask questions at the beginning of the lecture to judge the level of knowledge and generate interest through interaction and exchange of knowledge among the trainees. Some of them could be-

- How many types of mushrooms you have seen in the market?
- Have you seen mushrooms appearing just after rains? Are all of these edible?
- What do you understand by the word Fungi?
- How many of you have seen the mould on the bread?
- Do you know that mushroom is also a type of fungus?
- Do you know that the bread, wine and many other foods are made using the fungus called yeast?
- Do you think that all fungi are useful or there are any harmful fungi?
- Do you know that antibiotic penicillin and many others were derived from fungi?
- Why you want to grow mushrooms?
- Why people eat mushrooms?
- How many dishes of mushrooms you have eaten?

Say

Deliver the salient points of contents of the lecture as per handbook. While doing so, explain the basic terms so that trainees can follow what is being delivered and are in a better position to understand when they read the book.

Cover the following aspects

- Mushrooms are fruit bodies of fungi
- There are about 1.5 million fungi on earth out of which about 200 have been experimentally cultivated and 10 are cultivated on commercial scale
- Mushrooms provide quality food, have medicinal value and help us to recycle agro wastes
- Mushrooms are source of quality protein, low in fat and sodium rich in fibre, vitamins and minerals and the only vegetable source of Vitamin D.

Do

- Wherever feasible, try to educate the trainees through pictures/models/charts/videos.

Any Doubts

- Question Answers session: It is always better to give time for clearing doubts at the end of the unit, if any.
- Always encourage the trainees to ask questions and if time permits, try to summarize the lecture of the day by telling that what we have learnt today.

Notes for Facilitation

1. Ask few simple questions at the end of lecture based on what has been taught. This may help you to understand the amount of matter comprehended by the trainees and accordingly will help you to amend the further interactions.
2. Refer to the relevant e-content and a blended learning will help to grasp the concept.
3. You may refer to the free learning resources available at skill India portal.
4. Equip yourself with supplementary reading and reference material. Some of them are shared as under:

Fungi in our daily life

- As disease causing organisms
- As food - mushrooms
- Baking and brewing - bread and wine
- Antibiotics ; Penicillin in 1940s
- Cyclosporins - immunosupressents during transplant
- Lovastatin - inhibit cholesterol synthesis
- Medicinal mushrooms: lentinus, Ganosderma

- Posions and hallicinogens - mushrooms
- Pest- control;Trichoderma, Metarhizium, etc.
- Bioremediation: white rot fungi degrade pesticides
- Industrial chemicals like citric, lactic, malic acids, etc.
- Industrial enzymes such as lipases in detergent; cellulases for marking stone washed Jeans
- Mycotoxins; Ergot alkalodis from clasviceps; aftatoxins from Aspergillus spp.

Exercise

Key Solutions to PHB Exercises

1. Mushrooms do not have chlorophyll nor these are plants
2. Button, Shiitake, Oyster mushroom, wood ear mushroom, paddy straw mushroom, winter mushroom
3. Correct order of names corresponding with the pictures is e (Paddy straw mushroom), g(milky mushroom), b (oyster mushroom), a(shiitake), d(wood ear mushroom), c(button mushroom), and f(winter mushroom)
4. Utilisation of Agrowaste, quality food production
5. Vitamin D

Notes

UNIT 1.2: History of Mushroom Cultivation and Global Scenario

Unit Objectives

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

1. Recall when humans started experimenting with cultivation of mushrooms
2. Discuss when actual cultivation started on scientific lines
3. Describe the mushroom cultivation started attaining commercial scale
4. Explain the species under cultivation in different parts at early stages and in last few decades
5. Explain when mushroom cultivation started in India, and the different species under cultivation in our country

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images e.g. mushroom cultivation on commercial scale and different species under cultivation in our country.

Ask

Ask the following questions to the participants:

- What do you know about the history of mushroom cultivation?
- Can you name some species of mushroom?

Discuss the answers and start teaching session.

Say

- Commercial cultivation of mushrooms is a new phenomenon and it was after World War II that mushroom cultivation picked up in some countries like USA, Europe, Japan, etc.
- Six types of mushroom account for 90% or world mushroom production. Highlight that button mushroom was the leading mushroom in last century but now it ranks third.
- At present, China accounts for about 87% of the world mushroom production.

Elaborate

Explain the following topics with the help of participant handbook and audio visual aids:

- Mushroom cultivation before 20th century
- Global Scenario of mushroom cultivation
- Relative contribution of mushroom in different countries

Activity

With the help of few videos and pictures, show the following on the projector:

- ✓ Global scenario of world mushroom production.
- ✓ Relative contribution of mushroom in different countries.
- ✓ Relative contribution of different species.
- ✓ Current scenario of mushroom production in India.

- Motivate students to engage in the video/picture session.
- Conduct a question answer session at the end of the video session.
- Answer each questions individually.
- Appreciate the students who were actively asking questions.

Say

- I hope you all enjoyed the session. It will help you to understand the topic better.

Notes for Facilitation

- Prepare some charts/ flip charts on mushroom cultivation history.
- Arrange some visuals of different species cultivated in India.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by answering other participant's questions.

Exercise

Key Solutions to PHB Exercises

1. Button, Sihitake, Oyster mushroom, wood ear mushroom, paddy straw mushroom, winter mushroom
2. Button (France) and Oyster (USA)
3. In India 80 g, and in China about 20 kg per person per year
4. Shiitake

Notes

UNIT 1.3: Different types of Mushrooms Under Cultivation in India

Unit Objectives

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

1. Explain when mushroom cultivation started in our country
2. Identify the different mushrooms whose cultivation technology is available in our country
3. Identify what are different types of mushrooms under cultivation
4. Recognise the regions within the country where these are cultivated

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images such as mushroom suitable for cultivation in India and suitable for different climatic conditions etc.

Explain

- Different mushrooms that grow in different temperature range
- Different type of mushrooms that can be cultivated in different temperature ranges. Make sure that students have understanding of temperature scale and how humidity is expressed.
- Four mushrooms cultivated in our country.

Ask

- The students to analyse the temperature conditions of their area and select the species for cultivation.

Elaborate

With the help of participant handbook and other audio visual aids, explain the following:

- History of mushroom cultivation
- Mushrooms suitable for cultivation in India
- Mushrooms suitable for different climatic conditions
- Temperate mushrooms
- Sub-tropical mushrooms
- Tropical mushrooms
- Mushrooms under cultivation at present
- Button mushroom production and productivity in the country

Activity

- Show some images of different mushrooms and ask the participants to identify and write the names.
- Put a political map of India and ask 5-6 participants to locate the regions popular for mushroom cultivation.
- Discuss with the peer members for any inputs.

Notes for Facilitation

- Prepare some charts/ flip charts on season wise cultivation of mushroom.
- Use maps for better understanding of region wise mushroom cultivation.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by answering other participant's questions.

Exercise

Key Solutions to PHB Exercises

1. Paddy straw mushroom
2. Paddy straw mushroom
3. Button mushroom
4. Milky mushroom
5. Oyster mushroom
6. Milky mushroom at 30-35°C, white button at 16-18 °C, Paddy straw mushroom at 30-40°C, Wood ear mushroom at 20-30 °C

Notes

UNIT 1.4: Some Basic Terms and Equipment Used in Mushroom Cultivation

Unit Objectives

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

1. Explain commonly used terms like spawn, substrate, spawn-run, casing, flush, etc.
2. Identify equipment used in mushroom cultivation.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images of spawn, casing, substrate, different equipment.

Ask

Ask the following questions to the participants:

- What is fungi?
- What is substrate?

Elaborate

With the help of participant handbook and other audio visual aids explain the following terms:

Actinomyces
Agar
Agaricus bisporus
AHU
Aerobic
Anaerobic
Ascomycetes
Auricularia
Bagasse
Basidiomycetes
Bioremediation
Bran
Casing
Conditioning
Culture
Fruit body
Fruiting
Functional food
Gills
Lentinula edodes
Mushroom
Pasteurization
Pinhead
Phase-I
Phase-II
Pleurotus
Spawn run
Spawning
Stoma
Substrate
Volvariella volvacea

Activity

- Assign one topic to participants and ask them to give oral presentation in front of whole class.
- Make sure each participants actively participate.
- Keep participant motivated to ask questions.
- Make sure everyone listen carefully to the oral presentation.
- Clear doubts if any.

Notes for Facilitation

- Clear each terminology with the help of pictures and videos.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by answering other participant's questions.

Exercise

Key Solutions to PHB Exercises

1. Spawn, 2 Casing, 3 Phase I, 4 Phase II, 5 Mycelium, 6 Shiitake and 7 Button mushroom

Notes

UNIT 1.5: Steps in Mushroom Cultivation: Spawn-Compost-Cropping-Marketing

Unit Objectives

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

1. Explain different steps in mushroom cultivation.
2. Discuss about different methods of spawning.
3. Compare different methods of making substrate as per mushroom.
4. Classify mushrooms based on use viz.: edible, supplement and medicinal.
5. Identify types suitable for cultivation in our country.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images showing steps of mushroom cultivation, methods of spawning, methods of making substrate and classification of mushroom.

Ask

Ask the following questions to the participants:

- What is spawn compost?
- Do you know steps of mushroom cultivation?

Explain

With the help of participant handbook and other audio visual aids, explain the following:

- Spawn is the seed of mushroom.
- Three steps in mushroom cultivation- spawn, compost and cropping.
- Types of Mushroom suitable for cultivation in different regions and temperatures (Winter mushroom, button, oyster and paddy straw mushroom.
- It will be appropriate if you can actually show commercial spawn bag, a mushroom producing bag, mushrooms in punnets ready for sale.

Demonstrate

- Spawning process through audio visual aids.

Notes for Facilitation

- Arrange and show some relevant videos on steps and methods of mushroom cultivation.
- Arrange for some visit in nearby mushroom farm/ centre to live experience.
- Try to give them hands on training for spawning and substrate making.

Exercise

Key Solutions to PHB Exercises

1. Spawn, Composting, Cropping
2. Button mushroom
3. King oyster, Shiitake, Wood ear mushroom, Winter mushroom

Notes

UNIT 1.6: About Spawn Preparation, Transport and Storage

Unit Objectives

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

1. Identify the ingredients of spawn
2. Practice to make grain spawn
3. Follow the precautions during transport and storage

Resources to be Used

- Available objects such as a whiteboard, duster flip chart , pen, paper, etc.
- Slides/videos showing spawn preparation, its ingredients and essential precautions etc.

Say

- Good day and welcome to the training session. Discuss about the session plan with participants.

Ask

- Do you know the ingredients of spawn?
- In your opinion, what precautions should be taken during transport and storage?

Explain

With the help of participant handbook and other audio visual aids, explain the following:

- About spawn.
- Steps of spawn production and method of spawn storage.
- Spawn could also be procured from govt. or private laboratories.
- The adverse effect of high temperature during transportation.
- Type of cotton to be used for preparing cotton plugs and alternative for cotton.

