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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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Skilling India in Electronics

Facilitator Guide



Sector
Electronics

Sub-Sector
IT Hardware

Occupation
E-learning Management

Reference ID: ELE/Q4701, Version 1.0

NSQF Level: 4

IT Coordinator
in
School



Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

The need for having a standard curriculum for the Job Role based Qualification Packs under the National Skills Qualification Framework was felt necessary for achieving a uniform skill-based training manual in the form of a Facilitator Guide.

I would like to take the opportunity to thank everyone who contributed in developing this Guide for the QP Field Technician – DTH Set Top Box Installer and Service Technician.

The Guide is the result of tireless pursuit to develop an effective tool for imparting the Skill Based training in the most effective manner.

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CEO

Electronics Sector Skills Council of India

About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s. Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

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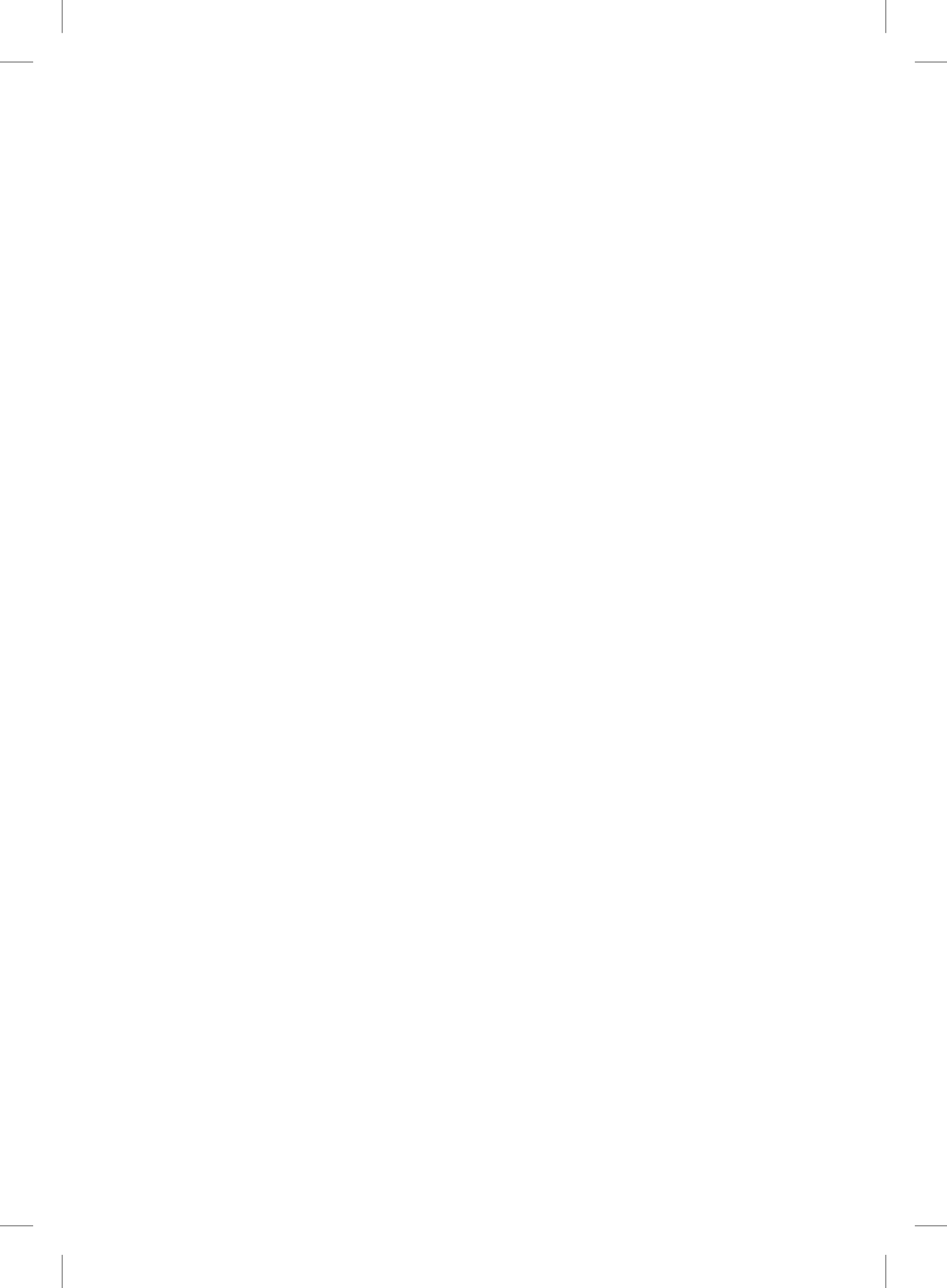
1. Basics of Information Technology (IT) in Schools

Unit 1.1 – IT Requirement in Schools

Unit 1.2 – IT Equipment Used for Operations



ELE/N4701



Key Learning Outcomes



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

- # Define the basics of IT
- # Identify the classroom structure and equipment
- # Classify the equipment needed for basic IT operations

UNIT 1.1: IT Requirement in Schools

Unit Objectives

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

- Identify the requirements for schools to enable smart classes
- Define the structure of smart classrooms
- Identify the basic computer technology and display products

Demonstrate

- Show the various hardware components of a computer
- Show the working of a system software such as Windows
- Show the working of a programming software such as Logo
- Show the working of an application software such as MS Office

Notes for Facilitation

- Tell the participants that a smart class is the new vision in education that can transform the way teachers teach and students learn.
- Explain that a smart class has an instructor using interactive modules such as videos and presentations to impart learning.
- A smart classroom is equipped with various multimedia devices such as an overhead projector, wireless internet access, DVD player and a smart board, but the most important device is a personal computer.
- Explain that computers can be of following types:
 - Desktop
 - Laptop
 - Tablet
 - Smartphones
- Explain that a computer consists of two major elements:
 - Hardware:
 - § Is the collection of physical parts of a computer
 - Software:
 - § Is a set of programs containing instructions that tell the hardware what to do and how to do it
- Illustrate by telling that the keyboard or the monitor is hardware and the operating systems such as Windows running on the computer is the software.

