

# ENTERPRISE DEVELOPMENT CURRICULUM



विज्ञान आश्रम

**Vigyan Ashram**

Pabal, Maharashtra

**Chetan Shenoy**

## COURSE SCHEDULE

DAY	TITLE	CONTENTS
Day 1	<b>Introduction to Business</b>	Welcome to Business 101 Rules of Class – Students sign agreements What is a business? Needs & Wants [Maslow’s Hierarchy] Ask students “If you could start any business, what would it be?” Name Tag Activity
Day 2	<b>How Business Works</b>	Story of a growing business How businesses grow and how they help society Story of successful entrepreneurs (BYST)
Day 3	<b>Visioning + Goal-Setting</b>	What is ‘visioning’? Achieving your vision through goals Have students write and talk about their vision Goal-setting Game
Day 4	<b>Enterprise Skills</b>	What skills do Entrepreneurs possess? Creativity with Constraints Activity – Entrepreneurs Day!
Day 5	<b>Idea Generation</b>	Where do you get ideas from? Ideas from a Newspaper Activity
Day 6	<b>Review: Business, Visioning, Skills, &amp; Ideas</b>	Go over the past few days concepts Story of successful entrepreneurs (BYST)
Day 7	<b>Market Visit</b>	Student free-format market visit with questions to answer
Day 8	<b>Marketing Theory</b>	4 P’s (product, place, price, promotion) Design a Wallet Game
Day 9	<b>Market Research + Activity</b>	Explain Market Research Village Survey Activity
Day 10	<b>Market Research Overview</b>	Survey Tabulation
Day 11	<b>Review: Marketing Overview</b>	Review all marketing concepts Paper to Product Game
Day 12	<b>Finance</b>	Explaining debt through stories
Day 13	<b>Accounting</b>	Planning and Record-Keeping Cash Book Expense Record
Day 14	<b>Business Communication + CRM</b>	Customer Relationship Management (CRM) Explain Business Communication – Types Telephone Game Various Role-Playing Games Charades Game
Day 15	<b>Review: Money &amp; Communication</b>	Explain Debt vs. Equity Story of successful entrepreneurs (BYST)
Day 16	<b>Business Planning</b>	Objectives and Goals of your Business Writing a Business Plan
Day 16	<b>50 Rupees Venture</b> [3 days]	Explain rules
Day 19	<i>Venture Success</i>	Results of ‘50 Rupees Venture’
Day 20	<b>Course Review</b>	



## DAY 1 – INTRODUCTION TO BUSINESS

1. Rules of Class – Sign Student-Teacher Agreement
  2. What is a business?
    - a. When you go to the village, what are some of the things you do (i.e. what do you buy?)
    - b. We are interested in small business but there are many international firms that make cars, produce petrol, build airplanes, and so on which are also businesses. What is common with both big, international business and small businesses? Businesses involve people doing things for other people and being paid for it.
    - c. Is the Police Station a business, or how about the Ministry of Agriculture, what about the local mandir? These establishments serve people and are paid for it. They certainly are businesses but since they do not do it for profit, they are considered non-profits. Regardless, the main concept is that a lot of the establishments we see around us everyday are businesses.
    - d. What sort of things do small businesses do?
      - i. Some businesses *make or grow* things; factories, farms, and workshops.
      - ii. Some businesses *buy and sell* things; retail shops and wholesale traders.
      - iii. Some businesses *transport* goods and people; bus companies, rickshaw drivers, taxi owners, and transport firms.
      - iv. Some businesses deal in *money*; banks borrow money from people who temporarily have more than they need and lend it to those who need it and can eventually pay it back.
    - e. All these businesses are satisfying our needs and wants.
      - i. Enterprises provide for our needs such as food, health, and clothing. Needs are the most basic qualities that a customer would expect of a product.
      - ii. Other enterprises cater to our wants such as a radio, mp3 player, massage, etc. Wants are extra features that are not necessary but desired by a customer.
      - iii. For instance, the need for detergent soap is that it should clean clothes; the wants are that it should smell nice, create a nice lather, cost a reasonable amount, and not be harsh on the hands.
      - iv. Show Maslow’s Hierarchy of Needs.
  3. How do businesspeople make profits?
    - a. The most profitable businesses are those that provide the most services and sell the most goods. They do this because they serve their customers better than other businesses. Business success is therefore a matter of *service*.
  4. If you had no restrictions, what business would you start?
  5. Name Tag Activity
    - a. Refer to [Activity 1](#)
- Rules are important to establish from the start of class. Get student input.  
E.g. chai, haircuts, shoes, soap, etc.  
See if students can come up with answers.
- See if students can come up with business types.
- Ask students question.  
Ideal answers: good management, high prices, hard work and service to customers.  
Ask students question.



## DAY 2 – HOW BUSINESS WORKS





1. Recap of Introduction to Business
2. How does a business grow?
  - a. An ordinary man decides to start selling clothes he makes with some spare money he has. He owns it all, and manages the business himself.
  - b. He wants to invest more money in the business, and the profits alone do not provide enough money to buy what he wants. What should he do? He asks a friend to put some money in and join him. Now they are partners.
  - c. The partnership prospers, and they want still more money to invest in the business so that it can become even bigger. He and his partner (there can always be more than one partner) do not know anyone who will risk their money at the risk of a loss or, even worse, a bankruptcy. What should they do? So they invite other people, who do not know them well but have money to invest, to buy 'shares' in the business. These 'shareholders' share in the profits, but if the business fails they only lose their investment, not everything else like the partners who are fully responsible. Now it is a limited company, because the risks of the members are limited.
  - d. The bigger the business gets, the more profit it makes, and probably this will mean that there is more to re-invest. The business can now grow from its own profits, without having to look outside for help.
3. *Faux* Real-life example of how a business grows
  - a. Hiren works at a Fab Lab in Vigyan Ashram during the day. He makes LED's in his spare time and sells the torches in the village during the evening.
  - b. His side business is a success, bringing in about Rs. 4000/month. But he needs more space and more workers to keep up with the demand.
  - c. He asks Ramakant if he can put in some money to help him out. Ramakant agrees to form a partnership with Hiren meaning they share the profits.
  - d. Hiren opens a shop in the village, naming it Ramren Torches. Ramren is able to hire more workers and sell more products. Everything is running smoothly, but both Hiren and Ramakant realize they want to grow bigger but need a little more investment. Since they have no family or friends to ask, they decide to ask others to invest and buy shares of the company. Those shareholders are now part-owners of Ramren Torches (which subsequently changes its name to Torches Pahije Limited). The shareholders make money when Torches Pahije Limited makes money but lose money when the entity loses money.
  - e. With the new capital, Torches Pahije builds a new, big company building and hires many local villagers to work on the production line as well as the business unit.