Demonstrate

- Show the trainees a culture tube, master culture in bottle and commercial culture in polypropylene bag.
- If possible, take them to spawn lab or where mushrooms are prepared and stored.

Notes for Facilitation

- Show proper audio visual aids for spawn preparation.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by answering other participant's questions.

Exercise

Key Solutions to PHB Exercises

1. To avoid death and contamination as spawn cannot tolerate temperature above 32 °C
2. Poly fill
3. Wheat, Rye, pearl millet, Sorghum

Notes

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2. Prepare and Pasteurize the Compost

Unit 2.1 - Compost for button mushroom - raw materials, natural and synthetic compost & different formulae
Unit 2.2 - Methods of compost preparation: phase-I (wetting, mixing, outdoor aerobic compositing)
Unit 2.3 - Phase-II - Conditioning and pasteurization of compost in tunnels)
Unit 2.4 - Preparation of substrate for paddy straw mushroom, oyster and milky mushroom
Unit 2.5 - Preparation of substrate for shiitake, king oyster, wood ear mushroom and their cultivation
Unit 2.6 - RTF - Ready to fruit bags for small scale cultivation

AGR/N7813

Key Learning Outcomes

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

1. Select appropriate materials to prepare the compost-base materials from various agricultural by - products & materials rich in cellulose.
2. Impart proper physical structure to the substrate, ensure adequate aeration during composting
3. Select & apply chemicals for mineral deficiency rectification and stabilization
4. Identify different type of compost- natural & synthetic, formulation of different compost
5. Select composting methods- short, long; indoor, outdoor
6. Undertake compost rotation and ensure adequate moisture, carbohydrate, gas exchange etc.
7. Pasteurize the compost to kill insects, nematodes, pest fungi, or other pests
8. Determine good compost attributes

UNIT 2.1: Compost for Button Mushroom - Raw Materials, Natural and Synthetic Compost & Different Formulae

Unit Objectives

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

1. Select appropriate materials to prepare the compost
2. Identify different types compost
3. Select the methods of composting
4. Undertake post-work activities

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Audio visual aids on cultivation of wood ear mushroom, types of compost, and methods of composting.

Ask

- What do you understand by compost?
- How many of you have seen compost being prepared that is commonly applied in the fields?
- Do you know that the compost made for mushrooms is very different from the compost used in our fields as it is made under aerobic conditions?

Explain

Before starting the lecture, explain:

- That Carbon and Nitrogen are important component of all organisms.
- Explain the meaning of aerobic (in presence of air) and anaerobic (absence of air) conditions
- The term carbon dioxide and ammonia and how it is measured?
- Meaning of ppm (parts per million)
- How temperature is measured?

Elaborate

Determination of humidity if dry bub temperature is 18 °C and wet is showing 16 °C.

When dry bub temperature is 18 °C degree centigrade and wet bulb is 16 °C, then the difference is 2 and at a difference of 2 under 18 we can see a value of 82. Hence, if the dry and wet bulb thermometer is showing 18 °C and 16 °C degree temperature, then the humidity in the room will be 82%.

- Different types of wastes available in the region.
- Emphasize that the formula to be selected should be based on the raw materials available in the region.
- Explain that how nitrogen is calculated in a formula. It will be good to give a simple exercise before proceeding further.

Additional information for the trainer

The initial N content has limited effect on the final N content at the time of filling of the compost in the tunnel as can be seen below. The main affect is on ammonium part. Many people feel that there should be less ammonia at the time of filling. There should be good smell of ammonia at the time of filling.

Demonstrate

- Method to calculate N content with the help of charts (Refer to section 2.1.3.2) of participant handbook)

Notes for Facilitation

- Keep ready/ prepare chart on different commercial formulation.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants.

Exercise

Key Solutions to PHB Exercises

1. Natural compost has Horse manure as its main ingredient. Compost without it are called synthetic composts
2. Sweet smell, pH 7.2-7.8

Notes

UNIT 2.2: Methods of Compost Preparation: Phase I (wetting, mixing, outdoor aerobic compositing)

Unit Objectives

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

1. Select raw material and explain pre-wetting of straw and mixing of ingredients.
2. Perform aerobic fermentation in piles and air circulations pipes below the compost pile
3. Explain phase -I and significance of repeated turnings
4. Identify the characteristics of good quality Phase I compost ready for pasteurisation.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Audio visual aids in making compost.

Ask

- Which raw material is easily available to you?
- Which raw material you would prefer for composting and why?
- Are you well understood how to prepare formulations?
- Where will you prepare compost?

Say

- Appreciate the participants for their active involvement.
- Share your insights on the responses.

Elaborate

- Methods of compost preparation.
- Long method of compositing (IMC).
- Steps in making compost by long method.
- Short Method of Composting (SMC)
- Phase-I or Outdoor Composting

Activity

- Divide the whole class into 3-4 groups.
- Ask the each group to make slide/ chart/ deliver oral presentation on " steps in making compost by long method"
- Ask the group representative to deliver the presentation on the same, which will help in peer learning.

Notes for Facilitation

- If possible, use audio visual aids to show methods of compost preparation.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Try to arrange for some hands on training.

Exercise

Key Solutions to PHB Exercises

1. 28 days
2. All the above

Notes

UNIT 2.3: Phase II - Conditioning and Pasteurization of Compost in Tunnels

Unit Objectives

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

1. Identify the different steps and temperature profiles to be kept in tunnel.
2. Define the characteristics of good compost.

Resources to be Used

- Participant handbook (PHB), charts, slides, visuals/ videos on phase II of composting, notepad and pen.

Ask

- What is pasteurization?
- What is conditioning?

Explain

- The term phase II
- The ideal characteristics of tunnel
- About pasteurization and conditioning
- Characteristics of the compost after phase-II

Field Visit

- Organize a visit to nearby mushroom farm where pasteurization and conditioning is being carried out.

Notes for Facilitation

- Arrange enough visuals /charts on how phase II is commenced.
- Take frequent breaks and repeat the session for better understanding.
- Motivate the participants to ask any doubts.

Exercise

Key Solutions to PHB Exercises

Tick one answer in the following

1. 57-60 °C
2. 45-52 °C

Notes

UNIT 2.4: Preparation of Substrate for Paddy Straw Mushroom, Oyster and Milky Mushroom

Unit Objectives

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

1. Identify that compositing is not required in all mushrooms
2. Compare different methods of substrate preparation for Oyster and milky and paddy straw mushroom.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images like solar energy based model for cultivation of Oyster mushroom and pasteurisation using chemicals.

Say

- Pasteurisation using chemicals has played important role in the spread of the technology but now there is going to be ban on the chemicals used for this purpose (bavistin). Hence hot water treatment may followed.
- Emphasize that overheating is not required and is rather harmful. This can be exemplified using the analogy of pasteurisation of milk where we treat to specific temperature for short time and do not boil and pack it.
- Try to develop solar-based model by making modification in normal solar water heater to ensure that all the hot water comes out in one go without being diluted with cold water. This will involve putting a stopper at inlet and another stopper for allowing air to enter when the drum is being evacuated. Just after that, we can close the air inlet and open the cold-water inlet. With little innovative thinking, you can put these valves in the room itself instead of every time climbing up. See if the following mechanism works.
- In paddy, straw mushroom (PSM), the maximum storage time of spawn after preparation is within 15 days.
- PSM can be cultivated outside like under the shades of coconut tree.

Explain

- Usable substrates for preparation of oyster mushroom.
- Precautions to be used while selecting the substrate.
- Technique for using straw.
- The process how pasteurization is carried out with chemicals.

Notes

Elaborate

- The process how solar water heater could be used for hot water treatment of straw. (Refer to section 2.4.1.4 of PHB)
- The reason for recommending pasteurization in tunnel over hot water treatment.

Activity

- With the help of relevant videos, show the process of pasteurisation using chemicals, hot water treatment and autoclaving.
- Motivate students to engage in the video.
- Conduct a question answer session at the end of the video session.
- Answer each questions individually.
- Appreciate the students who were actively asking questions.

Say

- I hope you all enjoyed the video. It will help you to understand the topic better.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Try to arrange for real time scenarios for better learning. Hands on training must be included for majority of the sessions.

Exercise

Key Solutions to PHB Exercises

1. Chemical sterilisation, Hot water treatment, Autoclaving
2. Yes, it can be cultivated on other materials like cotton waste
3. Paddy straw mushroom

Notes

UNIT 2.5: Preparation of Substrate for Shiitake, King Oyster, Wood Ear Mushroom and their Cultivation

Unit Objectives

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

1. Explain that substrate preparation for some mushrooms needs autoclaving.
2. Identify the different types of materials that can be used to grow different mushrooms.
3. Determine cultivation process of Shiitake, woodear mushroom and king Oyster.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides and videos on Shiitake woodear mushroom etc.

Ask

- If participants have ever seen Shiitake mushroom?
- If they have ever eaten this mushroom?
- If they know that Shiitake and Oyster mushroom?

Say

- That the substrate for shiitake must be, saw dust from broad-leaved trees only whereas the other two can grow on other types of dust as well.
- It is most cultivated mushroom.
- Cultivation is done on wood logs.

Explain

- Most suitable substrate and their composition (Refer to section 2.5.1.1 of PHB) of substrate preparation mentioned in the PHB.
- With the help of appropriate images and charts the process of bag filling and spawning.

Notes for Facilitation

- Repeat the session with audio visual aids.
- Arrange for the labs/ farm visits where these are grown.

Exercise

Key Solutions to PHB Exercises

1. Awareness about health benefits and methods of consumption
2. Cold shock treatment
3. (c) Saw dust of narrow leaved trees

Notes

UNIT 2.6: RTF - Ready to Fruit Bags for Small Scale Cultivation

Unit Objectives

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

1. Recall the scope of cultivation of mushrooms in urban areas as household activity
2. Identify the facilities required for production of RTF bags
3. State the need for total quality management

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images like RTF bags etc.

Ask

- Have you ever seen RTF bags?
- What is small-scale cultivation?

Elaborate

- Ready to fruit bags with the help of suitable images and examples.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Arrange for sample of RTF bags
- Ask the participants if they have any questions and clarify all doubts of the participants.

Notes

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3. Commercially Important Species of Mushroom

Unit 3.1 - Selection of species for round the year cultivation based on climatic conditions and raw materials available
Unit 3.2 - Basic requirements for site selection and starting mushroom cultivation
Unit 3.3 - Farm design for compost and cropping of button mushroom for seasonal and round the year commercial cultivation
Unit 3.4 - Procedure for cultivation of button mushroom
Unit 3.5 - Farm design and procedure for cultivation of other mushrooms

AGR/N7814

Key Learning Outcomes

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

1. Select commercially important type of mushroom based on market's demand, climatic conditions of the farm, growing season, investments, etc.
2. Procure mushroom spawns from authentic sources
3. Select appropriate mushroom cultivation site with proper drainage & water supply facility
4. Design and construct mushroom farm according to the growing conditions required for different kinds of mushrooms
5. Compare different types of mushroom growing facilities and fixtures
6. Explain types, components and their specifications of bulk chamber conducive for good quality mushroom growing

UNIT 3.1: Selection of Species for Round the Year Cultivation Based on Climatic Conditions and Raw Materials Available

Unit Objectives

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

1. Identify the climatic requirements of various mushroom species
2. Select the species for cultivation during different months
3. Develop a system for round the year cultivation of different mushrooms and generate employment and money
4. Select the suitable raw materials for cultivation of a mushroom
5. Select and adopt the system for cultivation of a particular mushroom depending upon the scale of cultivation, infrastructure available, etc.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Charts/slides in power point presentation showing relevant images

Say

- Species cultivated in different parts of our country and in different countries depend upon climatic conditions and choice of people living there.
- China excelled in production of mushrooms as they identified species region-wise and season-wise for each location
- Appraise the students about the raw materials locally available.
- This lecture provides good opportunity to give more emphasis on the mushroom that is most suitable for your region.
- Always procure the spawn from authentic / govt. sources.