- Explain the components of hardware with the help of the following figure:

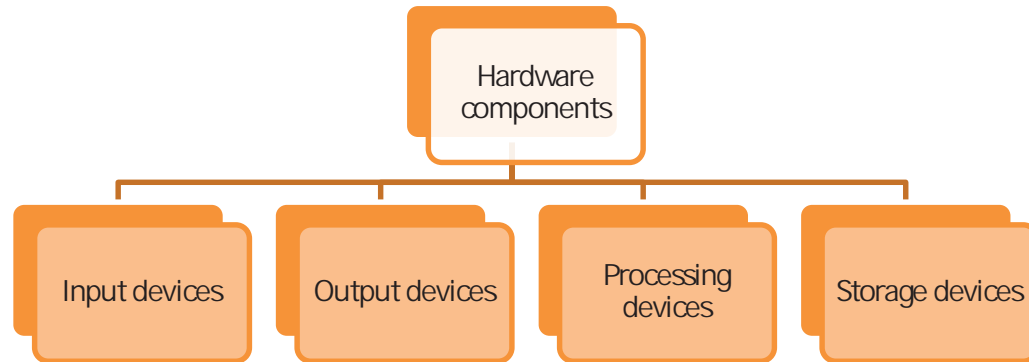


Fig 1.1.1 Hardware components

- Explain that :
 - Input devices enable user to enter information and commands:
 - § Some input devices are keyboard, mouse, joystick, light pen and scanner.
 - Output devices send data from a computer to another user or device:
 - § Some output devices are monitor, printer, speaker and projector.
 - Processing devices receive data, process it and send the result to output devices:
 - Some processing devices are central processing unit (CPU), motherboard, network card and sound card.
 - Storage devices store the data in their memory:
 - § Some storage devices are hard disk, compact disc (CD), magnetic strip and memory.
- Explain the functions of hardware components of a computer.
- Explain that software can be classified into three types
 - System software is a set of programs designed to control and work with hardware:
 - § Includes operating systems, device drivers and diagnostic tools
 - Programming software helps the programmer in developing other software or applications:
 - § Includes compilers, assemblers, debuggers and interpreters
 - Application software enables users to complete one or more tasks:
 - § Includes word processors, database programs, web browsers and spreadsheets
- Inform them about the recommended hardware and software specifications for a system needed in smart classroom.
- Explain the structure of a smart classroom.
- Explain the typical gadgets in a standard smart classroom.
- Explain that the interactive whiteboard is the most important equipment for a smart classroom.
- Explain that interactive whiteboards allow content from a computer to be displayed onto a dry erase whiteboard using a digital projector.
- Explain that they are powered by easy to use software.
- Explain that the elements on the board can be controlled directly by hand to drag, drop, click and copy any item.

- Inform them that the interactive whiteboards were initially developed to demonstrate concepts and record business meetings.
- Give an example. The instructor can show an image of a computer and then explain it by adding labels to demonstrate the key parts. The finished image can be saved and handed out to the participants.
- Explain that interactive whiteboards offer several advantages such as:
 - They promote creative thinking.
 - They suit all three types of learning styles:
 - § Visual learners get a clear view of the content on the board.
 - § Audio learners can participate in group discussion.
 - § Tacit learners can move things on the board.
 - They enable interactive teaching.
 - They promote group discussion and participation.
- Explain that interactive whiteboards enable you to:
 - Highlight text
 - Add footnotes
 - Add notes or drawings
 - Label parts of an image
- Explain the working of an interactive whiteboard with the help of fig. 1.1.7.
- Tell the participants that successfully implementing e-learning in a school depends on the following eight key factors:
 - Success Metrics:
 - § There must be a structured way to measure success. The achieved outcomes must be periodically evaluated against the desired outcomes.
 - Training Time Table:
 - § The training needs of the employees must be planned and an organized timetable must contain details such as name of the course, start and end date, target audience and so on.
 - Team Leaders and Schedules:
 - § The team must be headed by a project leader who should be responsible for implementing the project within the stipulated time frame.
 - § The IT team should ensure availability of technical resources such as hardware, software and LMS safety.
 - Risk Management Guidelines:
 - § There must be a robust plan to monitor, control and manage any potential risk at any point of the project.
 - Clear Objectives:
 - § Objectives of all the related departments must be aligned with the project objectives.
 - Learning Management System (LMS):

- § The plan to implement LMS should have safety and backup plan, applications to be installed, disaster recovery plan, software types and details of the version to be installed.
- Communication Strategies:
 - § There must be a plan to create awareness and understanding of the e-learning course.
- Quality Standards:
 - § The role of each person must be defined and the methods and procedures must comply with established quality standards.
- Tell them that the common display products used in smart classes are as shown in the following figure:

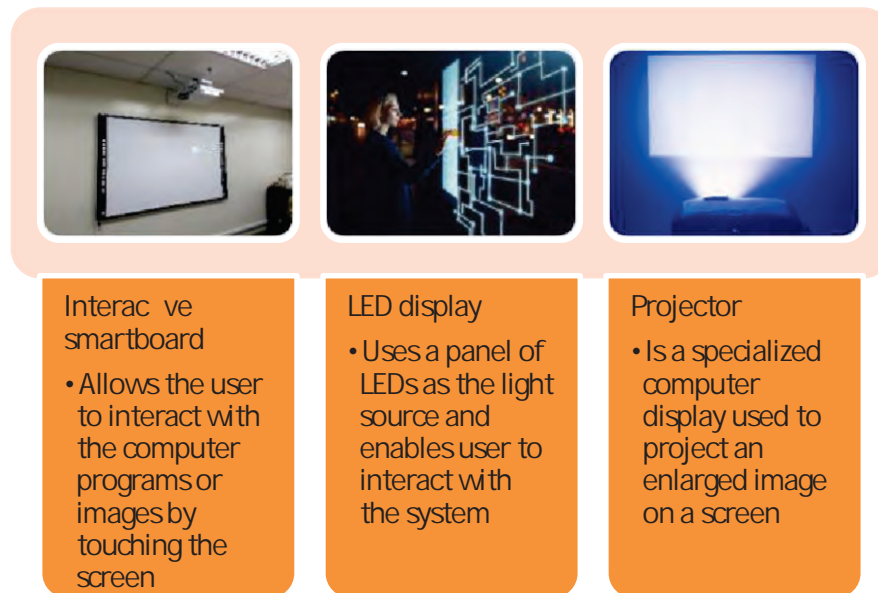


Fig 1.1.2 Hardware components

- Tell them that to ensure smooth functioning of smart classes, the IT coordinators should be aware of the features of these products.