Ask students next question.

Ask students next question.

This example is meant to have students think of other ways of obtaining investment. The bank is not the only option to get more money.

### 4. BYST Entrepreneur Profile

owns it all	partnership	corporation (w/ shareholders)	grow from its own profit
			
ordinary man works at a company during the day; comes home at night and makes cleaning product.	partnership going really well.	invite others who don't know them (venture capitalists, local villagers)	the bigger the business gets, the more profit it makes
he sells the product by going house to house; people love it	moved business into a rented, small building	they buy shares in the company; make money when the company profits but lose money when company fails	that means that if the company is properly run, it will have money to re-invest.
the business is managed by himself	the business is managed by himself	also known as a limited company	no need to look outside for help
<b>growth options</b> bank family friends investors	<b>growth options</b> bank family friends investors		



## DAY 3 – VISIONING & GOAL-SETTING

“The most pathetic person in the world is someone who has sight, but has no vision.”

– Helen Keller

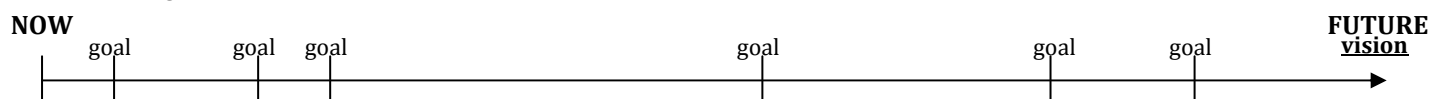
### 1. Visioning

- Visioning is being able to look into the future, your future, and see where you want to be. It concentrates on the future and can be a great source of inspiration. It provides clear decision-making criteria.

### 2. Vision to Reality: Goals

- Goals are common in our everyday lives. Students set goals to get high marks on their exams. A cricket bowler may set a goal to get 5 outs. And a business person usually sets goals to reach a certain amount of money in a certain amount of time.
- Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to concentrate and improve on, and often subconsciously prioritizes that goal.
- Goal setting and planning promotes long-term vision and short-term motivation. It focuses intention, desire, acquisition of knowledge, and helps to organize resources.

Ask some students what goals they have.



### 3. Vision Activity

- Thought-experiment: close your eyes and imagine 10 years later – me, my community, India. Can include subjects such as: occupation, family members, lifestyle, other people’s economic condition, infrastructure, environment, food, travel, priorities.
- What parts of each others’ vision are most liked? Have to think about the things most important to you – rank your top 3 and give your top vision (if any 1 thing you could make happen) – present to class. What are the values behind these visions? Do they link in with what we have decided as a class? Any business opportunities in the visions? Maybe do this by imagining your neighborhood.

Short activity with students

Try to have 3 students contribute

### 4. Your goals should be SMART

- S**pecific – Cannot be vague and broad
- M**easurable – You can measure your success as you’re trying to achieve it
- A**ttainable – It cannot be something impossible – make it within your reach
- R**elevant – Goals should be appropriate to who you are and what you do
- T**ime-bound – Goals should not be indefinite; there should be a time limit

### 5. Goal-Setting Game

- Refer to [Activity 2](#)



## DAY 4 – SKILLS OF AN ENTREPRENEUR

---

1. Existing Enterprise Skills
  - a. There are many businesses across India. Whether it is Tata or your local Vada Pav stand, these are all enterprises started by entrepreneurs. What do you think are some qualities that generally make an entrepreneur successful?
    - i. Self-confidence – the belief that you can do what you set out to do.
    - ii. Drive – the desire to work hard to accomplish one’s goals.
    - iii. Vision – the ability to see the end results of one’s goals while working to achieve them.
    - iv. Risk-taker – the courage to expose oneself to losses.
    - v. Competitive – a willingness to compete with others and test oneself against them.
2. Creativity with Constraints Activity – Entrepreneurs Day!
  - a. Refer to [Activity 3](#)

Ask students this question and tell them to define it. Write on board. They should generally be same as the ones to the left.



## DAY 5 – IDEA GENERATION

### 1. Coming Up with Business Ideas

- a. Entrepreneurs have a knack for creative thinking – applying their minds in innovative ways. This is how they come up with ideas for a business. Some ways to generate ideas are through inquiry, observation, researching, exploring, or maybe just spontaneously coming up with an idea. There are many ways to come up with ideas. Let's explore some ways.

Ways to Find a Business Idea	Examples of Businesses
Combining two or more ideas in a new way	Fruit juice and ice cream
Solving problems for people	Plumber, electrician, health advisor
Finding out what the competition is lacking and providing it	Saree shops that provide treats to children
Developing your hobby into an enterprise	Embroidery, sign-board painting, preparing cartoons
Building on one's natural skills	Singing, writing poetry for ads, theatre acting
Finding a gap in the market and fulfilling it	If there is no beauty parlour in the village, then start one
Improving an existing way of doing things	Food-processing machine that makes cooking a lot easier
Performing a job in a totally new way	
Giving an alternative to products by looking at what they DO instead of what they ARE	Functionality not style
Listening when people say "If only I could get?" and converting it into a business idea	Demand-based
Cashing in on seasonal/occasional consumer demands	Flags on Republic or Independence Day, Ganesh decorations during Ganesh Festival, painted lamps for Diwali, Fruits (Mango, etc)

Activity. Enterprise Idea Worksheet. Give them some time to fill out. Discuss.