Activity

- Arrange the participants in 4-5 groups and ask them to discuss with each other and write down the climate prevailing in their area including temperature, rainfall pattern and most desirable raw material.
- Share with the peer members
- Facilitate the trainees to select and identify the species suitable for the area.

Notes for Facilitation

- Prepare charts of the species as per their suitability to the climatic conditions.
- Also, keep ready the slides or flip chart on different raw material and their efficiency/ nutrient status.
- Keep some references material handy to share for year round cultivation of mushroom.
- Arrange for suitable examples.
- Motivate participatory approach.

Notes

UNIT 3.2: Basic Requirements for Site Selection and Starting Mushroom Cultivation

Unit Objectives

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

1. Identify the basics of a site selection from point of market, infrastructure, availability of labour, water, electricity, etc.
2. Discover social and environmental issues related to the mushroom cultivation, especially preparation of compost.
3. Find out other facilities required near unit.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, participant handbook (PHB) etc.

Notes

- This unit may be more of interactive one where you may ask the participants that based on the knowledge acquired so far what a participant will look for while selecting the site. Based on the input add the information that has not been covered.
- The guiding principle should be convenience, feasibility, social acceptability of the project, and above all economic benefits.
- Also, highlight that one of the primary requirement is good knowledge of the subject, which the trainees are acquiring. Without good understanding of the subject all other arrangements will not be productive.

Explain

- The scale of mushroom production affect the farm design.
- Basic requirement for site selection such as market access, water availability, easy availability of raw material at cheaper rate , away from municipal waste.

Activity

- Prepare the list of spawn availability /supplier around your area.
- Prepare chart in-group of 4-5 members to compile rate of wheat straw per ton and labour monthly charges.
- Share it with the peer group.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage the participants for larning by doing.
- Arrange for more practical assignments.

UNIT 3.3: Farm Design For Compost and Cropping of Button Mushroom for Seasonal and Round the Year Commercial Cultivation

Unit Objectives

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

1. Design unit for seasonal cultivation of button mushroom
2. Follow the different steps in construction of huts
3. Recognize the materials and their quantity required for making huts and compost
4. Design facilities for Phase-I compositing including development of bunkers
5. Design and develop tunnel for Phase II
6. Design cropping rooms for round the year cultivation
7. Explain the need for synchronisation in size of cropping room with tunnel, that of tunnel with bunker and give space.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images like design of tunnel for Phase II.

Elaborate

For seasonal cultivation, it may be appropriate to highlight the importance of hygiene and treatment of bamboos from year to year to avoid transmission of diseases.

That farm design is the most important part of the project. Any mistake has a long-term effect. First step is to choose proper design of the room, then workout the compost that room will accommodate. Accordingly, decide the size of tunnel. It is better to have slightly oversized tunnel. Similarly, the size of bunker will depend upon the size of tunnel, which normally is 1.25 to 1.5 times more in terms of surface area. Number of tunnels will depend upon the number of cropping rooms and number of bunkers is one more than the number of tunnels. The total number of bunkers and their size will affect the size of the compost yard. It is important to imbibe in the minds of trainees that size of all structures are interlinked and not arbitrary.

The capacity and type of fan in bunker, tunnel and cropping room also requires serious calculation. It has been covered in the module 6 in different project reports. You may choose to cover the basics here only. In addition to the contents given in handbook, one of the common question is about slope in the tunnel.
Example of how to calculate the depth of plenum at front and back when length of tunnel is given in metres (For 16 m long tunnel).

Plenum (space under the tunnel)

Height at front = 16/40 +0.25 = 0.65 m

Slope (16-1)/50 = 0.30 m

Height at back (meter) = 0.65-0.30 = 0.35 m

(Van Griensven)

Explain

- Prepare thatched structure for seasonal cultivation.
- Grow in climate control environment for all the year round production e.g. polyhouses.
- Various types of machines used for making compost.
- Casing unit and why it is required.

Demonstrate

- Steps for layout as mentioned in Fig. 3.3.2 of PHB.
- How to calculate benefit cost ratio with the help of Table 3.3.1 in PHB (May also demonstrate with more suitable examples).

Activity

- Ask the participants prepare layout of complete mushroom unit having compost facility and cropping rooms.
- Make sure each participant is actively engaged in the activity.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Pre-arrange visit to the nearby mushroom units with different farm design and infrastructure.
- Ask the participants to observe carefully and involve them through queries and possible innovations they could think for their area.

Exercise

Key Solutions to PHB Exercises

1. Bamboos are a major part of the cost and in subsequent years the bamboos purchased in the first year can be used for 4-5 years
2. There should be synchronisation in all the three. Tunnel should produce only that amount of compost that can be accommodated in one room. Similarly bunker should produce that much compost that can be filled in the tunnel.
   - Tons of compost that can be accommodated in cropping rooms =l x b x h /600
   - Tons of compost that can be produced from tunnel = l x b /16
   - Area of bunker is 1.3 to 1.5 times more than the area of tunnel.
3. Yes, phase-I can be completed only by making piles and turning at regular intervals.
4. Such a room will have five corridors (5 x 3.3') and four rows of stands (4 x4.8'). Thus inner width of cropping room will be (5 x 3.3') + (4 x4.8') = 35.7 or say 36'
5. Inside height = 16.5'
6. There is about 10% loss in air flow at each bend

UNIT 3.4: Procedure for Cultivation of Button Mushroom

Unit Objectives

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

1. List the steps from spawning to cropping
2. Identify the change in temperature, aeration and humidity at different stages of cultivation.
3. Explain about harvesting and storage of mushroom

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images like cultivation of button mushroom in bags.
- Available videos as reference materials on 'e Skill India Portal' and from relevant institutions

Ask

- Do you know the difference between cultivation of button mushroom in bags and cultivation of mushroom in shelves?
- Do you have any idea about harvesting and post-harvest storage of mushroom?

Elaborate

Before going to the actual procedure, it may be better to reiterate major steps in button mushroom cultivation as shown below:

- The significance of 3H, Hygiene, humidity and homogenisation may be again highlighted. It may be highlighted that spawning and bag filling is to be done under hygienic conditions and whether hands or machines will do spawning and bag filling will depend upon the volume of compost to be handled per day.
- May emphasize that temperatures mentioned are not of the room but of the compost.

Explain

- The ideal depth of filling the spawned compost in bags up to one feet.
- The recommended temperature to keep the bags.
- To keep the room closed during spawn run to increase the temperature.
- The term casing and how much casing soil is required to cover the top of the bags.
- Lowering of temperature to 16-18 °C and fresh air induction is important for pinning.
- The post-harvest temperature of 4-8 °C to be ensured due to low self-life.

Field Visit

- Arrange for a nearby mushroom farm visit to understand practical demonstration of the procedure.

Notes for Facilitation

- A chart showing changes to be made in temperature from spawning till harvest may be displayed and it may be emphasized that there can be slight variations in this depending upon the strain as some strains may fruit at slightly higher temperature or carbon dioxide level.
- Also prepare charts or images on prevalence of various diseases like, wet bubble, bacterial blotch etc. if the hygiene and precautions are not undertaken.
- Motivate through demonstrating economics and profitability in the venture.

Exercise

Key Solutions to PHB Exercises

1. Temperature, 16-18 °C. humidity 85-90% and carbon dioxide concentration 800-1500 ppm
2. 3.4.2. 25°C

Notes

UNIT 3.5: Farm Design and Procedure for Cultivation of Other Mushrooms

Unit Objectives

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

1. Compare different types of structures for growing mushrooms.
2. Describe the procedure of cultivation of oyster, milky and paddy straw mushroom.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation showing specific images like types of structures for growing mushrooms.

Ask

- If the participants are aware of various mushroom growing structures? If yes, which is the most commonly adopted?
- To recall the session on substrates for different mushrooms of oyster and milky mushroom.
- Discuss why recalling is important in context to farm design.

Note

In our country, even large scale cultivation of these mushrooms is done as seasonal activity only. Hence cultivation is mostly in huts and material used for construction of huts varies from place to place.

- Farm design.
- Cultivation of oyster
- Harvesting and post-harvest storage
- Oyster mushroom cultivation
- Cultivation of milky mushroom
- Paddy straw mushroom

Demonstrate

- With the help of images and relevant videos, the process of cultivation of other mushrooms such as oyster,milky and paddy straw.

Activity

- Arrange the participants in 4-5 groups and assign each group different mushrooms to discuss and prepare stepwise process on chart.
- Ask them to present procedure to peer members.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Focus on learning by seeing and doing through participatory approach.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Always sum up the session and make a record of any further learning and skill requirement on the topic.

Exercise

Key Solutions to PHB Exercises

1. Mushrooms with long stipe and small cap will be produced
2. Blue
3. Ten days for spawn run and about 10-12 days for fruit body development?

Notes

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4. Disease Control and Pest Management

Unit 4.1 - Different types of diseases and insects affecting mushrooms.

Unit 4.2 - Methods to prevent diseases sanitation their control and cook out after cropping

Unit 4.3 - Organic mushroom cultivation.

AGR/N7815

Key Learning Outcomes

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

1. Inspect mushroom bags or beds carefully for early detection of pests and diseases
2. Control diseases and exercise preventive care- spray pesticides/ fungicides etc.
3. Pasteurize the mushroom farm to remove nematode in mushroom cultivation
4. Prepare casing soil to hold moisture
5. Promote the formation of primordia, or mushroom pins by supplying water to the mycelium
6. Detect the earliest formation of recognizable mushrooms from mycelium
7. Case at a regular interval after harvesting or cover the holes after mushroom picking

UNIT 4.1: Different Types of Diseases and Different Insects Affecting Mushrooms

Unit Objectives

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

1. Identify the reasons for occurrence of diseases
2. Explain the common fungal, bacterial and bacterial diseases, their methods of dispersal and control.
3. Discuss about different insects affecting mushrooms and their control.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides/charts/videos depicting causes, diseases and insects of mushrooms diseases etc.

Do

- Make chart of biotic and abiotic factors.
- Show slides/ images of mushroom diseases due to various factors.
- Refer Table 4.1.1 of the PHB and arrange for visuals for the diseases.
- You may also refer to the figures in the related section of PHB

Activity

- Arrange pictures and their symptoms for different mushroom diseases.
- Ask participants to identify and match with respective cases.