UNIT 1.2: IT Equipment Used for Operations

Unit Objectives

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

- Identify the equipment used in schools for e-learning
- Define the need for maintaining equipment

Demonstrate

- Show the equipment used for e-learning

Notes for Facilitation

- Explain one by one the different types of equipment used for e-learning such as:
 - Interactive whiteboards
 - Digital projectors
 - Digital pens
 - Classroom audio systems
 - Wireless slates/Tabs
 - Computer/Laptop
 - Printer/Scanner
- Explain that there are four types of interactive whiteboards:
 - Pen-based, infrared boards:
 - § Use a battery-operated pen to work
 - § Does not allow the users to interact with their finger on them
 - § Can also be used as normal whiteboards
 - Pen-based, electro-magnetic boards:
 - § Use a mesh of copper wires on the board to get input
 - § Do not need a battery-operated pen
 - § Cannot be used as normal dry-wipe boards
 - § Does not allow the users to interact with their finger on them
 - Touch-based, mesh boards:
 - § Allow the users to interact with their finger as well as a pen
 - § Can also be used as normal whiteboards
 - Touch based infrared boards:
 - § Are magnetic boards
 - § Allow the user to interact with their finger as well as a pen
 - § Can be used as normal dry-wipe boards
- Explain that a digital projector is a specialized computer display that projects an enlarged image on the screen. This enables a room full of people to see the image.

- Tell that there are two types of digital projectors
 - Liquid crystal display (LCD) panels:
 - § The light from a lamp is directed through the LCD panels, made parallel using a lens, and projected onto a screen.
 - Digital light processing (DLP) panels:
 - § It uses many mirrors instead of transparent panels.
 - § The mirrors move back and forth, altering the amount of light that reaches the projection lens from each pixel.
- Explain that digital pens capture a digital copy of handwritten notes which can then be saved to a computer or pen device.
- Explain that this enables students to record class notes digitally and instructors to enhance content with diagrams, graphs and so on.
- Explain that wireless slate/tab is basically a portable personal computer with a touch screen interface.
- Tell that instead of a physical keyboard, slates accept input through a virtual keyboard displayed on a touch screen.
- Inform them that all this equipment also requires regular maintenance.
- Explain the importance of doing preventive maintenance for both hardware and software.
- Tell them that preventive maintenance refers to periodic checking of the working of hardware and software to ensure that it operates properly.
- Tell that preventive maintenance is performed while the equipment is in a working order to safeguard against unexpected breakdowns.
- Then explain to them that regular maintenance helps to:
 - Increase the speed of Computers
 - Keep them stable, ensuring that data is not lost unexpectedly
 - Make a computer more secure, defending sensitive data against viruses
 - Extend the life of computer system
- Explain that the following steps should be taken as a part of regular preventive maintenance schedule:
 - Ensure regular cleaning of the equipment.
 - Ensure that all the equipment is functioning properly.
 - Ensure that an anti-virus program is running in the background.
 - Ensure that a problem log is maintained.
 - Ensure that the equipment is turned off at the end of the day.
- Explain that in addition to equipment, a comprehensive learning management system (LMS) is also needed for e-learning.
- Explain that an LMS is a software application that helps to create, implement and deliver education courses or training programs.

- Explain that an LMS facilitates various functions as shown in the following figure:

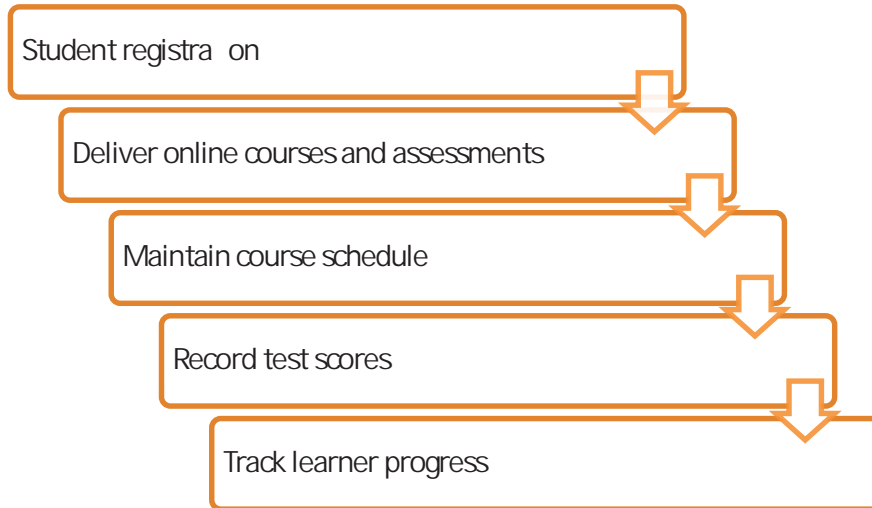


Fig 1.21 LMS facilities





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2. Basics of E-learning

Unit 2.1 – Need for E-learning

Unit 2.2 – Design E-learning Applications



ELE/N4702

Key Learning Outcomes

#

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

- # Explain the concept of e-learning
- # Recognize different methods of training
- # List the benefits of the Online School Enterprise Resource Planning(ERP) software
- # Identify different training delivery methods

#

UNIT 2.1: Need for E-learning

#Unit Objectives

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

- # Identify the benefits of e-learning
- # Differentiate between traditional classroom and e-learning methods
- # Identify different training delivery methods
- # Identify the types of educational boards in India

#Ask

- # Start the session by asking the participants if they understand e-learning.
- # Ask the participants if they can share their experiences of taking an e-learning lesson online.
- # Ask the participants if they know how a learning centre is related to LMS.
- # Ask the participants if they can list the components of LMS.