Adapted from DEIS

### 2. Ideas from a Newspaper

- a. Refer to [Activity 4](#)



## DAY 6 – REVIEW: BUSINESS GROWTH, VISIONING, & SKILLS

---

1. What is a business?
  - a. Businesses are all around us. From the local chai stand or the state transport bus system to bigger companies like Reliance or Infosys.
  - b. They engage in different types of activities but ultimately provide to our needs and wants.
  - c. How do businesspeople make profits? The most profitable businesses are those that provide the most services and sell the most goods. They do this because they serve their customers better than other businesses. Business success is therefore a matter of *service*.
2. Business Growth
  - a. Is a bank always necessary for business growth? Not always. In the beginning stages, it's important to look elsewhere for funding (friends, family, interested businesspeople, etc.). Once the business starts growing and generating income, then banks are a safer route for access to capital. But still recognize that banks are not the only means of starting/growing your business.
3. Why Vision?
  - a. Visioning is important for our success not only as businesspeople but as human beings. You should be able to envision your future not only in the scope of your business but also your life as a whole.
  - b. Remember that your goals are the stepping stones to achieving your vision(s).
4. Characteristics of an Entrepreneur
5. BYST Entrepreneur Profile

Go over the characteristics again. Emphasize them.





## DAY 7 – MARKET VISIT

---

1. What is the Market?
  - a. The market is made up of producers and consumers. You and me.
2. At this point, you should be familiar with the internal workings of a business. Now it is time to roam the local markets – but as customers. The following questions are for you to think about while looking around.
  1. Which appear to be the busiest shops in the market? Why?
  2. Are any shops particularly empty and unattractive? Why?
  3. Which shop is making the best use of posters? What are they doing with them?
  4. What can you see, from the outside, of the interiors of the shops? Does what you see make you want to go in or not? Why?
  5. If you had to open a shop in this market, and could choose any site, which would you choose, and why?
  6. If you happened to be unlucky enough to have a shop in a less frequented part of the market, and could not move, how would you try to attract customers to your store in spite of your poor position?
  7. Are there any general improvements to the market that the shopkeepers as a group might try to undertake in order to benefit all of them? What might be stopping them from taking any joint initiative of this sort?

Emphasize their role as a customer.

Make sure they are observant of the marketplace.



## DAY 8 – MARKETING THEORY

1. Review Market Visit from Day 7
2. Marketing

Make sure students understand why they did the exercise.



Adapted from DEIS

- a. The Four P's – All of these, if successfully implemented, will make your product or service very attractive to customers.
    - i. Product – The product should meet or create a consumer need.
    - ii. Price – The product should be priced low enough for consumers to buy it but high enough for the business to make a profit.
    - iii. Place – The entrepreneur should locate his business in a place where consumers will buy the product or service.
    - iv. Promotion – This involves both advertising (paid) and publicity (unpaid). This can be achieved through business cards, banners, or radio and newspaper listings.
3. Design a Wallet Game
    - a. Refer to [Activity 5](#)

Try to act these roles out. It sometimes comes across better through charades.



## DAY 9 – MARKET RESEARCH AND SURVEY

- Imagine that you are done with your one-year DBRT course in Pabal and have moved back home. Now you are ready to start your own business. You might have loved electrical wiring and now want to start an enterprise with that in mind. Is that something your community needs? Our activity is going to be to first think of a business you would like to start with your group. Then we will make a questionnaire and ask villagers for answers to these questions.
- Sample Survey for Electric Appliances Shop

Students are placed in groups of approx. 4. They are to come up with their own business idea and questions to create a survey.

### Sample Questionnaire for Electrical Appliances

Name (of person being interviewed) \_\_\_\_\_

Sex Male  Female

Age 16-24  25-34  35-54  55+

Address \_\_\_\_\_

Job \_\_\_\_\_

Students may have a hard time coming up with their own questions. It may be useful to come up with 1 or 2 sample questions to get them started.

- |  |  |
|--|--|
| 1. Have you purchased any electrical appliances in the last 6 months?                                | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|  | Go to Q2      Go to Q6                                   |
| 2. Which electrical appliance items have you bought?   | Mixer <input type="checkbox"/>                           |
|  | Iron <input type="checkbox"/>                            |
|  | Oven <input type="checkbox"/>                            |
|  | Others (Specify) _____                                   |
| 3. Where did you buy these items?  | Electric Shop <input type="checkbox"/>                   |
|  | Super Shop <input type="checkbox"/>                      |
|  | General Store <input type="checkbox"/>                   |
|  | Door to door Salesperson <input type="checkbox"/>        |
|  | Others (Specify) _____                                   |
| 4. Were you pleased with the appliances?   | Yes <input type="checkbox"/>                             |
|  | No <input type="checkbox"/>                              |
| 5. Were there any problems associated with the appliance?  | Yes <input type="checkbox"/>                             |
|  | No <input type="checkbox"/>                              |
| If yes - What types of problems were these?  | _____  |
| 6. If you needed to buy some appliances, where would you look for information about whom to contact? | Yellow Pages <input type="checkbox"/>                    |
|  | Neighborhood <input type="checkbox"/>                    |
|  | Newspaper <input type="checkbox"/>                       |
|  | Others <input type="checkbox"/>                          |

Thank the person you interviewed for his/her cooperation

Adapted from DEIS



## DAY 10 – MARKET RESEARCH OVERVIEW

---

1. Survey Tabulation
  - a. Analysis of the data is done through survey tabulation. Through this, you can see who your ideal customers are and you can then target your product or service towards them or otherwise figure out how to expand your customer base by adjusting your product or service.
2. Activity: Each group does a survey tabulation with their market surveys
  - a. How would you change your business now that you have this information? Is it useful or did you already know all this?
3. Optional Activity: Market Strategy
  - a. Fill out the market strategy worksheet for the business you conducted market research on.

Show students the trends seen and how that can affect their business. Regards to age, gender, likes, dislikes.