This activity will help them in memorising the content.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by responding other participant's questions.

Exercise

Key Solutions to PHB Exercises

1. Spawn run will be affected and indicator mould like Inky caps will appear
2. Presence of olive green mould indicates lack of aeration
3. Wet bubble
4. Phorids, Sciarids and Cecids

Notes

UNIT 4.2: Methods to Prevent Diseases, Sanitation, their Control and Cook Out After Cropping

Unit Objectives

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

1. Recall the importance of hygiene in mushroom cultivation
2. Explain why prevention is better than cure
3. Discuss the procedures for maintaining hygiene before, during and after cropping
4. Identify the significance and need for cook out.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Slides in power point presentation/charts showing specific images on sanitation and hygiene.

Ask

- How hygiene is necessary to minimize the possible incidence of the pests and pathogens.
- In your opinion why prevention is better than cure?

Elaborate

There are hardly any chemicals having label claim for mushroom and hence prevention is must even after use of chemicals the possibility of getting normal yield is not there. The chemicals and cook out is used for protection of subsequent crops Flies, humans and equipment used daily act as a carrier of diseases. Mushroom flies are much smaller in size and hence the mesh normally used in houses may not be enough. At present there are hardly any farms that go for cook out. However, without it, the chances of long time survival of the project are very low.

Explain

- Why the appropriate/ recommended measure is important?
- The term cook out and when it should be done.
- The process of cookout.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Ask the participants if they have any questions and try to clarify their doubts.

Exercise

Key Solutions to PHB Exercises

1. Spores get disturbed by splashes of water
2. 70 °C, 6-8 hours

Notes

UNIT 4.3: Organic Mushroom Cultivation

Unit Objectives

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

1. Find out that possibility to grow mushrooms organically.
2. Recognise the conditions that are necessary for such production.

Resources to be Used

- Audio visual aids, instructional charts, internet connection if possible and participant handbook (PHB).

Ask

- Have you ever heard about organic mushroom production?
- Do you think chemical is used in organic mushroom cultivation?

Elaborate

- It may be better to use the term chemical free mushroom cultivation rather than organic mushroom cultivation because there are no standards and it may not be possible to certify ingredients used as organic. It is a debatable issue that whether mushroom cultivated on straw not grown organically can be called organic or not.
- It is not possible to grown mushrooms organically if compost is to be made using long method of compositing.
- Autoclaving of the substrate for organic cultivation of Oyster, Milky, Shiitake etc. is better than other approaches as chances of contamination are minimum
- Most of the trees are grown without use of chemicals and hence the sawdust obtained from them can be treated as organic. Hence, mushrooms cultivated on sawdust without use of chemicals are organic.

Activity

- Make a group of 4-5 and ask the each group to discuss among them on the topic organic mushroom grower.
- Ask the group representative to share the outcome for peer learning.
- Facilitate the members so that motive of understanding organic concept is accomplished.

Notes for Facilitation

- Show some videos on organic mushroom cultivation.
- Show more innovative images as per requirement for better understanding of the topics.
- Motivate the participants for participatory learning approach

Notes

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5. Harvest and Post-harvest Procedures

Unit 5.1 - Mushroom flushes: How many; how to harvest and pack mushrooms
Unit 5.2 - Sun drying and pickling of mushrooms
Unit 5.3 - Some mushroom recipes
Unit 5.4 - Utilization of spent mushroom substrate

AGR/N7816

Key Learning Outcomes

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

1. Assess the maturity of mushroom and harvest periods
2. Apply good harvesting practices
3. Cut, clean and dry harvested mushroom using approved procedures
4. Sort and grade the harvests as per required quality specifications
5. Store, pack, label and transport the produce
6. Record information on quality, quantity, type, expenditure incurred in operation, etc. in appropriate registers, record book and logs
7. Utilize spent mushroom substrate in organic farming, vermicomposting, bioremediation of contaminated soil etc.
8. Identify possible methods of disposal and utilization of material left after growing mushrooms.

UNIT 5.1: Mushroom Flushes: How Many; How to Harvest and Pack Mushrooms

Unit Objectives

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

1. Identify what is a mushroom flush
2. Determine how many flushes should be harvested under different growing systems
3. Explain how to harvest and do packing of mushrooms

Resources to be Used

- Participant handbook (PHB), harvesting calendar, images/ slides or sample of packing material.

Say

- From one bag, mushrooms do not appear only once but keep on coming after every harvest, though the production declines with every next crop.
- Disease incidence increases and yield decreases after third flush. Hence, most of the commercial growers take only three and some only two flushes.
- Harvesting mushrooms is an art and in foreign countries, there are separate trainings to train the people to harvest mushrooms.
- Packing mushrooms in punnets fetches better price. As mushrooms contain 90% water, the film should be thin or with mico holes.

Ask

- Do you know what mushroom flush is?
- Can you guess some popular packing material for mushroom?

Activity

- Ask the participants to prepare schedule if there are 8 rooms and total cropping period is 72 days where cleaning and refilling will take place on 73rd and 74th day respectively.
- Give them enough time to recall.
- They may refer the participant handbook
- Ask some of the volunteers to share the prepared schedule with the peer group and discuss for any improvement.
- This activity will help them in planning the harvesting schedule.

Notes for Facilitation

- Arrange for proper visuals on step wise procedure for harvesting and packing of mushrooms.
- Ask the participants if they have any questions and clarify their doubts.

Exercise

Key Solutions to PHB Exercises

1. Nine days

Notes

UNIT 5.2: Sun Drying and Pickling of Mushrooms

Unit Objectives

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

1. Identify that mushrooms have short shelf life
2. Determine that mushrooms have 90% water
3. Explain that some of the mushrooms can be sun dried whereas all can be pickled

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Audio visual aids on mushroom products and recipes.

Say

- Some of the mushrooms can be sun-dried but almost all can be pickled.
- Drying should not be done at temperatures exceeding 60 °C and during initial drying, gill side should be kept upwards.

Do

- Prepare charts and arrange visuals of different types of mushrooms.
- Mark which mushrooms are suitable for sun drying.
- Tell that various dried forms like powder could be used in baking products.

Demonstrate

- The process of sun drying of mushroom.
- Demonstrate that mushroom with open gills should be first dried with gill side upwards preferably in shade and then dried in sun.

Explain

- Solar heater temperature maintenance of 60° C could be alternative.
- The uses of mushroom powder in making many baking products.
- Oyster mushrooms helps in reducing cholesterol.

Exercise

Key Solutions to PHB Exercises

1. Taste and rehydrability is affected
2. Oyster mushroom
3. 10%

Notes

UNIT 5.3: Some Mushroom Recipes

Unit Objectives

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

1. Explain reason for not purchasing mushrooms by some people.
2. Recognise that mushrooms are fungi and all vegetarians eat lot of fungi.
3. Prepare some indigenous recipes.
4. Make other products like biscuits, papad, etc.
5. Prepare pickle using different mushrooms.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Audio visual aids on mushroom products and recipes.

Ask

- How frequently participants eat mushroom?
- What mushroom recipes they have tried?
- Have they ever prepared mushroom pickles?

Elaborate

Mushroom recipes such as:

- Mushroom salad
- Mushroom tomato soup
- Mushroom pakoda
- Mushroom as vegetable
- Mushroom biscuits
- Mushroom papad

Team Activity

- Divide the participants in 4-5 groups and ask them to recall the pickle-making recipe and prepare the pickle by bringing all required material.

Exercise

Key Solutions to PHB Exercises

1. These become leathery

Notes

UNIT 5.4: Utilization of Spent Mushroom Substrate

Unit Objectives

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

1. Identify that waste equivalent to more than half the weight of the compost filled in the room is produced.
2. Compare methods of its utilization for production of compost, vermi-compost, etc.
3. Identify uses and problems of spent mushroom substrate.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.

Say

- Mushroom cultivation is a way for complete recycling of agro wastes.
- As SMS (Spent mushroom substrate) has more salts, it should not be put in the same field every year.
- It is better to compost SMS before use.

Ask

- The participants to list the uses and problems of spent mushroom substrate.
- Ask them to share with peer members for their views and healthy discussion.

Do

- Prepare list on charts or slides of different ways of using SMS.
- Arrange for some examples through relevant websites, YouTube where SMS are used as animal feed for vermi-composting.
- Also, demonstrate to check the SMS quality before using in field for keeping in view of its high salt concentration and any heavy metals.
- Generate environmental awareness in context to SMS utilization.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Arrange for some live demonstration, if possible.
- Encourage peer learning among participants in the class.

Exercise

Key Solutions to PHB Exercises

1. Oyster mushroom
2. It has high amount of salts and repeated addition may lead to salinity related problems.

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6. Basic Entrepreneurial Activities for Small Enterprise

Unit 6.1 - Fund generation, financial management and different sources

Unit 6.2 - Project report for spawn lab for button mushroom

Unit 6.3 - Project report for compost unit for button mushroom

Unit 6.4 - Project report for cropping unit for button mushroom

Unit 6.5 - Basic requirements for other mushrooms and project report for Oyster /other mushrooms

AGR/N9908

Key Learning Outcomes

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

1. Assess demand & supply of mushroom in the market
2. Seek information regarding subsidies/loan available through govt institutions
3. Avail loan from the financial institutions
4. Identify & develop appropriate marketing channels
5. Track prices prevailing in the market and formulate competitive pricing mechanism
6. Maintain book of accounts
7. Calculate B: C ratio
8. Comply with relevant regulations in marketing & sale of the produce

UNIT 6.1: Fund Generation, Financial Management and Different Sources

Unit Objectives

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

1. Recall about the sources of funds
2. Discuss the basics of financial management at the unit
3. Define common terms used in the project report

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Charts, PPT on funding sources, financial terms, cashbook etc.

Do

- Involve the trainees in practically writing the cashbook by writing the raw materials, their cost, cost of labour, cost of electricity, sale of mushrooms etc
- Make the participants aware of commonly used terms like depreciation, DSCR, IRR, Cost benefit ratio etc.
- Emphasize that the terms are used for evaluation of the project. As bankers get different types of projects, they have developed standard parameters to determine the profitability and sustainability of a project.

Ask

- Do you know about cashbook ?
- What is inventory record and how is it maintained?

Activity

- Ask all participants to make a cashbook on notepad.
- Make sure the entire class participates actively in the activity.

Notes for Facilitation

Guide the participants to check for websites of various missions and organizations for funding. Some of them are:

- National Horticulture Mission (NHM).
- National Horticulture Board (NHB).
- NABARD.
- Invite some KVK/horticulture officials to discuss updated funding details as the schemes vary from state to state.
- Invite some banker to explain project report terminology and how to prepare amortization schedule.

Notes

UNIT 6.2: Project Report for Spawn Lab for Button Mushroom

Unit Objectives

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

1. Explain the procedure and details of making spawn at commercial scale
2. Identify basic design of mushroom lab and materials required
3. Identify the economic aspects of setting up mushroom lab

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Standard sample report
- Internet facility if possible.
- slides/images/ videos on commercial spawn making and mushroom lab design.