#Notes for Facilitation

- # Make the participants understand what e-learning is.
- # Explain that any learning/teaching supported electronically is called e-learning. The use of information through digital communication, electronic devices or the internet can be termed as e-learning.
- # Explain e-learning giving some existing examples such as the emergence of educational technology through the use of computers, CD ROMs, videos, internet and social media has changed the face of learning worldwide.
- # Similarly, explain that e-learning is fast gaining acceptance in most schools in India and has provided the base for a boom in education, breaking the barriers of time, distance and financial constraints among others.
- # Discuss about the benefits of e-learning such as there are no boundaries or restrictions, it is a fun way of learning, is a cost effective method for learning and it improves the efficiency of a learner.
- # Explain each of the following points in detail:
 - No boundaries or restrictions
 - Fun way of learning
 - Cost effective method for learning
 - Improves the efficiency
- # Explain to the participants that there are pros and cons for both e-learning and traditional methods of teaching.

- Referring to the following table compare between e-learning and traditional method of teaching:

Criteria	E-learning	Traditional Method
Cost	Cost effective. Only internet connection required	Travel, books, stationery and other expenses
Interest	Fun and interesting	Boring and mundane
Learning efficiency	Improves learning efficiency	Learning depends on the pace of the student and can vary for different students
Scope of teaching	No boundaries, no restrictions	Needs a physical classroom and a teacher. Reach of the teaching is limited
Types of learning	Learning new skills such as technological, analytical, problem solving and gamification	Linear and slow learning with less scope for new skills as it is limited to books
Scale of effective learning	Personalised training catering to the pace of the student	A standard common platform for all. Sometimes, not as effective for students with different learning abilities
Scope of practical skills	Cannot learn practical skills online	Works very well in giving practical and hands on experience for any learning
Scope of social interaction	An E-learner has the tendency of feeling isolated and cut off from the real world	Encourages social interaction in a big way and gives a feeling of teamwork and cooperation, essential in any learning
Related health hazards	Continuous use of computer or any electronic screen can be hazardous for the eyes	A healthier way to impart and absorb learning through a physical classroom and teacher, as it promotes movable and social interaction. Instant feedback is also possible

Fig 2.1.1 Traditional vs. E-learning

- Discuss in detail with the participants and try to explain that the role of a teacher is not just limited to teaching the students through the medium of books. Nowadays, the job

role of a teacher has evolved and they are the facilitators who facilitate the new methodologies of teaching for improved learning.

- # Tell that it is very important for a person to understand that both learning as well as teaching has modified due to new innovations in education.
- # Therefore, as an IT coordinator, the job role not only requires a person to be the coordination link but also to help/assist teachers and students with the new classroom technologies.
- # Tell them how there are a variety of delivery methods to choose from.
- # Discuss with the participants about the classroom or instructor-led training method and the interactive method.
- # Brief the participants about the advantages and disadvantages of classroom training method:
 - Advantages
 - § Efficient method for addressing a large body of students
 - § Technique involves a personal face to face interaction
 - § Every student gets the same knowledge
 - § Story telling within the sessions engages the students
 - § Considered cost effective
 - Disadvantages
 - § Not much of an interactive session as most of the time, the teacher speaks
 - § Learning outcomes depend on the efficiency of the teacher
 - § Scheduling a large group session gets difficult if the students' locations are scattered
- # Brief the participants about the advantages and disadvantages of interactive training method:
 - Advantages
 - § Makes the student more receptive to information being taught
 - § Makes the learning session enjoyable
 - § Enables the teachers to put together information in different styles to engage a learner
 - § Enables the teachers to give instant feedback to the learners
 - Disadvantages
 - § Training sessions are considerably longer than classroom sessions because the activities are time consuming
 - § In activities like group discussions, the essence of the topic being discussed may get lost
- # Tell the participants about ERP.
- # ERP stands for Enterprise Resourcing Planning.
- # ERP is a management software for business processes. It is a system combined with various applications that manages business and automates back office functions.

- # There are various processes and functions in a school that are done manually, for example – attendance management, timetable management, management of data and collection of fees. These functions when done manually consume a lot of time, effort and energy.
- # Explain the benefits of an ERP software in a school:
 - Accessible anytime anywhere
Any person can work on it, be it a teacher, parent or student.
 - Monitoring attendances
Using biometric devices and smart cards, attendance is marked automatically.
 - Tracking school transport
To ensure the students' safety, school vehicles are GPS enabled, so that the parents can track the vehicle's location.
 - Customization and configuration
A system can be customized as per the process flow and functions of a particular school.
 - Personalized teaching and learning
Teachers and students check their class schedules in advance and can access study material at all times.
 - Transparency in communication
Parents are kept informed about the happenings in school through newsletters, mails and circulars.
- # Talk about the four major educational boards to which schools are affiliated:
 - Council of Indian School Certificate Examinations (CISCE)
 - Central Board of Secondary Education (CBSE)
 - State Boards
 - International Baccalaureate (IB)

Activity 

Match the following board affiliations with the descriptions:

Board	Description
1. IB	A. Topics under the curriculum are of local relevance
2. CBSE	B. More freedom and choice for students to decide the final subjects
3. State Board	C. Schools can be found in any area within India
4. CISCE	D. Curriculum is innovative

Answers: 1D; 2C; 3A; 4B

UNIT 2.2: Designing E-learning Applications

Unit Objectives

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

- # Define e-learning application
- # List the components of an e-learning application
- # Explain what makes e-learning effective

#Ask

- # Start the session by asking the participants if they know or can relate to the term LMS.
- # Ask the participants if they can share their experiences of taking an e-learning lesson online.
- # Ask the participants if they know how a learning centre is related to an LMS.
- # Ask the participants if they can list the components of an LMS.