## DAY 11 – REVIEW: MARKETING

---

1. Paper to Product Activity
  - a. Refer to [Activity 6](#).
2. Connect activity to 4 P's, Market Research, and its purpose

Have students repeat the definitions of the 4 P's.



## DAY 12 – FINANCE

### 1. Finance

- a. Every enterprise needs money (financing) whether that comes through others or through themselves. Terms that are important to know are:
  - i. Debt – The business borrows money and pays it back over a set period of time at a set rate of interest. Debt can be used to generate more profits, but the borrower must pay back what she borrowed. Debt has risks, too: if someone borrows, she owes no matter what happens to what she borrowed. Debt can have great benefits: If someone borrows a cow that has four baby cows, she still has to repay one cow. She can gain from debt by keeping the other four cows.
  - ii. Equity – The business gives up a percentage of ownership for money. The investor receives a percentage of future profits from the business based upon the percentage of ownership. Companies sell equity in the form of shares.

Debt can be further explored through the story below.

### What Does Debt Actually Mean?

A goat takes one year to become a grown goat and have baby goats. Usually, a goat has four baby goats. In these stories, Ashish and Amisha borrow one baby goat each. At the end of the year, each must repay what he or she borrowed.

It's preferable to do this exercise on a projector.

Story A	Story B
Ashish borrows a baby goat from Sowmya. Ashish can use the goat, but he has to pay back the goat in one year. Ashish feeds and breeds the goat. The goat has four baby goats. Ashish does not feed his pigs enough, and all the goats die. Ashish is in debt to Sowmya. At the end of the year, Ashish wants to pay off his debt, but he cannot because all his goats died. Ashish cannot keep any profits until he repays Sowmya.	Amisha borrows a baby goat from Sowmya. Amisha can use the pig, but she has to pay back the goat in one year. Amisha feeds and breeds the goat. The goat has four baby goats. Amisha is in debt to Sowmya. At the end of the year, Amisha wants to pay off her debt. She returns the goat she borrowed but keeps the baby goats.

### Questions

1. What happened?
  - a. What does **Ashish** do?
  - b. What does **Amisha** do?
2. What do these people do differently?
3. What have you borrowed? What have you paid back?
4. What have you loaned? What have you asked for in return?



## DAY 13 - ACCOUNTING

---

### 1. Simple Accounting

- a. It is necessary to keep records in order to manage a business successfully. Records are kept so that the manager can understand and analyze what is happening in the business. This helps to keep control over the cash that flows in and out of the business.

### How Does Planning and Record-Keeping Affect Businesses?

Sarita and Radhika each have the same business, a general store. Each wants to buy a refrigerator to store ice cream so they can sell it in the summer months. The refrigerator costs Rs. 5000.

It's preferable to do this exercise on a projector.

Story A	Story B
Sarita does not keep records. Sarita knows that she makes some profit each week but does not know how much. Sarita knows she does not have Rs. 5000 and cannot afford the refrigerator now. She also does not know how long it will take her to save Rs. 5000. Sarita does not buy the refrigerator or plan to buy a refrigerator later. She continues to sell only candy.	Radhika keeps written records. Radhika knows how much she has and how much profit she keeps at the end of every week. Radhika knows she does not have Rs. 5000 now and cannot afford the refrigerator now. However, Radhika records show that she can save Rs. 500 every week and will be able to use her extra profit to buy a refrigerator in ten weeks. Radhika buys the refrigerator in ten weeks.

### Questions

1. What happened?
  - a. What does **Sarita** do?
  - b. What does **Radhika** do?
2. What is the difference between these two stories?
3. What does **Radhika** gain from keeping records?
4. How can **Sarita** plan better?
  - a. What kinds of records can **Sarita** keep?



1. Types of Accounts

- a. Cash Book – A simple method of accounts which records daily each cash transaction in respect of Receipt or Payment. It begins with opening balance of Cash balances on the left side. This side is also called RECEIPTS side or Debit side of account. The Cash book closes with Cash/Bank balances, at end of a particular period, recorded on the right side i.e. PAYMENT side. The latter is also called Credit side.
  - i. Receipts – Money coming in
  - ii. Payments – Money paid out
  - iii. Balance – Difference between money coming in and paid out i.e. amount of funds.
- b. Creditors’ Records
  - i. People who sell goods to a business on credit are called creditors.
- c. Expense Record
  - i. Records all the expenses related to the business so that each item can be itemized for the Profit and Loss Statement
  - ii. Category can be anything from ‘Supplies’ to ‘Rent’ to ‘Salaries’ to ‘Licenses’ to ‘Transport’
- d. The Balance Sheet – The balance sheet is a financial statement showing the assets and liabilities of an enterprise at that exact date.
 

Assets = Liabilities + Owner’s Equity

  - i. Assets – Assets are all items of worth owned by a business, such as cash, inventory, furniture
  - ii. Liability – Liabilities are all debts owed by the business such as bank loans and loans from family and friends.
  - iii. Owner’s Equity (or Capital or Net Worth) – Owner’s equity or net worth is what’s left over after liabilities are subtracted from Assets. Owner’s equity is the value ‘on the balance sheet’ of the business to the owner.
- e. Profit & Loss Statement – The P&L Account shows the sales and costs incurred during a particular period for a business.
  - i. Sales – Sales is how much money the enterprise receives for selling its products or services.
  - ii. Costs/Expenditures – Costs are what you pay for producing the product.
  - iii. Profit – Profit is what money you make after all costs/expenditures are deducted from sales.

Optional but highly recommended worksheets are available in the Appendix to help students understand the purpose of these accounts (click above)

Ask students what type of expenses certain businesses can have.