Do

- Encourage the students to learn about different websites. For example, a standard report is available on www.nrcmushroom.org
- Try to involve bankers while covering these topics so that some of the difficulties faced by the participants can be addressed.

Ask

- The participants to recall about spawn discussed in earlier sessions.

Demonstrate

- Various culture media used in laboratory with the help of visual aids like shades, pictures or videos if possible.
- Various common substrates used in spawn production.
- The steps like boiling, sieving, autoclaving, inoculation during spawn production.
- Tools and mandatory equipment for spawn.

Explain

- Various fixed variable/ recurring costs involved in setting up of spawn laboratory(Refer to section 6.2.5 of PHB)

Activity

- Ask all the participants to perform spawn preparation process.
- Make sure all the participants participate actively.
- Appreciate the best performer of the activity.

Notes

UNIT 6.3: Project Report for Compost Unit for Button Mushroom

Unit Objectives

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

1. Explain the components of project report.
2. Identify the financial aspects and prepare various tables of the project report.
3. Identify design of bunker, tunnel, etc.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Images, slides on financial aspects and designs of bunkers and tunnel etc.

Do

- Encourage the students to learn about different websites. For example, a standard report is available on www.nrcmushroom.org
- Try to involve bankers while covering these topics so that some of the difficulties faced by the participants can be addressed.

Elaborate

- The layout of compost production units for button mushroom with the help of suitable charts and images.
- Show them various designs of tunnel and bulk chambers (Refer to section 6.3.1 of participant handbook)

Explain

- Specification of various components of cropping and compost unit.
- Various particulars to be recorded for financial analysis.

Activity

- Ask the participants to resolve exercise given in PHB and discuss with peer group.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Invite an expert/progressive farmer who has earlier prepared such report for hand holding of the participants
- Clarify all doubts of the participants.

Notes

UNIT 6.4: Project Report for Cropping Unit for Button Mushroom

Unit Objectives

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

1. Identify the need for synchronization of cropping room with tunnel.
2. Prepare basic design of cropping room.
3. Define specifications of various components of the cropping room.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Charts/ slides, images on cropping room design and specifications etc.

Elaborate

- Crop production unit (button mushroom)specifications
- Design of cropping rooms
- Financial aspects

Activity

- Ask the participant to make design of a standard cropping room.
- Make sure that all the participants actively participate in the activity.
- Learning by doing will help them in retaining the context till the time of its applicability.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic repeat the session if required.
- Show more innovative images as per requirement for better applicability of the topics.
- Clarify all doubts of the participants.

Notes

UNIT 6.5: Basic Requirements for Other Mushrooms and Project Report For Oyster /other Mushrooms

Unit Objectives

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

1. Identify that cropping room design of different mushrooms are different
2. Discuss that only 1/5th of the substrate can be put in bags open from all sides as compared to button mushroom.
3. Explain financial aspects of Oyster mushroom.

Resources to be Used

- Available objects such as a whiteboard, duster flip chart, pen, paper, etc.
- Slides/charts on cropping designs, marketing and financial of oyster or other mushrooms.

Ask

- Can you name some of the substrates that can be used for cultivation of Oyster mushroom?
- Do we need substrates for growing Oyster mushrooms?

Elaborate

- Cultivation of oyster mushroom.
- Climate & other conditions for Oyster mushroom.
- Substrate
- Preparation of substrate - sterilization / pasteurization
- Inoculation / Spawning
- Incubation
- Marketing of mushroom
- Financial aspects

Activity

- Ask all the participants to do financial analysis of Oyster mushroom.
- Give enough time to recall and discuss among themselves. They may also take help of participant handbook.
- Make sure all the participants are engaged into activity and participate.

- Ask some of the participants /volunteers to share and discuss their analysis with the peer group share your inputs.
- Ask them to discuss the indicators they selected for financial analysis.
- This exercise will help in improving the analytical skills of the participants.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Sum up the session with positive energy and attitude
- Clarify all doubts of the participants.

Notes

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& ENTREPRENEURSHIP

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

ASCI
Agriculture Skill Council of India

7. Health & Safety at the Workplace

Unit 7.1 - Standard operating procedures for cultivation of mushrooms.
Unit 7.2 - About health, allergies and basic facilities to workers.
Unit 7.3 -Safety practices at work place, precautions against fire and other hazards.
Unit 7.4 -Wild mushrooms and mushroom poisoning.
Unit 7.5 -About medicinal mushrooms and other related topics

AGR/N9903

Key Learning Outcomes

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

1. Maintain a clean & efficient workplace
2. Render appropriate emergency procedures
3. Reporting timely to appropriate person.
4. Practice general safety and first aid

UNIT 7.1: Standard Operating Procedures for Cultivation of Mushrooms

Unit Objectives

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

1. Discuss about standard operating procedures (SOP) in mushroom cultivation
2. Explain why it is important to follow SOPs.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.

Ask

- What do the participants understand by the term SOP?
- How do they think SOP will help in improving the profitability?

Say

- The output will be much higher and of better quality if SOPs are followed.
- Due to increased concerns about environment, it will be mandatory to follow some of these procedures.

Do

- Display list of SOP on charts/slides.
- Demonstrate with the help of a suitable model or illustration about prevention of surface and ground water pollution.
- Display general environmental hazards.

Elaborate

- SOPs for Mushroom cultivation.

Notes

UNIT 7.2: About Health, Allergies and Basic Facilities to Workers

Unit Objectives

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

1. Explain health hazards at different steps of mushroom cultivation
2. Identify the facilities required by the workers
3. Discover that some people can be allergic to some specific mushroom spores

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.
- Charts/slides on health hazards and safety measures

Say

- Some persons can be allergic to spores and it is more so in case of Oyster mushroom that produces large amount of spores.
- Human beings cannot tolerate very high amount of carbon dioxide and hence care should be taken.
- Design of beds from which mushrooms are to be harvested should be such that there is no undue stress on the backbone or other parts of the body.

Demonstrate

1. How and when to wear PPE
2. The optimum width of racks
3. What could happen to allergic person?
4. Types of electric fittings /tubes suitable for mushroom house to prevent humidity effect
5. Basic facilities like washrooms, disinfectant soaps, foot wear etc. required for mushroom workers.

Elaborate

- About health hazards and allergies by mushrooms.
- Requirement of basic facilities to workers
- Requirement of sufficient space and height of mushroom beds to avoid physical stress.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Show more innovative images as per requirement for better understanding of the topics.
- Help the participants by resolving their queries.

Notes

UNIT 7.3: Safety Practices at Work Place, Precautions Against Fire and Other Hazards

Unit Objectives

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

1. Explain the safety procedures required at the mushroom unit.
2. Explain that carbon dioxide sensors are not only for crop, but also for the safety of human beings.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, etc.

Ask

- In your opinion what can be the safety procedures required at the mushroom unit?
- What precautions should be taken against fire?

Elaborate

- Dos and Don’ts at workplace.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by participatory approach.

Notes

UNIT 7.4: Wild Mushrooms and Mushroom Poisoning

Unit Objectives

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

1. Identify that all mushrooms occurring in the wild are not edible.
2. Recognize some poisonous mushrooms that resemble with edible mushroom at early stage.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, slides, images, participant handbook (PHB) etc.

Ask

- Do you know what wild mushroom is?
- Do you know what is mushroom poisoning?

Elaborate

- About Poisonous Mushrooms.
- Wild mushrooms.

Activity

- Ask the participants to discuss in 2-3 groups about poisonous mushrooms.
- Make sure that all the participants engage actively.
- Ask the group representative to come up and share the outcome with other members for peer learning.

Notes for Facilitation

- Always use audio visual aids for better understanding of the topic.
- Show more images as per requirement for better understanding of the topics.
- Arrange for some live samples if possible.

Notes

UNIT 7.5: About Medicinal Mushrooms and Other Related Topics

Unit Objectives

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

1. Identify that many mushrooms have medicinal value as well.
2. Explain that many mushrooms are cultivated only for medicinal use.

Resources to be Used

- Available objects such as a whiteboard, duster, marker, flip chart , pen, paper, slides, images, participant handbook (PHB) etc.

Ask

- Have you ever heard about medicinal mushroom?
- Can you name some species grown for medicinal mushroom?

Elaborate

- Medicinal mushroom and active ingredient.

Activity

- Show some pictures of medicinal mushrooms and their specific medicinal uses. Ask the participants to match and discuss in the class.

Summary

- Ask the participants what they have learnt from the exercise/ activity.
- Close the discussion by summarizing the importance of this session.

Notes

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8. Employability & Entrepreneurship Skills

Unit 8.1 - Personal strengths & value systems

Unit 8.2 - Digital literacy: a recap

Unit 8.3 - Money matters

Unit 8.4 - Preparing for employment & self employment

Unit 8.5 - Understanding entrepreneurship

Unit 8.6 - Preparing to be an entrepreneur

Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

Ice breaker

- You can begin the module with the following ice breaker:

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
2. Have one of the participants write their contributions on a flip chart sheet.
3. Write down your own list of covered material in the training on another flip chart sheet.
4. Compare the two sheets, commenting on what will and what will not be covered during the training.
5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
6. You may get back to those sheets once again at the end of the last session of the training.
7. Benefits of doing this activity:
   - Participants feel better as their opinions are heard.
   - Participants get to know what they should expect from the training.
   - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
8. Expectations from the participants:
   - Must sign the attendance sheet when they arrive for class.
   - Conduct themselves in a positive manner
   - Be punctual, attentive, and participative
9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.
2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
3. It is also a way of making participants take responsibility of their own learning process.
4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. Incase the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignement.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 8.1: Personal Strengths & Value Systems

Key Learning Outcomes

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

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

UNIT 8.1.1: 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 8.1.2: 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 8.1.3: 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 8.1.4: 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 class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

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 weddingwas around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppatas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

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

Scenario 3

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

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after 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 8.1.5: 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.

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

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-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 Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-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 8.1.6: Time Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

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

- **Category 2: Not Urgent/Important**
  - This is where you want to spend most of your time.
  - This category allows you to work on something important and have the time to do it properly.
  - This will help you produce high quality work in an efficient manner.
  - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
  - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
  - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
  - Urgent but not important tasks are things that prevent you from achieving your goals.
  - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
  - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
  - Some may be activities that other people want you to do.
  - These might include unplanned leisure activities as well.

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT • Meetings • Last minute demands • Project deadlines • Crisis	**NOT URGENT/ IMPORTANT** • Planning • Working towards goals • Building relationship • Personal commitments
• Interruptions • Phone calls/ E-mails • Other people's minor demands **URGENT/ NOT IMPORTANT**	• Internet surfing • Social media • Watching TV **NOT URGENT/ NOT IMPORTANT**

1	2
3	4

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT	**NOT URGENT/ IMPORTANT**
URGENT/ NOT IMPORTANT	**NOT URGENT/ NOT IMPORTANT**

1	2
3	4

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 8.1.7: 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 8.1.8: 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.