#Notes for Facilitation

- # Make the participants understand the definition of e-learning application.
- # Explain to the participants that a software package designed by developers and used for creation and packaging of e-learning content course for learners is known as an e-learning application. It enables a person to learn anywhere and anytime.
- # E-learning lessons are mostly delivered through the internet.
- # Give the participants a common example of an e-learning application called Moodle.
- # Tell the participants that there are separate features and interface for teachers, parents and students
 - Teachers
 - § Engaged and attentive class due to interactive learning
 - § Less time spent on administrative and repetitive tasks
 - § Data rich systems to personalize learning experiences
 - § Professional development by experts
 - Parents
 - § Greater involvement in student's education
 - § Enhanced capability to support the child after school
 - § Increased connect with schools
 - Students
 - § Diverse experiences leading to enhanced understanding of concepts
 - § Development of a discerning mind through critical thinking
 - § Personalized learning
 - § Improved outcomes

- Tell the students about the basic components of an e-learning application:
 - Smart class
 - Subject mentors and modules
 - 3D lab
 - Assessments
 - Circulars
 - Academic updates
- # Explain to the participants that in India, a smart class is considered to be one of the best teaching schools. The content caters to kindergarten to grade twelve.
- # Tell the participants about subject mentors or modules in the application and how these modules need to be customized to suit the needs of every learner in a most engaging and fun way.
- # Explain to the participants what a 3D lab looks like. A 3D lab has animation based learning modules.
- # Tell that a 3D lab enables a learner to understand all complex concepts in the easiest way possible.
- # Discuss the factors responsible for making e-learning effective:
 - Supportive community
 - Clear expectations
 - Asynchronous and synchronous activities
 - Effective usage of available resources
- # Tell the participant how a learner may not benefit from online learning due to lack of proper knowledge.
- # With the vast range of knowledge available over the web, it becomes important to guide the teachers and students in the right way so that they attain maximum benefit out of the resources.

Role Play

The trainer divides the number of participants into two groups.

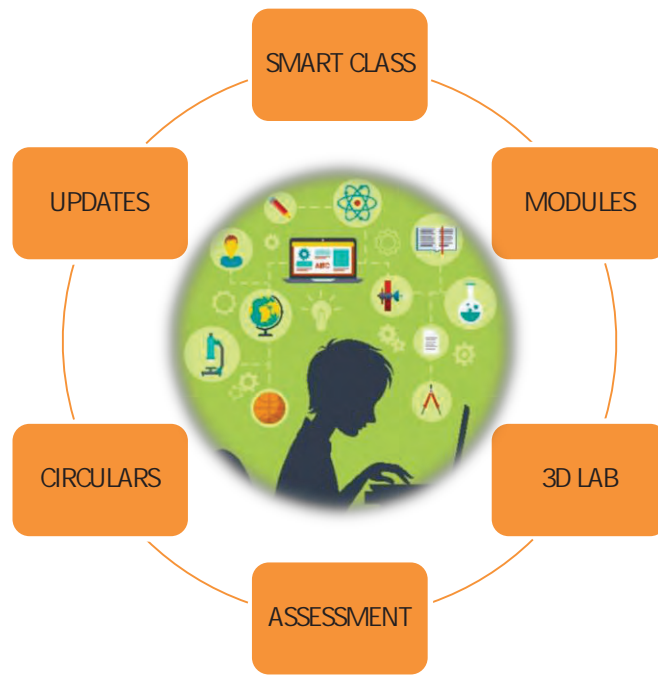
The trainer names Group A as IT coordinators and Group B, as Parents and Teachers.

Tell the participants that Group A has been assigned the work and transform the old traditional classroom of the school into a Smart Classroom. Group B the teachers and parents, are not convinced about the change. Ask each member of Group B to state one discomfort or disadvantage/limitation of a Smart classroom versus a traditional classroom.

Finally, ask each member of Group A needs to provide a valid justification on how that discomfort or disadvantage which can be handled by the Smart classroom methodology. This member will also tell a benefit of converting the traditional classroom into a smart classroom.

Activity

Look at the following figure. It lists some basic components of a typical e-learning application but the words have been jumbled up. Unjumble the words to form the component name.







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3. Installing, Operating and Training of E-learning Equipment Train

Unit 3.1 – Installation of E-learning Equipment

Unit 3.2 – Operation of E-learning Equipment

Unit 3.3 – Provision for Training and Assistance

Unit 3.4 – Training Staff



Key Learning Outcomes

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

- # Identify installing and disassembling procedures
- # Explain installing of hardware and software
- # Identify the places of installation
- # Explain how to refer manuals
- # Explain how the installed equipment is operated

#

UNIT 3.1: Installation of E-learning Equipment

#Unit Objectives

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

- # Identify installing and disassembling procedures
- # Explain installing of hardware and software
- # Identify the places of installation
- # Explain how to refer manuals

#Ask

- # Start the session by telling the participants that installation of an equipment may be a task of an IT technician but as an IT coordinator, a person must be well aware of the process.
- # Ask the participants if they can identify the places where the equipment can be installed.
- # Ask the participants if they know the steps of finding information in a manual.

#Notes for Facilitation

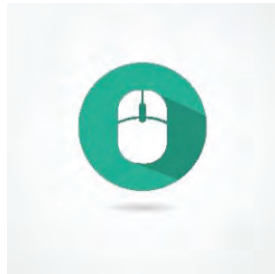
- # Explain to the students that an IT coordinator should be aware of the installation process even though installation is a technician's job.
- # Tell the participants that a coordinator would always be required to assist the technical staff in installing such equipment.
- # Make the participants understand that for any type of equipment, ensuring the right resources such as plug points, power supply, desks, wall mounts, tools and other basic equipment is important.
- # In addition, explain to the participants why an Internet connection is required for installation of e-learning software or checking the basic connectivity and functioning of any other equipment.
- # Tell the participants about the basic equipment in a smart class include computer, overhead projector, internet access, DVD player and Smart board.
- # Explain to the participants how a computer can be used for making lesson plans, updating attendance records, checking emails, uploading homework on e-learning application, making circulars and many other jobs.
- # Tell them that overhead projectors project a variety of information including images, animations, and photographs, from computers, cameras or other mobile devices.
- # Brief them about how internet access enables a person to view various multimedia data and online animations as well as send/receive emails.
- # Talk about DVD player that is used to run disks containing video lessons or other recordings.