## DAY 14 – BUSINESS COMMUNICATION + CRM

1. Customer Relationship Management
    - a. The effective utilization of the current customer base and the endeavors to increase its life cycle is called Customer Relations Management. This can actually be practiced only when the entrepreneur has started his ventures. The main aspects of CRM include the following:
      - i. Building a personal relationship with customers. (e.g. asking about their family, their occupation, etc.)
      - ii. Creating and maintaining a relationship beyond the purchase point. (e.g. try interacting with them outside of the business environment)
      - iii. Focusing all organizational activities on maintaining relationship.
      - iv. Using the above to increase customer life cycle. (e.g. have them tell friends and family)
  2. Business Communication
    - b. Communication occurs on a daily basis. We communicate with friends, family, and other things around us. To run a successful enterprise, you must communicate to be understood and to understand others. This involves speaking, listening, writing, observing, and other forms of verbal and non-verbal communication.
    - c. *Activity 1. Telephone. The trainer should write a message on a piece of paper. He should whisper that message in the ears of the first student. This student should then walk up to the second student and repeat the message only once. The second student should then rush to the third student and repeat the message and so on to the fourth student. The last student should then write down the message, as he got it, on to the board. The trainer should then write the original message. A comparison should then be made of the actual and transmitted message. See how correctly the message came through. If there are any mistakes, explain how these are caused by hierarchical distortions in an organization. The trainer may also like to organize this activity like a competition between two groups of students to see which group sends the message more quickly and correctly. This will increase the interest in the exercise.*
    - d. Writing letters
      - i. A business letter should be concise and clear.
      - ii. A business letter is usually written on your company letterhead.
      - iii. A business letter usually has:
        - × An introduction, in which subject of the letter is introduced
        - × The body of the letter, where the main points are discussed as precisely as possible.
        - × The conclusion, where the sender closes the letter politely.
        - × Signature or initials.
      - iv. The business letter should look neat. It is often good practice to write the letter aligned from left.
    - e. Speaking on the phone
      - i. Talk professionally.
      - ii. Always answer the phone with a greeting like "Hello" or "Namaskar"
      - iii. When receiving a call, identify yourself and offer your assistance. e.g. Hello! This is Ramani of ABC Co. How may I help you?
      - iv. When calling someone, identify yourself and state purpose of calling. e.g. Hello! I am Lata. I would like to talk with \_\_\_\_\_.
      - v. Before making a call, keep all information you may need, ready at hand. This way you will avoid wasting time shuffling papers or searching for information while the call is going on.
- Very important to keep current customers and attract new customers.
- Make sure students understand the purpose of the game. Messages should be given directly to the person, not through others.



## DAY 14 (CONT'D) – BUSINESS COMMUNICATION + CRM

---

- f. *Activity 2. Ask two students to come to the front of the class and stand about 8 feet apart. They should pretend that they are talking on phone with each other. First student should act as if he is a customer who is calling up the second, who is a shop owner, to complain about an electric appliance he purchased last month from the shop. The second student should tactfully handle the complaint. Give the students 2 minutes to complete their conversation. Invite comments from other students on the conversation that took place. How can they improve their conversation?*
- g. *Activity 3. The trainer should give a student a confidential subject to act out in mime. Mime means that without talking the student has to convey the message. The rest of the class has to guess what the message is. Trainer should explain to the students that this is an exercise to emphasize the importance of body language. Trainer could prepare his own subjects. Examples of subjects could be:*
- i. *Friends are forever.*
  - ii. *Work is finished. I am feeling satisfied.*
  - iii. *Machine is faulty. I feel angry and frustrated.*
  - iv. *I have a wonderful idea.*
  - v. *Come quick.*
  - vi. *Where shall we go for dinner?*
  - vii. *Dispatch the material by train.*

Students will have fun but make sure they understand the underlying concepts (i.e. the importance of body language)



## DAY 15 – REVIEW: MONEY & COMMUNICATION

1. Why is planning and record-keeping good?
  - a. Records are kept so that the manager can understand and analyze what is happening in the business.
2. What is the difference between debt and equity?
  - a. Both debt and equity can be used to help start or grow your business. Both have benefits and risks but can be very helpful to your business.
  - b. The following table explains the difference between debt and equity.

Ask students question and make sure they understand why.

<b>Debt</b>	<b>Equity</b>
To finance through debt, the Entrepreneur goes to a person or to an institution that has money, and borrows it, signing an agreement to repay the sum with interest.	Equity means that in return for money, the investor receives a percentage of ownership in the company.
Lender has no say in the future or direction of the as long as the loan payments are made.	The equity holder has a say in the direction of the business.
The payments are predictable.	The equity investor assumes greater risk than the debt lender.
If the loan repayment is not made, the lender can force the business into bankruptcy (force the business to shut down) to get the loan back, even if that loan is only a fraction of what the entire business is worth.	The equity investor cannot force the business into bankruptcy to get back the original investment. If a business is forced into bankruptcy, debt investors get paid off first from the sale of business assets. Equity investors have claim on what ever is left over has been paid.
The debt investors get only a contracted rate of interest or return.	The equity investor could make an investment back many times over if the business prospers but lose money if the business fails.
<i>Examples include banks, finance institutions, etc.</i>	<i>Examples include investors, venture capitalists, business partners, etc.</i>

The table is meant to clearly emphasize the differences between debt and equity. Make sure students understand these two concepts before moving on.

Partially adapted from DEIS

3. What is the meaning behind Customer Relationship Management?
  - a. Keeping your business' current customers by engaging with them and also expanding your customers through them.
  - b. CRM is very effective in increasing your business' revenue and creating a name for your business in your village.
4. BYST Entrepreneur Profile



## DAY 16 – BUSINESS PLANNING

---

1. Objectives and Goals
  - a. Objectives are important for businesses. They help us answer:
    - i. How much money?
    - ii. By what time?
    - iii. What will you do with the money?
2. Business Plan
  - a. A business plan is simply a written document that describes the future path of the business.
  - b. Some benefits of producing a business plan include:
    - i. It will help you think practically about your business.
    - ii. It will help you to examine various options.
    - iii. It will help you look objectively at opportunities and risks.
    - iv. It will help you to test the thoughts in your mind.
    - v. You can identify the cash needs in your enterprise.
    - vi. It can be used to raise finances from bankers, investors and others.
    - vii. It provides you a benchmark against which to compare the progress and performance of your business.
3. Business Plan Template
  - a. Try to fill out the accompanying business plan template with appropriate information for either the business you chose during the market research or for a business you plan on starting in the near future.
  - b. It may seem long and the questions may look hard but in order for your business to be successful, you will need to know this information.