Summarize

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

Notes for Facilitation

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

Notes

UNIT 7.2: 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 7.2.1: 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 7.2.2: 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 7.2.3: 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, furnitureand 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

UNIT 7.3: 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 7.3.1: 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 7.3.2: 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.

Photograph

XXX Bank

SAVING BANK ACCOUNT OPENING FORM

Account No.: _____ Date: _____

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

Applicant Details:

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

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 7.3.3: 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. Commision percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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

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

UNIT 7.3.4: 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 burrowed from the bank.

4. Who is the buyer of stocks and equities?

   The general public is the buyer.

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

   Small Saving Scheme

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

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

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

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

8. Name the two types of insurances?

   Life Insurance and Non-life or general insurance

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

   Term Insurance

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

    It offers the dual benefit of investment and insurance.

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

    Money Back Life Insurance

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

    It offers the dual benefit of investment and insurance

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

    Marine Insurance

14. After what duration is the income tax levied?

    One financial year

15. What is long term capital gain tax?

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

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

    Securities Transaction Tax

17. What is the source of corporate tax?

    The revenue earned by a company.

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

    VAT or Value Added Tax

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

    Sales Tax

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

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

UNIT 7.3.5: 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 andeffort involved in physically transferring a sum of money.
- Discuss "Electronic Funds Transfer" from the Participant Handbook.

Do

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

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

UNIT 7.4: 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 7.4.1: 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 7.4.2: 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 nxxxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do

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

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: nxxxxxxxxxla@gmail.com

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

Professional strengths:

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

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

Educational background:

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

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
    - 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 7.4.3: 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 7.4.4: 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 7.5: 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 7.5.1: 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 7.5.2: 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 7.5.3: 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 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 7.5.4: 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 invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do

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

Say

De-brief questions:

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

Ask

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

Say

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

Ask

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

Say

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

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 7.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Do

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

Activity

Do your SWOT analysis

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

Do

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

Ask

De-brief questions:

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

Summarize

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

UNIT 7.5.6: 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 7.5.7: 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 want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say

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

Say

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

Team Activity

Risk Appetite

- 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 7.5.8: 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.

Notes

UNIT 7.6: 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 7.6.1: 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 or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

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

Team Activity

Market Study

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

Activity De-brief

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

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 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 7.6.2: 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 7.6.3: 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 7.6.4: 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 7.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

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

Say

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

Do

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

Summarize

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

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

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

UNIT 7.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook

Ask

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

Say

- Let's have a look at this example:

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

Say

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

Say

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

Team Activity

Enterprise Management

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

Activity De-brief

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

Do

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

Summarize

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

UNIT 7.6.7: 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.

Notes

Skill India
कौशल भारत - कुशल भारत

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

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

ASCI
Agriculture Skill Council of India

9. Annexures

Annexure I - Training delivery plan

Annexure II - Assessment criteria

Annexure I
Training Delivery Plan

Training Delivery Plan			
Program Name:	Mushroom Grower		
Qualification Pack Name & Ref. ID	AGR/Q7803, v1.0		
Version No.	**1.0**	**Version Update Date**	
Pre-requisites to Training (if any)	8th standard passed preferable		
Training Outcomes	**After completing this programme, participants will be able to:** • **Identify & arrange resources/ inputs for mushroom cultivation unit:** commercially important species of mushroom, site location for mushroom cultivation, base material for compost preparation etc • **Undertake good quality mushroom production using appropriate techniques:** preparation of compost, ensure proper environmental conditions, disease & pest management, casing & pinning for mushroom cultivation, harvest good quality mushroom, sorting & grading, packaging, labelling & transportation • **Undertake basic entrepreneurial activities for small mushroom enterprise:** arrangement of finance, pooling of resources, market linkages etc. • **Practice health & safety at the work place:** Well versed with health and safety measures in terms of personal as well as others' safety.		

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
1	**Introduction T: 5:00 (HH:MM)**	1.Icebreaker	• Recognise the participants • Explain general classroom rules		Lecture, games, group activity, exercise	White board, duster, power point slides.	00:30
		2.Scope and importance	• Discuss scope & importance of mushroom cultivation in India		Lecture, games, group activity, exercise	Power point slides, charts, audio visual aid (e-skill india content	02:00
		3.Usage and market demand	• Recognize market demand		Lecture, group activity/ Discussion, exercise	Chart, paper, pen, village map or map of service area. PPT	01:30
		4.Role and responsibility of mushroom grower	• Explain job role • Discuss the responsibilities		Lecture, Team activity.	Board / paper, pen etc, PPT	01:00
2	**Prepare & pasteurize the compost necessary to cultivate mushroom T: 10:00 P: 20:00 (HH:MM)**	1.Selection of appropriate materials to prepare the compost-I	• Identify different base materials from various agricultural byproducts. • Select reservoir materials for cellulose, hemi-cellulose and lignin being utilized by the mushroom species as a carbon source • Identify materials with C:N ratio 1: 10 for the establishment of the bacterial flora in the compost	AGR/N7813 PC1, PC3, KB3, KB4,	Lecture, demonstration, exercise	PPT, projector, laptop, paddy/wheat/mustard straw, etc., audio visual aid	T: 1:00 P: 2:00

		2.Selection of appropriate materials to prepare the compost-II	• Select materials that acts as a nutrient source • Impart proper physical structure to the substrate • Check adequate aeration during composting and add bulk to the compost	AGR/N7813 PC4, PC2	Lecture, demonstration, exercise	PPT, projector, laptop, paddy/wheat/mustard straw, etc., audio visual aid	T: 1:00 P: 2:00
		3.Chemical selection	• Select chemicals for rectifying the mineral deficiencies in the compost. • Identify chemicals having stabilizing effect on ammonium content, serving as a calcium source for the mushroom and also for the oxalic acid produced by the mushroom mycelium	AGR/N7813 PC5, PC6 KB5, KB6	Lecture, demonstration, exercise	PPT, chart, paper, pen, gypsum and calcium carbonate, etc.,	T: 1:00 P: 2:00
		4.Selection of tools	•Select tools required to produce compost	AGR/N7813 PC7, KB3	Lecture, demonstration, activity	Appropriate tools, PPT, chart, paper pen	T: 1:00 P: 2:00
		5.Identify different types compost	• Select chemicals for rectifying the mineral deficiencies in the compost. • Identify chemicals having stabilizing effect on ammonium content, serving as a calcium source for the mushroom and also for the oxalic acid produced by the mushroom mycelium	AGR/N7813 PC8, PC9, KB4,KB5	Lecture, demonstration, group participation, activity	Horse manure, wheat straw, chicken manure, urea, brewer's grain, paddy straw, bagasse, mustard straw and gypsum, calcium ammonium nitrate, urea, superphosphate, muriate of potash, wheat bran, molasses, gypsum and lindane dust	T: 2:00 P: 2:00
		6.Select the methods of composting	•Select method with respect to the availability of steam pasteurization (Short, Long; Indoor, Outdoor) •Follow me interval to sprinkle water over the compost •Determine the appropriate interval for compost rotation to allow gas exchange, adequate moisture, and carbohydrates •Store the agricultural by-products under cover to minimize growth of unwanted and potentially detrimental fungi and bacteria	AGR/N7813 PC10, PC11, PC12, PC13, PC14, PC15, KB6, KB7, KB8, KB9,	Lecture, demonstration, group participation, activity	PPT, audio visual aids	T: 1:00 P: 2:00
		7.Pasteurization	•Pasteurize the compost to kill insects, nematodes, pest fungi, or other pests	AGR/N7813 PC14, KB10	Facilitator led discussion, Demonstration	PPT, audio visual aids	T: 1:00 P: 4:00
		8.Post-work activities	• Identify attributes of a good compost • Ensure safe work condition • Report work related issues to responsible authority and seek guidance on how to rectify problems • Keep tools and materials in appropriate storage area	AGR/N7813 PC15, PC16, PC17, PC19, KB11, KB12	Facilitator led discussion, Demonstration	PPT, pen, paper, chart, dark brown compost	T: 1:00 P: 2:00
		9. Safety and waste disposal	• Follow environmental health & safety guidelines to dispose waste materials • Exercise safe handling practices while handling sharp tools and equipment	AGR/N7813 PC18, PC20, KB11, KB12	Facilitator led discussion, Demonstration	PPT, pen, paper, chart waste material, sharp tools, PPE	T: 1:00 P: 2:00

3	**Select commercially important species of mushroom and design appropriate site to cultivate mushrooms** **T: 10:00** **P: 25:00** **(HH:MM)**	1. Select commercially important type of mushroom	• Select the type based on market demand, climatic conditions, growing season, investments etc. • Collect mushroom spawns from reliable sources • Select cost effective and economically beneficial species • Identify the type with more shelf life • Select freshly prepared spawns	AGR/N7814 PC1, PC5 KB1, KB4 KA3, KA4 SB1, SB2, SB4, SB5, SB10	Class room lecture, facilitator led discussion, Demonstration, Field /market visit	PPT, pen, paper, chart, audio visual aids	T: 2:00 P: 5:00
		2. Select appropriate mushroom cultivation site	• Assess site based on requirements of land size, agro-climatic conditions, water resources, farm labor for construction, activities, drainage water facilities etc. • Locate easily accessible site • Identify hazards & risks associated with Mushroom farms	AGR/N7814 PC6, PC9, KB5, KB26, KB8, KB9, KA3, KA4, KA6 SB3, SB4, SB5 SB6, SB10	Class room lecture, facilitator led discussion, Demonstration, Field /market visit	PPT, pen, paper, chart, audio visual aids	T: 2: 00 P: 4:0 0
		3. Plan and design mushroom farm	• Prepare and check the suitability of design and layout of the farm as per the growing conditions required for different kinds of mushrooms • Check fresh water availability • Check facility of drainage system for carrying out waste water • Check labour cost	AGR/N7814 PC10, PC12, KB10, KA4, KA6 SB3, SB4, SB11, SB13	Class room lecture, facilitator led discussion, Demonstration, Field /site visit	PPT, pen, paper, chart, audio visual aids	T: 2: 00 P: 5:00
		4. Tool and equipment identification	• Identify various types of tools, equipment, material and machinery for construction of mushroom farms	AGR/N7814 KB7	Lecture, demonstration	PPT, pen, paper, chart, audio visual aids	T: 1:00 P: 3:00
		5. Chamber specifications	• Identify types, components and their specifications of bulk chamber conducive for good quality mushroom growing. • Use safe and reliable construction techniques to build required fixtures	AGR/N7814 PC13, KB10 KB11, SB3, SB4, SB5, SB12	Lecture, demonstration	PPT, pen, paper, chart	T: 2:00 P: 6:00
		6. Crop rotation methods	• Use crop rotation method for mushroom cultivation	AGR/N7814 PC14, SA1	Lecture, demonstration	PPT, pen, paper, chart	T: 1:00 P: 2:00
4	**Undertake disease control and pest management activities, casing and pinning for mushroom cultivation** **T: 10:00** **P: 25:00** **(HH:MM)**	1. Pest detection	• Inspect mushroom bags or beds carefully for early detection of pests and diseases	AGR/N7815 PC1, PC2, KB1	Lecture, demonstration	Audio-visual aids, sprayer, duster, safety gloves & boots, face mask, disinfectant, chemicals	T: 1:00 P: 2:00
		2. Disease control measures	• Control diseases and exercise preventive care- spray pesticides/ fungicides etc. •Dispose spent compost to control nematodes, mites, insect- pests etc.	AGR/N7815 PC1, PC13, KB1 KB8, KB10, SB2, SB4, SA1, SA2, SA3, SA4	Lecture, demonstration	Audio-visual aids, sprayer, duster, safety gloves & boots, face mask, disinfectant, chemicals	T: 2:00 P: 4:00
		3. Mushroom farm disinfection	• Disinfect mushroom farm, control mites and use fungicides	AGR/N7815 PC11	Lecture, demonstration	Audio-visual aids, sprayer, duster, safety gloves & boots, face mask, disinfectant, chemicals	T: 1:00 P: 3:00
		4. Pasteuristion	• Pasteurize the mushroom farm to remove nematodes	AGR/N7815 PC11, PC12	Lecture, demonstration		T: 1:00 P: 2:30