- # A smart board should be explained as an interactive whiteboard which is touch sensitive and enables explanation of concepts to students by projecting text and images on it.
- # Explain to the participants the steps of installing a desktop:
 - Step 1: Remove any plastic covering or protective tape.
 - Step 2: Place the monitor and computer case on the desk.
 - Step 3: Locate the monitor cable.
 - Step 4: Connect one end of the cable to the monitor port and the other end to the monitor.
 - Step 5: Plug the keyboard PS/2 connector into the purple port behind the computer.
 - Step 6: Plug the mouse PS/2 connector into the green port behind the computer.
 - Step 7: Connect the speakers to the computer's audio port.
 - Step 8: Locate the two power supply cables.
 - Step 9: Plug one end of the first power supply cable behind the computer case.
 - Step 10: Plug the other end to a surge protector.
 - Step 11: Use the second cable to connect the monitor to the surge protector.
- # Further explain the steps of connecting a wireless mouse and a keyboard to the computer:
 - Connect the USB receiver into the USB port on your computer
 - Turn on the computer
 - Remove the plastic battery tab
 - Install batteries in both the wireless mouse and the keyboard
 - Switch on the small power buttons on both, the mouse and the keyboard
 - Turn on the computer
- # Tell the participants about the components of a regular SMART interactive board - mounting bracket, the board to be positioned, wall anchors and screws along with a power cable/cord.
- # Explain to the participants how to install a SMART board. They must adhere to the following basic steps:
 - Draw a horizontal line on the wall using a pencil and a measuring tape, centered on the mid-point where an interactive whiteboard needs to be positioned.
 - Use the mounting bracket to mark the mounting holes on the wall.
 - Use a screwdriver to secure a wall anchor at each mark.
 - Secure the wall mount bracket with the screws.
 - Hang the interactive whiteboard temporarily on the wall with the help of another person.
- # Additionally, tell the participants about how they can install a printer:
 - Install the cartridges in the printer and place paper on its tray.
 - Insert installation CD. Run the set up application.
 - Connect your printer to the PC using the USB cable.
 - Turn it on.
 - Print a test page

- Tell that as an IT coordinator, the participants must know how they should install MS Office and a basic antivirus
 - Installing MS Office:
 - § Sign in with your Microsoft Account
 - § Click the 'Install' button
 - § Click 'Run' to start the installation
 - § Follow the instructions in the installer
 - § Stay online while MS Office installs
 - Installing an antivirus
 - § Acquire an antivirus program
 - § Install the antivirus program
 - § Update the program
 - § Scan the computer
 - § Set a scan schedule
 - § Keep Windows and the antivirus database updated

Activity 

Identify the equipment that are connected to a desktop during its installation. Put a ✓ mark against the correct figure.



✓



✓



✓



✓



✓



✓

UNIT 3.2: Operation of E-learning Equipment

#Unit Objectives

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

- # Identify how operation and demonstration of e-learning equipment is done
- # Explain how the installed equipment is operated effectively

#Ask

- # Start the session by asking the participant if they know the definition of demonstration.
- # Ask the participants if they can relate to any rules to consider for effective operation of an installed equipment.

#Notes for Facilitation

- # Talk to the participants about demonstration.
- # Explain why the participants must understand the importance of a demo session.
- # Explain the rules of demonstration to the participants – customisation of demo, the user's role to be highlighted, go through the demo before presentation, test everything prior to the presentation, and close the queries after the deal.
- # Discuss with the participants about the key pointers that are necessary for effective operation of an installed equipment.
- # List the basic pointers:
 - Listing all the hardware and software required
 - Reading the user manual/help book for demonstration of the hardware/software
 - Ensuring all equipment are in a working condition
 - Ensuring all software are up to date
 - Using the equipment for the required purpose
 - Handling the equipment with due care
 - Planning a schedule to keep a track of equipment maintenance

Activity

Look at the following image of an LMS. Prepare a demonstration session in the form of a presentation.



The participant must be able to prepare a demo presentation consisting:

- # The basic features of the LMS
- # A brief explanation of LMS components
- # A walkthrough of the LMS
- # A demo of courses available

UNIT 3.3: Provision for Training and Assistance

Unit Objectives

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

- # Identify the elements of online training
- # Discuss the benefits of online training
- # Describe peripheral and consumable equipment

Ask

- # Start the session by asking the participants to identify the elements of online training.
- # Ask the participants if they can share the benefits of online training.
- # Ask the participants if they can categorize the types of e-learning equipment.

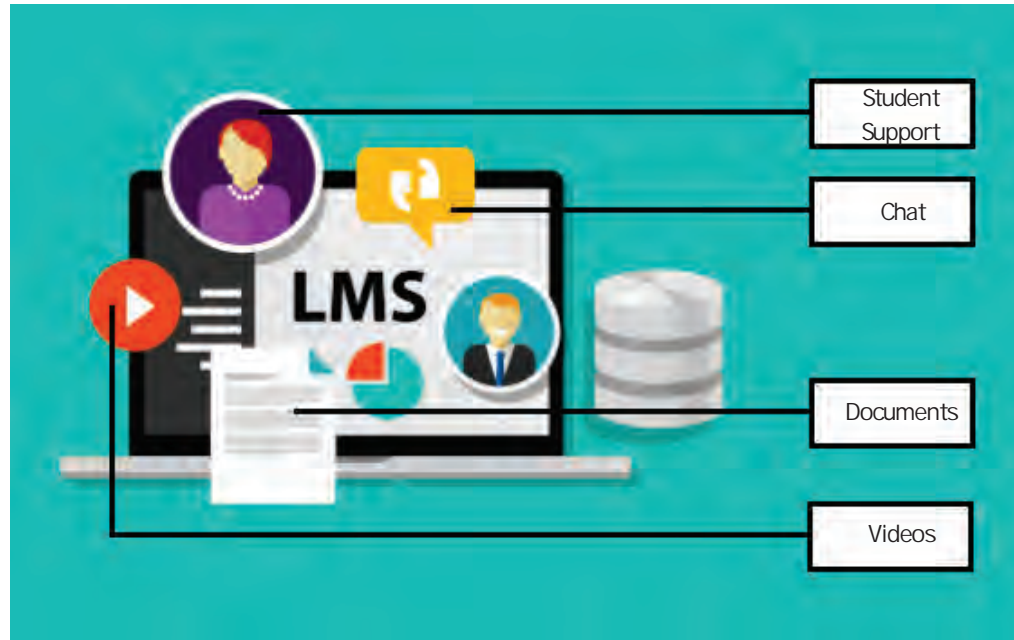
#Notes for Facilitation

- # Talk to the participants about multimedia elements.
- # Explain to the participants how an online training can help the masses.
- # Tell the participants about how online training lessons are aimed to guide users through a curriculum coursework. Some courses are represented online whereas some courses are available in the form of CD's or DVD's.
- # Explain to the participants about how these courses are supported with surveys, quizzes, activities, assignments and tests. Online training also enables a user to access their training material from any part of the world.
- # Talk about the benefits of online learning like:
 - Low training costs
 - Increase in effective and efficient learning
 - Convenient and flexible modes of learning
 - Increased access
- # Talk about external, internal, peripheral and consumable equipment.
- # Introduce the components of external hardware – keyboard, mouse, disk drives, USB, serial ports and parallel ports
- # Introduce the components of internal hardware – CPU, video display card, cabling, network interface card, sound card, memory chip and motherboard
- # Introduce the components of peripheral hardware – Printers, scanners, tape cartridges, speakers, multimedia kits, Fax, modems, Personal Digital Assistants (PDAs), Bluetooth devices, USB
- # Introduce the components of consumable hardware – DVD-R/RW, CD-RW, CD-R, ribbons, cartridges