Template is in separate file.  
Help students recognize the importance of having a business plan through this exercise.



## DAY 20 – COURSE REVIEW

---

Go over each day of the course. Get student feedback. Make sure students understand the concepts and address any questions they might have.



## ACTIVITY 1. NAME TAG

Adapted from NEN

**Purpose:** Great ice-breaker to get students to think outside the box and contribute creatively in their environment.

**Time:** Approximately 45 minutes

**Materials:** Colored Paper, Markers

- ※ Form two-member teams by pairing students in the class.
- ※ Have paired-up students get to know each other on a more personal level.
- ※ After 5 minutes, ask them to create name tags (or tools) that describe their partner best.
- ※ Be as creative as you can be when you make this name tag – it could be a tie, a wrist band, a crown, a tent card, anything that you can imagine.



## ACTIVITY 2. GOAL SETTING GAME

Adapted from MOVE

**Purpose:** Motivation exercise to emphasize the importance of having goals and explore the thinking behind formulating goals.

**Time:** Approximately 1 hour

**Materials:** Rocks or Coins for throwing

- ✗ Draw a circle approximately 3 feet in diameter and a horizontal line approximately 15 feet away. The goal of the game is to throw as many coins as possible into the circle.
- ✗ Ask each volunteer: 'How many attempts would you like?' Then ask, 'How many coins will you get in the circle?' Record their answers on a piece of paper. **NOTE:** Make sure they know the difference between the two questions!
- ✗ Allow the volunteers a second chance to improve upon their performance.
- ✗ Relate the results to a business venture. For example:
  - ⊖ If the volunteer gets more coins in the circle on the second attempt, the trainer could possibly offer the explanation that they are more likely to be successful as they gain experience.
  - ⊖ If they get fewer in the second time, emphasize that they may experience success or failure, but the more they try, the more they will succeed. In this fashion, relate the results to a potential business.
  - ⊖ Since any outcome is possible, it is absolutely essential that the trainer is able to improvise, no matter what happens.

Note: There is a danger that the participants will play the game and not understand why it is relevant to a business. It is extremely important to pause after each volunteer has thrown her coins to ask questions about how the goal-setting game is related to a potential business.



### ACTIVITY 3. ENTREPRENEURS' DAY!

Adapted from NEN

**Purpose:** To get students to be creative in teams and have them work with time-constraints.

**Time:** 1 hour

**Materials:** Scissors, Colored paper, Glue, Markers, Pens, Pencils, etc.

**Description for Students:** Today is Entrepreneurs' Day! Your shop is ill-prepared for this huge holiday celebrated in your village and throughout India. What can you do? You have one hour before your shop opens and a variety of colored paper and markers. Customers will only buy cards that have nice and good designs. Get to work!

- × Form groups with 2 – 4 students.
- × Ask them to create a holiday card line based on the above description.
- × Be as creative as you can be when you make the cards. Let your imagination go wild!
- × The cards will be displayed afterwards, so don't fool around!





## ACTIVITY 4. IDEAS FROM A NEWSPAPER

Adapted from NEN

**Purpose:** To get students to think outside of their own realms about business ideas and to see whether these ideas are sustainable or not.

**Time:** 1 – 1.25 hours

**Materials:** Newspapers

### Context Briefing to Students

- ✘ Before starting a business, you need to know what your business will do. IDEA GENERATION is one of the first steps in starting a business since you must know what your business will be about.
- ✘ IDEA GENERATION leads to OPPORTUNITY EVALUATION which sees if that opportunity is sustainable.
- ✘ IDEA GENERATION is not a one-time process; it occurs throughout the cycle of an existing business.

### Directions

- ✘ Have the teams form by counting off into groups of 3 – 5 people.
- ✘ Hand each group a section of a recent newspaper
- ✘ Ask the teams to come up with as many different ideas for possible businesses as they can in 15 minutes. The ideas must be triggered by something (anything) they see in their section of newspaper.
- ✘ After 15 minutes, each team tells how many ideas they generated, and reads off the list to the room. No sorting or preference required.
- ✘ While they are reading off their list, you (the facilitator or faculty member) write each idea on the board. While writing each idea, you group the ideas into three groups, but don't not explain what the groups are (no headers, etc on the board). The ideas should be divided along the following lines:
  - ⊖ Ideas created by consumer taste/spending change
  - ⊖ Those triggered by regulatory change
  - ⊖ And those created by changes in technology
- ✘ Lead the participants through a discussion. Some thoughts for discussion triggers and points to draw out:
  - ⊖ You may want to choose a few ideas from the different lists, and ask the teams to explain how they got the idea.
  - ⊖ May want to draw out the similarities and differences in the ideas.
  - ⊖ Can then ask people what the differently grouped ideas have in common with each other.
  - ⊖ Highlight the significance of change making ideas possible.
  - ⊖ Point out where ideas were triggered by "problems" as well.
  - ⊖ Ask why we used a newspaper, in order to highlight need to focus externally.

NOTE: Discussion should be lively and fun. No idea is silly. No idea is impossible. The same rules apply as for brainstorming! It's a great way to point out the difference between idea generation and opportunity evaluation.



## ACTIVITY 5. DESIGN A WALLET GAME

Adapted from NEN

**Purpose:** It emphasizes the idea that entrepreneurs create value by solving the problems and/or meeting the wants and needs of their customers.

**Time:** 1 hour

**Materials:** Colored paper, tape, glue, scissors, pens, rubber bands, color markers, paperclips, and rulers – whatever you can manage.

Do not tell the students the purpose of the exercise before starting – simply give them the instructions and materials.