		5. Casing soil preparation & pinning	• Prepare casing soil • Use casing soil to provide physical support, moisture and allow gases to escape from the substrate • Fertilize with N • Protect the compost from drying, and provide support for the developing mushrooms	AGR/N7815 PC14, PC15, PC16, PC20, KB2, KB6, KB11, SB1, SB3, SB4, SA2	Lecture, demonstration	Audio-visual aids, duster, safety gloves, compost, soil, chemicals	T: 2:00 P: 6:00
		6. Water application in mushrooms	• Promote the formation of primordial, by supplying water to the mycelium for growth and development • Apply water to casing in few installments • Case at a regular interval of three days after harvesting	AGR/N7815 PC17, PC22, PC23, PC24, PC25, KB6, KB11, SB1, SB3, SB4, SA2	Lecture, demonstration	PPT, chart/flip chart	T: 1:00 P: 2:30
		7. Maintain climatic conditions	• Check and regularly maintain required compost temperature, R.H. and CO_2 concentration	AGR/N7815 PC19, PC21, KB9	Lecture, demonstration	PPT, chart/flip chart	T: 1:00 P: 2:30
		8. Maintain health & hygiene	• Follow health & safety requirements applicable in mushroom cultivation • Identify hazards and risks associated with mushroom cultivation	AGR/N7815 PC18, KA2, KA5, KB4, KB5	Lecture, demonstration	PPT, chart/flip chart	T: 1:00 P: 2:30
5	**Undertake harvest & post-harvest procedures of mushrooms** **T: 10:00** **P: 35:00** **(HH:MM)**	1.Identify quality of mushrooms	• Select young and healthy mushrooms • Assess the maturity of a mushroom • Select mushrooms from medium- to large-size	AGR/N7816 PC1,PC5	Lecture, demonstration	PPT, charts. audio-visual aids	T: 1:00 P: 2:00
		2.Harvesting procedure	• Identify harvest periods, during the cropping cycle • Apply good harvesting practices w.r.t. temperature relative humidity • Follow the appropriate plucking procedure to prevent contamination	AGR/N7816 PC6, PC8 KB7	Lecture, demonstration, field visit	PPT, charts, audio-visual aids	T: 1:00 P: 3:00
		3.Methods of harvesting	• Identify various types of mushrooms and their methods of harvesting	AGR/N7816 KB5	Lecture, demonstration, field visit	PPT, charts, audio-visual aids	T: 1:00 P: 4:00
		4.Cut, sort and dry harvested mushroom using approved procedures	• Use approved cutting techniques for harvesting • Use approved cleaning methods to remove soil particles, compost, and other foreign materials, • Remove the water content from the mushroom • Sort and grade the harvests as per required quality specifications	AGR/N7816 PC6,PC9, KB7	Lecture, demonstration, field visit	PPT, charts, polypropylene bag, non-waxed paper bag, labels, weighing machine, sealing machine	T: 2:00 P: 5:00
		5.Tools and materials for harvesting, packaging, storage and transport of mushrooms	• Identify appropriate tools and materials used in harvesting, packaging, storage and transport of mushrooms	AGR/N7816 KB4, KB7	Lecture, demonstration,	PPT, charts, polypropylene bag, non-waxed paper bag, labels, weighing machine, sealing machine	T: 1:00 P: 2:00

		6.Storage of produce	• Store freshly harvested mushrooms at recommended temperature • Select packaging material with respect to the shelf life, type of market where it is to be sold, and investment • Identify strong, easily available non contaminating packaging materials • Check the selected storage area for hygiene • Protect the storage area from direct sunlight, and contamination	AGR/N7816 PC10, PC14,KB7	Lecture, demonstration, field visit	PPT, charts, audio-visual aids Polypropylene bag, non-waxed paper bag, labels, weighing machine, sealing machine Audio- visual aids, charts, pen, paper etc.	T: 2:00 P: 5:00
		7. Type of storage	• Select the type of storage as per shelf life of mushrooms	AGR/N7816 PC11, PC12, KB7, KB8	Lecture, demonstration, field visit	PPT, audio- visual aids ,Polypropylene bag, non-waxed paper bag, labels, weighing machine, sealing machine	T: 0:30 P: 1:00
		8. Packing of mushrooms	• Pack the mushrooms in bags of different capacities and recommended standards for sale	AGR/N7816 PC16	Lecture, demonstration,	PPT, labels, weighing machine, sealing machine, marker	T: 0:30 P: 2:00
		9. Labelling and record maintenance	• Label the packed item correctly • Record information on quality, quantity, type, expenditure incurred in operation.	AGR/N7816 PC18,PC19, PC20, PC21	Lecture, demonstration, field visit	PPT, charts, audio- visual aids, insulated ice containers/ transportation equipment audio- visual aids, (videos, PPT),	T: 2: 00 P: 4:00
		10. Transportation of the produce	•Transport precooled mushrooms in insulated ice containers	AGR/N7816 PC17, KB4, KB9	Class room lecture, facilitator-led discussion practical demonstration	PPT, labels, weighing machine, sealing machine, marker	T: 3:00 P: 2:00
		11. Utilization of spent mushroom substrate	•Use spent mushroom substrate in organic farming & vermicomposting and bioremediation of contaminated soil	AGR/N7816 PC20, PC21	Lecture, facilitator-led discussion practical demonstration, field /farm visit	PPT, charts, audio- visual aids, insulated ice containers/ transportation equipment audio- visual aids, (videos, ppt),	T: 2: 00 P: 4:00
6	**Undertake basic entrepreneurial activities for small enterprise** **T: 20:00** **P: 10:00** **(HH:MM)**	1.Demand and supply analysis	• Assess demand & supply of mushroom in the market • Identify target customers and their requirement for type, quantity and quality	AGR/N9908 PC1, PC2, KB2, KB4, KA3, KA6	Lecture, facilitator-led discussion Practical demonstration, Field /farm	Audio-visual aids, pen, paper	T: 3:00 P: 5:00
		2.Financial support	• Seek information regarding subsidies/loan available through govt. institutions • Avail loan from the financial institutions	AGR/N9908 PC5, KB5	Lecture, facilitator-led discussion practical demonstration, field /farm	Mobile, internet, charts, scheme brochures, list of finance supporting institutions/banks etc.	T: 3:00 P: 1:00
		3.Market channelization & pricing	• Identify & develop appropriate marketing channels	AGR/N9908 PC3, PC4, PC7, PC10, KB2, KB4, KB6, KA6	Trainer led discussion, internet, questionnaire, activity	Audio-visual aids, pen, paper	T: 4:00 P: 2:00
			• Track prices prevailing in wholesale and retail market to formulate competitive pricing mechanism				T: 2:00 P: 1:00
		4.Book Keeping	• Maintain book of accounts • Record daily sell and purchase of items • Record quantity, quality, manufacture date and batch number of every produce • Calculate B:C ratio	AGR/N9908 PC8, PC9, KB1, KA8 PC9, KB1, KA8	Class room lecture, facilitator led discussion, activity, Q/A	Pen, Paper, chalk, board	T: 2:00 P: 1:00
		5.Market regulations	• Comply with relevant regulations in marketing & sale of the produce	AGR/N9908 PC6, KB3, KA1, KA7	Class room lecture, activity, role play	Pen, Paper, chalk, board	T: 2:00 P: 1:00

7	**Maintain Health & Safety at the work place** **T: 10:00** **P: 10:00** **(HH:MM)**	1.Clean & efficient workplace i	• Maintain a clean & efficient workplace • Undertake basic safety checks before operation of all machinery • Identify work that require PPE • Read and understand the hazards of use and contamination	AGR/N9903 PC1, PC6,	Class room lecture, activity	PPE (safety shoes and gloves, mask etc.), equipment	T: 2:00 P: 3:00
		2.Clean & efficient workplace ii	• Assess risks prior to manual handling • Use equipment and materials safely	AGR/N9903 PC1, PC6, PC9, KA1, KA2, KA3, KA4	Trainer led discussion, group participation	PPE (safety shoes and gloves, mask etc.), equipment	T: 2:00 P: 1:00
		3.Safe waste disposal	• Dispose of waste safely and designated area • Recognize risks to bystanders and take action to reduce associated risk	AGR/N9903 PC6, PC7, KA6, KA7, KB1	Lecture, group participation, practical demonstration	PPE (safety shoes and gloves, mask etc.), search lights	T: 2:00 P :2:00
		4.Render appropriate emergency procedures	• Render appropriate emergency procedures • On time reporting to appropriate person.	AGR/N9903 PC10, PC14, KB2, KB3, KB4, KB5	Lecture, group participation, practical demonstration	First aid kit, phone directory, search lights, fire extinguisher	T: 2:00 P: 2:00
		5.General safety and first aid	• Practice general safety and first aid	AGR/N9903 PC13, PC15, KB3	Lecture, group participation, practical demonstration	First aid kit (bandages, adhesive bandages, betadine solution / ointment, pain relief spray etc.)	T: 2:00 P: 2:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for ASCI- Mushroom Grower	
Job Role	**Mushroom Grower**
Qualification Pack	**AGR/Q7803**
Sector Skill Council	**Agriculture Skill Council of India**

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance. Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in aggregate.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

			Marks Allocation		
Assessable Outcomes	Assessment Criteria	Total Marks	Out of	Theroy	Practical Skills
1. AGR/N7813 Prepare and pasteurize the compost necessary to cultivate mushrooms	PC1. identify different types of base materials from various agricultural by -products, e.g. freshly harvested paddy straw, wheat straw, mustard straw, etc.	100	10	5	5
	PC2. select materials which acts as a reservoir of cellulose, hemi-cellulose and lignin, and is utilized by the mushroom species during its growth as a carbon source		10	5	5
	PC3. identify materials that have nitrogen (N) and carbon (C) ratio 1: 10 for the establishment of the bacterial flora in the compost		6	3	3
	PC4. select materials that acts as a nutrient source, impart proper physical structure to the substrate, ensure adequate aeration during composting, and add bulk to the compost		6	3	3
	PC5. select chemicals for rectifying the mineral deficiencies in the compost such as muriate of potash, super phosphate, urea, calcium ammonium nitrate, ammonium sulphate, etc.		6	3	3