- × Form several two-member teams by pairing students in the class.
- × Tell them that they should all take out their wallets.
- × Each person in a pair will interview the other about his or her wallet:
  - ⊖ What is this wallet to each individual? A storage container? A photo album? A life organizer? A black hole?
  - ⊖ What things do they love about their wallets and what things do they hate?
- × Next, each participant should decide what kind of a wallet they would create for their teammate based on the interview.
- × Each person proceeds to make a new wallet for the other person based on what they have learned.



## ACTIVITY 6. PAPER TO PRODUCT

Adapted from NEN

**Purpose:** The exercise demonstrates that, in order to create value as an entrepreneur or a member of any organization, you must first understand that the market plays a major role in determining the value of a product or service. It emphasizes customer- and market-oriented product development. It also helps students understand the need for accurate market research and analysis before introducing a product in the market.

**Time:** 1 hour

**Materials:** A4 size paper sheets – one sheet per person.

The Exercise:

1. Do not tell the students the purpose of the exercise before starting – simply give them the instructions and a sheet of paper.
2. To begin with, ask the participants to design/make a product out of the single sheet of paper given to them within the next 10 minutes. There are no requirements or needs given to them; it is absolutely open ended and they can create any product what they feel is feasible with the given material within the given time. (usually it is a boat, air plane or some origami in play)
3. Now form several teams by grouping students in the class. The group size could vary between 5 – 10 members. Tell the group to select the one best product from their group.

Instructions to students:

4. Once they are done with the selection of product, they have to attach a price to their product. As a group, they have to arrive at a suitable selling price for their product. Give them 5 minutes for this discussion on pricing and tell them not to share it with other groups.
5. After the discussion, tell them to write the selling price somewhere on the product so that it is not easily seen. You may tell them “this is made of paper and only paper and you cannot say it is made of gold or diamond!” This warning will help avoid any discrepancies in pricing the product by various groups.
6. Give the participants ten minutes to prepare for a “show and tell” presentation. They can present on their product’s features, use(s) and target market but they are not supposed to disclose the price. It could be a Promo, Advertisement, Demo or Drive.
7. Link to One-Minute Pitch exercise: ask each team to give a one minute or 3-minute pitch for their new product, which helps build presentation skills.
8. When the groups are ready for the presentation, distribute a small sheet for each group once again; ask them use it to write down the offer price for each group’s product when they make the presentations.
9. After each presentation, allow 2 minutes for the groups to discuss and arrive at their offer price for each product and write it down against the group no. on the sheet provided.

Concluding the exercise/ Debriefing:

1. Collect the pricing sheets from all the groups; read aloud the prices offered by other groups followed by the actual selling price written on each product. Often there is a lot of difference in the prices (there could be undervaluation or overvaluation) and the results could be hilarious especially when the selling price is lesser than the offer price! This difference in prices is obviously the difference in the value perceived by buyer and seller and paves way for further discussion.
2. You may lead this discussion to debrief and help the participants understand the following:
  - a. Why is the offer price different from the price you fixed to sell the product?
    - i. Perceived Value, Value addition
    - ii. Product orientation Vs. Market orientation ☑ Focus on external environment
    - iii. Any other factor/reason
  - b. Many times a product may seem to be overpriced according to the market and may not be received well; this happens because the market may not be ready for such a product and so has not perceived the value for the product.
  - c. It is also possible that the product may not be fulfilling any particular need as intended and hence carries no value.
  - d. You may point out that conducting a market survey, collecting and processing the results could be ideal next steps once there is a concrete product idea.



## EXAMPLE OF A MARKET STRATEGY

### Market Strategy

Product or Service	Product or Service Strategy	Pricing Strategy	Selling Strategy (Place)	Promotion Strategy	Distribution Strategy
	<ol style="list-style-type: none"> <li>1. Identify the customer using family size, age group and so on.</li> <li>2. Identify market segments, i.e., households (rich, medium, poor)</li> <li>3. Identify shops, hotels, hostels and so on</li> <li>4. Identify wants of each market segment. (Example: Houses need high quality, hotels need bulk)</li> <li>5. Compare existing brands. Which brand targets which segment?</li> </ol>	<ol style="list-style-type: none"> <li>1. Relate price to market segments and wants.</li> <li>2. Which market segments will be willing to pay?</li> <li>3. What wants can they fulfill for that price?</li> </ol>	<ol style="list-style-type: none"> <li>1. Direct selling: <ul style="list-style-type: none"> <li>✗ Door to door</li> <li>✗ Street Vending</li> <li>✗ Exhibitions and fairs</li> </ul> </li> <li>2. Sell to other shops at wholesale rates.</li> <li>3. Sell at retail rates through their own shop.</li> <li>4. Set up stall in a grocery store and pay a store commission.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Packaging:</b> what type of packaging do they need? (colourful, clear plastic, different sizes, company name printed on the package?)</li> <li>2. <b>Branding:</b> How do you choose a brand name? What would be its message? What do you want to convey? Who is your target audience?</li> <li>3. <b>Advertising:</b> Use networks to generate demand through word of mouth.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Margin:</b> What are the profit margins if you are producing and selling to wholesalers and if you sell retail? What margins can you get if you buy from wholesale and sell retail?</li> <li>2. <b>Stocking:</b> How much of the product should be available at a time? How much should be in stores? How much should be with them? Therefore, how much should they produce or have available monthly?</li> <li>3. <b>Shelf life:</b> What is the minimum and maximum shelf life of your product? Within that shelf life how much can you sell? What will you do with excess stock? Can you extend the shelf life? Nearing the end of the shelf life if you can't sell, do you have a back up plan, like an agent to whom you can off-load the product? If a product (like vegetables) decreases in quality with time, will you sell it at a discount?</li> <li>4. <b>Inventory (variety):</b> Which market segments require what varieties and how many varieties will you stock for each market segment (ex. The rich require many varieties of bangles to choose from).</li> <li>5. <b>Choice of Distributor:</b> Who is a good distributor? How much product stock is a distributor willing to take? How much can she/he sell? What kind of profit margin will she/he give you? Is she/he willing to promote your product over time?</li> </ol>
<b>EXAMPLE</b>					
Incense sticks	<ol style="list-style-type: none"> <li>1. Market segments: Temples, homes, shops, offices, buses</li> <li>2. Temple: Minimum wants: it should just burn. Smell, longevity, packaging is not important.</li> <li>3. Home: It should last a long time, be fragrant.</li> <li>4. Shop: Being fragrant is the most important factor.</li> </ol>	<p>Temples: Price should be cheap.</p> <p>Homes: Willing to pay a little bit for long lasting sticks.</p> <p>Shops: May be willing to pay more for fragrance.</p>	<p>Direct selling to temples. Essential to know festival dates and auspicious days.</p> <p>Selling through shops.</p>	<p>Temples do not need elaborate packaging. Low price and minimal packing needed.</p> <p>Homes would want a nice cardboard box with a nice design, where you can close the cardboard box to keep the sticks fresh.</p>	<p><b>Shelf life</b> is not much of a concern. Products last longer if they are in sealed packages, but this will be at an extra cost.</p> <p><b>Variety</b> is not important for temples, but if you want to sell to multiple market segments, you need different varieties with different qualities and different fragrances.</p> <p><b>Distributor and Stocking:</b> If you want to sell to shops outside temples, you'll have to sell in bulk. If you yourself want to sell outside temples you can sell in smaller amounts or even sell single sticks. Homes will want a few incense sticks in a box that will last. Outside temples, you can also sell a kit which includes a coconut, flowers, etc. Selling door to door may not be worth it because profits may not compensate for transportation costs.</p>



## ACCOUNTING EXAMPLES

### Cash Book

MONEY INTO CASH BOX					MONEY OUT OF CASH BOX				
DATE		DETAILS	Rs.	<i>p</i>	DATE		DETAILS	Rs.	<i>p</i>
Dec.	1	Balance in cash box at beginning of day	50	00	Dec.	1	Patil & Co. for supplies	27	00
		Cash Sales (Receipts)	10	00			Rent	4	00
		Debtors (Customers payment of outstanding debts)	5	00			Wages	9	00
							Allowance – Self	4	00
							Total Out	44	00
							Balance in cash box at end of day	21	00
			65	00				65	00
Dec	2	Balance in cash box at beginning of day	21	00					

### Creditors' Record

NAME: Dynaneshwar & Sons Ltd.

DATE PAYMENT DUE: 5<sup>th</sup> of the Month

Date		Particulars Invoice or Cheque-Receipt No.	Total Paid		Total Purchased		Balance	
			Rs.	<i>P</i>	Rs.	<i>p</i>	Rs.	<i>p</i>
Mar.	16	Invoice No. 3543	-	-	650	00	650	00
Mar.	17	Invoice No. 3664	-	-	360	00	1100	00
Mar.	22	Receipt No. 11	1100	00	-	-	00	00

### Expense Record

Date		Particulars	Total Paid		Category
			Rs.	<i>P</i>	
Aug.	4		680	00	
Aug.	5	Trade Office	2000	00	Rent
Aug.	8				
Aug.	11				
Aug.	19				
Aug.	22				
TOTAL EXPENSES					



## ACCOUNTING WORKSHEET 1. JAYNESH'S CASH BOOK CHALLENGE

Jaynesh always made a note of the amount of money he had in the cash box at the end of each day's business. He used to take the box home, securely locked, and bring it back to the shop each morning. He also made a note on a piece of paper every time he took anything *out* of the cash box; he kept these papers on a spike so that none would be lost.

He was not quite sure why he kept these pieces of information, except that someone had once told him that it was a good thing to do and he did feel more in control of his business as a result.

One day a salesman from a fertilizer company came to the market where Jaynesh's shop was, and announced to that his company was giving free display stands and advertising material to all the shops whose sales of all goods were greater than Rs. 1000 a week. Jaynesh badly wanted to take advantage of this offer, since his fertilizer business was important to him, but he did not know how to prove to himself or the salesman that his sales were sufficient to qualify his shop.

The offer was made on a Saturday evening just before the shop was closed. Jaynesh took home with him the cash box and his papers from the previous week, and was determined to work out what his sales had been during the week.

He had the following information:

Day of the Week	Cash at Start of Day	Cash at End of Day	Money taken out During Day
Monday	Rs. 200	Rs. 350	Rs. 50
Tuesday	Rs. 350	Rs. 450	Rs. 100
Wednesday	Rs. 450	Rs. 400	Rs. 150
Thursday	Rs. 400	Rs. 500	Rs. 50
Friday	Rs. 500	Rs. 500	Rs. 200
Saturday	Rs. 500	Rs. 650	Rs. 100

### Questions

1. How much money had come into Jaynesh's cash box during each day and during the whole week?
2. Does he qualify for the offer from the fertilizer salesman?



## ACCOUNTING WORKSHEET 2. JUMA'S PREDICAMENT

---

Juma did not keep any accounts for his business, but he did make a note of how much cash he had at the beginning and end of each month, and how much he spent on wages, rent, licenses, and on his own expenses. He also kept all the receipts he got from his suppliers when he bought new stocks. He always paid cash for everything he bought, and all his customers paid cash too.

His son Mohamed came home from Secondary School during March 2008. Juma was very glad to see him, because he wanted some help with his business. In particular, he had a special problem, and he asked Mohamed to try to solve it.

Juma had had an argument with some of the other traders in the market over whose shop sold the most goods. They had agreed to compare their sales figures for December 2007 but Juma only had the following information:

- a) He had started the month with Rs. 250 in the cash box.
- b) He added together all the receipts for new stocks bought during December, and the total came to Rs. 2570.
- c) He had withdrawn a total of Rs. 230 in cash for his own use, as well as Rs. 35 worth of goods for his own consumption.
- d) He had paid Rs. 100 in wages to his assistant, Rs. 60 for the rent for the month, and Rs. 40 for transport of new stocks to his shop.
- e) He had finished the month with Rs. 528 in the cash box.

What were the total sales of Juma's shop for December 2007?