	PC6. identify chemicals which has a stabilizing effect on ammonium content, serves as a calcium source for the mushroom and also for the oxalic acid produced by the mushroom mycelium, which gets converted into calcium oxalate, e.g. gypsum and calcium carbonate		6	3	3
	PC7. select the necessary tools required to produce a compost		4	2	2
	PC8. compute different formulations of composting ingredients to achieve the required nitrogen and carbon ratio for mushroom compost		6	3	3
	PC9. identify the types of compost—Natural and synthetic		4	2	2
	PC10. select the method of composting with respect to the availability of steam pasteurization		4	2	2
	PC11. ensure to sprinkle water over the compost regularly after an interval of a day		3	1	2
	PC12. rotate the compost after an interval of 2 –3 days regularly to allow gas exchange, adequate moisture, and carbohydrates throughout the process		4	2	2
	PC13. store the agricultural by-products under cover to minimize growth of unwanted and potentially detrimental fungi and bacteria		3	1	2
	PC14. pasteurize the compost to kill insects, nematodes, pest fungi, or other pests		4	2	2
	PC15. identify the attributes of a good compost — dark brown in colour, non-greasy, inoffensive sweet smell, ammonia free, no insects and nematodes		5	2	3
	PC16. leave the work in a safe condition		3	0	3
	PC17. return used tools and materials in appropriate storage area		3	0	3
	PC18. dispose wastes materials in accordance with environmental health & safety guidelines		5	2	3
	PC19. report any work related problems or issues to responsible authority and seek guidance on how to rectify problems		4	2	2
	PC20. exercise safe handling practices while handling sharp tools and equipment		4	2	2
		Total	**100**	**45**	**55**

2.AGR/N7814 Select commercially important species of mushroom and design appropriate site to cultivate mushrooms	PC1. select the type of mushroom based on market's demand, climatic conditions of the farm, growing season, investments, etc.	100	10	5	5
	PC2. collect mushroom spawns from reliable sources, e.g. nearest Krishi Vigyan Kendra (KVK), etc.		10	5	5
	PC3. select species which will be cost effective and economically beneficial according to market research		10	5	5
	PC4. identify the type of mushroom with more shelf life as per industry standard		10	5	5
	PC5. select freshly prepared spawns because the mycelium is in the state of active growth		6	3	3
	PC6. undertake site assessment		4	2	2
	PC7. locate site easily accessible by main roads and pathways		4	2	2
	PC8. ensure that the site is deprived of sunlight		6	3	3
	PC9. ensure proper drainage of rain water		6	3	3
	PC10. prepare and check the suitability of design and layout of the farm according to the growing conditions required for different kinds of mushrooms		8	4	4
	PC11. ensure availability of fresh water supply for the mushroom growing facility		6	3	3
	PC12. ensure effective underground drainage system or gutters for carrying out waste water		6	3	3
	PC13. use safe and reliable construction techniques to build required fixtures for mushroom growing		6	3	3
	PC14. use crop rotation method for mushroom cultivation		8	4	4
		Total	**100**	**50**	**50**
3. AGR/N7815 Undertake disease control and pest management activities, casing and pinning for mushroom cultivation	PC1. ensure substrates are not exposed to pathogens or pests during spawning	100	4	2	2
	PC2. inspect mushroom bags or beds carefully for early detection of pests and diseases		4	2	2
	PC3. ensure that flies do not enter the mushroom farms, e.g. not dumping any waste near mushroom farms, installing screens on windows and doors, etc.		4	2	2
	PC4. use sterilized casing soil, proper disposal of spent compost to control nematodes, mites, insect pests, etc.		4	2	2

	PC5. spray fungicide after casing to check dry bubble, e.g. dithane Z -78, sporgon, topsin M, chlorothalonil, prochloraz, daconil, etc.		4	2	2
	PC6. control local infections by spraying the affected patch with commercial formalin		4	2	2
	PC7. spray chlorinated water to manage bacterial diseases		4	2	2
	PC8. disinfest mushroom farms by spraying pesticide as a prophylactic measure, e.g. dicofol, etc.		4	2	2
	PC9. control mites by spraying insecticide on the compost, e.g. diazinon emulsion, etc.		4	2	2
	PC10. maintain hygiene by wearing clean clothes and shoes and wash hands before entering mushroom farms		4	2	2
	PC11. pasteurize the mushroom farm to remove nematode in mushroom cultivation		4	2	2
	PC12. treat the mushroom farms with small amount of caustic chemical to keep rodents away, e.g. zinc phosphate, etc.		4	2	2
	PC13. use fungicides to control major fungal pathogens, e.g. bavistin, etc.		4	2	2
	PC14. prepare casing soil to hold moisture for the development of a firm mushroom		4	2	2
	PC15. use freshly prepared spawn because the mycelium is in the state of active growth		4	2	2
	PC16. protect the compost from drying, and provide support for the developing mushrooms and resisting structural breakdown following repeated watering		4	2	2
	PC17. promote the formation of primordia, or mushroom pins by supplying water with a sprayer pump to the mycelium for growth and development		4	2	2
	PC18. maintain proper hygienic condition by wearing gloves and boots dipped in disinfectant while entering the mushroom farms for casing		4	2	2
	PC19. adjust compost temperature and relative humidity		4	2	2
	PC20. fertilize with nitrogen to increases yield of mushrooms		4	2	2

	PC21. maintain carbon dioxide concentration at a higher level to accelerate the growth of mushrooms		4	2	2
	PC22. apply water to casing in a few instalments so that water does not run into spawn run compost		4	2	2
	PC23. detect the earliest formation of recognizable mushrooms from mycelium		4	2	2
	PC24. case at a regular interval of three days after harvesting or cover the holes after mushroom picking		4	2	2
	PC25. pick the mushrooms daily		4	2	2
		Total	**100**	**50**	**50**
4.AGR/N7816 Undertake harvest and post-harvest procedures of mushrooms	PC1. select mushrooms that are young and healthy	100	8	4	4
	PC2. assess the maturity of a mushroom by how far the veil is stretched respective of their types, and select mushrooms from medium- to large-size,		8	4	4
	PC3. identify harvest periods		8	4	4
	PC4. apply good harvesting practices, e.g. air temperature during cropping should be held between 14°C to 17°C and relative humidity should be high to minimize the drying of casing		4	2	2
	PC5. twist and pluck the mushrooms from its base by undertaking control measures to prevent contamination of the mushroom		4	2	2
	PC6. use approved cutting techniques for harvesting		4	2	2
	PC7. use approved cleaning methods to remove soil particles, compost, and other foreign materials, e.g. washing in water and sodium meta bisulphite solution		4	2	2
	PC8. remove the water content from the mushroom, as it is highly perishable		6	3	3
	PC9. sort and grade the harvests as per required quality specifications		5	2	3
	PC10. store freshly harvested mushrooms at lower temperature e.g. 2°C to 7°C		4	2	2

	PC11. select packaging material with respect to the shelf life, type of market where it is to be sold, and investment		4	2	2
	PC12. identify packaging materials which is strong in nature, does not get contaminated easily, available abundantly, lucrative and attractive		3	1	2
	PC13. check the selected storage area is clean, well - ventilated and dry		4	2	2
	PC14. protect the storage area from direct sunlight, dust, rain, rodents, insects, and livestock, etc.		4	2	2
	PC15. select the type of storage according to the shelf life of mushrooms—short-term and long-term		4	2	2
	PC16. pack the mushrooms in bags (usually polypropylene) of different capacities or perforated polythene pouches with 0.5 percent venting area or polystyrene/pulp-board punnets for sale		4	2	2
	PC17. transport precooled mushrooms in insulated ice containers internally lined with thermocole and covered with tin sheets on both the sides		3	1	2
	PC18. label the packed item correctly with all the required information		3	1	2
	PC19. record information, e.g. quality, quantity, type, expenditure incurred in operation, etc. in appropriate registers, record book and logs		5	1	4
	PC20. use spent mushroom substrate in organic farming as it is rich in nutrient resources		5	1	4
	PC21. utilize spent mushroom substrate in vermicomposting and bioremediation of contaminated soil		6	3	3
		Total	**100**	**45**	**55**
5.AGR/N9908 Undertake basic entrepreneurial activities for small enterprise	PC1. seek information regarding demand and supply of produce in the market	100	10	5	5
	PC2. identify target customers and assess their needs such as amount required, purpose, quality, expectations, etc.		10	5	5

	PC3. perform basic accounting such calculating expenditure incurred, costing and pricing of produce		10	5	5
	PC4. ensure that the cost of production, transportation and marketing are included in costing and pricing		10	5	5
	PC5. collect information related to various subsidies/funds offered by the Government, authorized state units and other financial institutions involved with the promotion of the produce		10	5	5
	PC6. comply with relevant regulations in marketing of the produce		10	5	5
	PC7. track information related to wholesale and retail price of the produce		10	5	5
	PC8. record daily sell and purchase of items in designated log books, register, etc.		10	5	5
	PC9. record quantity, quality, date of manufacture and batch number of every produce accurately		10	5	5
	PC10. identify appropriate marketing channels related to the produce considering requirements and constraints		10	5	5
		Total	**100**	**50**	**50**
AGR/N9903 Maintain health & safety at the workplace	PC1. undertake basic safety checks before operation of all machinery and vehicles and hazards are reported to the appropriate supervisor		8	4	4
	PC2. work for which protective clothing or equipment is required is identified and the appropriate protective clothing or equipment is used in performing these duties in accordance with workplace policy		8	4	4
	PC3. read and understand the hazards of use and contamination mentioned on the labels of pesticides/fumigants etc	100	8	4	4
	PC4. assess risks prior to performing manual handling jobs, and work according to currently recommended safe practice		8	4	4
	PC5. use equipment and materials safely and correctly and return the same to designated storage when not in use		8	4	4
	PC6. dispose of waste safely and correctly in a designated area		6	3	3

	PC7. recognize risks to bystanders and take action to reduce risk associated with jobs in the workplace		6	3	3
	PC8. perform your work in a manner which minimizes environmental damage all procedures and work instructions for controlling risk are followed closely		6	3	3
	PC9. report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger		6	3	3
	PC10. follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to emergency		6	3	3
	PC11. follow emergency procedures to company standard / workplace requirements		6	3	3
	PC12. use emergency equipment in accordance with manufacturers' specifications and workplace requirements		6	3	3
	PC13. provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques		6	3	3
	PC14. recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate		6	3	3
	PC15. report details of first aid administered in accordance with workplace procedures		6	3	3
		Total	**100**	**50**	**50**

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

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National Skill Development Corporation
Transforming the skill landscape

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