- Explain to the participants that an IT coordinator must assist the teachers as they design content for the training material to be uploaded on the LMS for the learners and at the same time help the teachers with the daily classroom material.

Activity 

Mark the multimedia elements in the following figure:



UNIT 3.4: Training Sta

Unit Objectives

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

- # Discuss training of teachers and assistants
- # Explain how zero complaints are achieved
- # Recognize steps for effective coordination

#Ask

- # Start the session by asking the participants what could be done to train teachers and assistants.
- # Ask the participants if they have been able to achieve zero complaints.
- # Ask the participants if they are aware about steps for effective coordination.

#Notes for Facilitation

- # Talk to the participants about multimedia elements.
- # Explain to the participants about a SMART whiteboard.
- # Tell them that a SMART whiteboard is touch sensitive and works as a part of a system which includes a projector and computer/laptop.
- # Explain the working of a whiteboard:



Fig 3.4.1 Hardware components

- # Explain to the participants how to test the basic functions of a whiteboard:
 - Double tap the Internet browser icon on the desktop to open a web page with the finger
 - Tap the On-Screen Keyboard button on the SMART Pen Tray
 - Tap once inside address bar to select the website address
 - Using the On-Screen Keyboard, open any website
 - Press the Go button beside the address bar
- # Talk about how participants must be ready to resolve issues that may come up.
- # Talk about the course of action they must follow to achieve zero defects:
 - Listen
 - Acknowledge
 - Solve

- # Explain to the participants that not all teachers are tech savvy and most of them may not even know how to operate a computer.
- # Tell that as an IT coordinator, a person has a major role to play in coordinating technical tasks in classrooms, computer labs and faculty offices. Moreover, network issues also need their attention, which are correlated to network security and various other functions.
- # Give an example. If there is a need of installing a new software, there are certain set of steps that need to be carried out; one of them being, the issue of purchase requisition. In layman terms, there is a proper plan which needs to be in place before a large purchase is even initiated/made. Coordination is done with the technical staff in such cases, where they are asked to download and try the free version of the software first.

Activity

Work in groups. Discuss and list five queries related to using a projector which a user/teacher/instructor is likely to ask you to resolve.

Two queries have been given as sample.

1. Are there any specific lighting requirements while using the projector, for example, should the classroom be switched off when the projector is switched on?
 2. How do we come to know whether the projector is switched off or in standby mode?
-
1. How will the screen be visible to learners sitting on either sides of the classroom?
 2. How would someone know if the whiteboard is connected to the projector?
 3. How can a picture be zoomed in and zoomed out?
 4. How can the projector settings be adjusted?
 5. Can the projector placement be changed if needed be?





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4. Managing the E-learning Curriculum

Unit 4.1 – Basics of an E-learning Curriculum

Unit 4.2 – Content Structure and Presentation

Unit 4.3 – Preparing Content for E-learning Curriculum

Unit 4.4 – Guiding Teacher/Assistant on the Content



**ELE/N4701,
ELE/4702**

Key Learning Outcomes

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

- Explain the importance of e-learning
- Assist in designing school curriculum
- Identify the dos and don'ts of designing a curriculum

Unit 4.1: Basics of an E-learning Curriculum

#Unit Objectives

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

- # Explain the importance of e-learning
- # Assist in designing school curriculum
- # Identify the dos and don'ts of designing a curriculum

#Notes for Facilitation

- # Reiterate that e-learning refers to the use of computer networks, multimedia, content portals, search engines, electronic libraries, distance learning, and Web-enabled classrooms in making the students become literate.
- Tell the participants that the success of any e-learning program depends on designing a curriculum that improves and expands the learning opportunities for children in schools.
- Explain that the curriculum should be designed in such a way that it leads to effective, informative, and practical eLearning courses for the learners.
- In addition, explain to them that the activities involved in developing the e-learning curriculum are as given in the following figure:

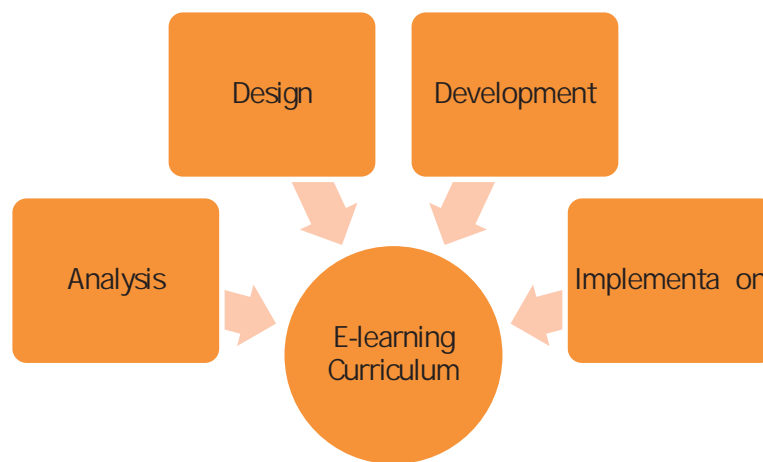


Fig 4.1.1 E-learning curriculum

- Tell them that analysis involves:
 - Identifying the high-level goals of the course
 - Identifying the target audience
 - Identifying the learning needs
 - Identifying and classifying the course content
- In addition, explain that the design includes:
 - Developing learning objectives
 - Defining the course sequence
 - Selecting delivery strategies
- Explain that development consists of:

- Content development
- Storyboard development
- Courseware development
- Inform them that implementation refers to:
 - Delivering the course to the learners
 - § Installing the courseware on server
 - § Making the course accessible to learners
 - § Managing and facilitating the learners' activities
- Explain to them that after planning the curriculum, the next step is to use technology to create the e-learning material and make it accessible to learners.
- In addition, tell them that different tools can be used to produce e-learning content.
- Inform them that some of the content development tools are as given in the following figure:

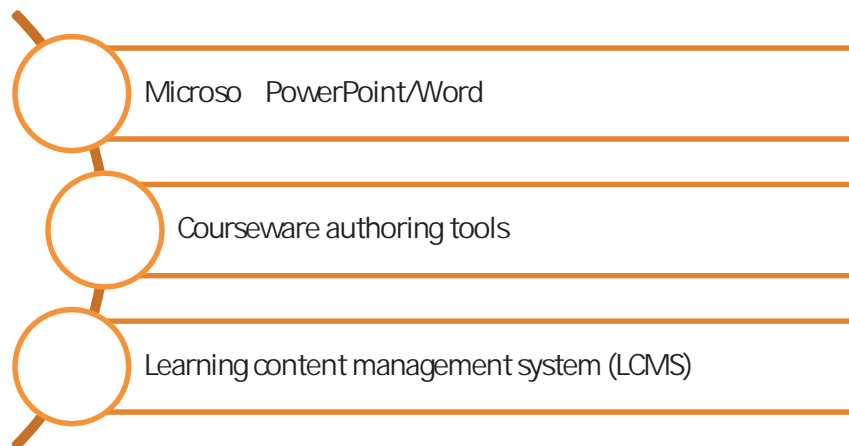


Fig 4.1.2 Content development tools

- Explain the dos and don'ts of developing a curriculum.
- Activity handling strategy:
 - Ask them to do the activity mentioned in the participant handbook.
 - Set a time limit of 2 minutes to complete the activity.
 - Once they are done, discuss the following solutions.

Activity

State whether the following statements are true or false. Correct the statements, if they are false.

1. E-learning means dependence on several classrooms as there is a need for travel.
False. E-learning means that there is no dependence on several classrooms and there is no need to travel.
2. E-learning makes a course scalable.
True
3. E-learning ensures that the information is communicated consistently.
True
4. E-learning creates non-blended learning, which results in lower knowledge retention.
False. E-learning creates blended learning, which results in better knowledge retention.
5. Learning is fun and any content can be updated whenever required.
True

Unit 4.2: Content Structure and Presentation

Unit Objectives

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

- # Identify the main concepts involved in course designing and planning
- # Understand primary components of a course

Notes for Facilitation

- Explain to them the goal of the course provides the first level definition of the content and a focal point for the course design.
- Further explain to them that to achieve the goal, topic analysis needs to be conducted.
- Tell that topic analysis aims at defining the major and sub topics of the course by:
 - Identifying the course content
 - Classifying the content elements
- Inform them that there are six main types of content, as shown in the following figure:

Attitudes	• Concepts related to behaviour
Concepts	• Group of ideas defined by a single term
Principles	• Relationship between two concepts
Facts	• Unique, specific information
Procedures	• Series of steps to perform a task
Interpersonal skills	• Verbal and non-verbal skills

Fig 4.21 content types

- Explain that the primary components of a course are:
 - Learning objectives
 - Assessments
 - Instructional strategies
- Explain that learning objectives define the expected outcome of each learning unit.
- Tell them that there are two main components of learning objectives:
 - An action verb such as list, define and explain to describe the expected level of performance
 - The learning content
- Explain that clear learning objectives help in:
 - Developing learning activities focused on learners' needs

- Providing a basis for assessments
- Explain that assessments are a vital element of instruction. They enable a teacher to analyse the performance of the students and determine whether the lesson objectives are accomplished.
- Explain that while designing assessments, they should ensure that the assessments should:
 - Be clear, complete, relevant and challenging
 - Use a variety of testing methods
 - Have a pass/fail structure
 - Be interactive and engaging
- Explain that once the course structure has been finalised, the next step is to formulate instructional strategy.
- Explain that a good instructional strategy uses a combination of the following instructional methods:
 - Expository methods: require learners to listen and read or observe
 - § Presentations
 - § Case studies
 - § Examples
 - § Demonstrations
 - Application methods: involve learners in practical activities
 - § Research
 - § Projects
 - § Role-plays
 - § Scenario-based exercises
 - Collaborative methods: based on dialogue and discussion among learners
 - § Group discussions
 - § Team activities
 - § Peer reviews
- Activity handling strategy:
 - Ask them to do the activities mentioned in the participant handbook.
 - Set a time limit of 2 minutes to complete the activity.

- Once they are done, discuss the solutions which are as shown in the following figure:

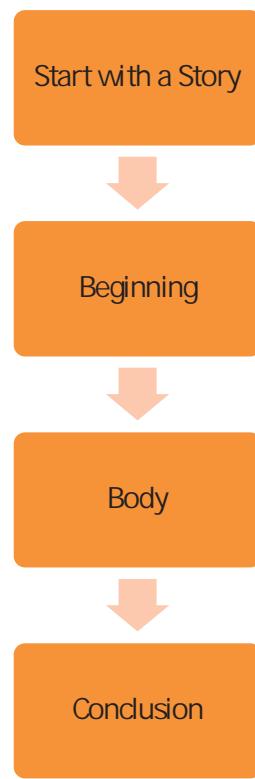


Fig 4.2.2 Solutions

Unit 4.3: Preparing Content for E-learning Curriculum

Unit Objectives

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

- # Define the objective of formulating content
- # Create content framework for e-learning curriculum in schools
- # Identify the things to keep in mind while deciding the topics of interest
- # Use the Internet as a source for collecting information
- # Organize information according to curriculum duration

Notes for Facilitation

- Tell the participants that the content is the most important component of an e-learning course.
- Explain to them that to ensure that the content is standardized throughout the course, it is vital to design a course framework which includes the following steps:
 - Course map/ flowchart
 - Content structure
 - Course material
 - Content creation
- Tell them that the course map is the basic skeleton over which the course is developed.
- Explain that the following figure illustrates an example of a course map:

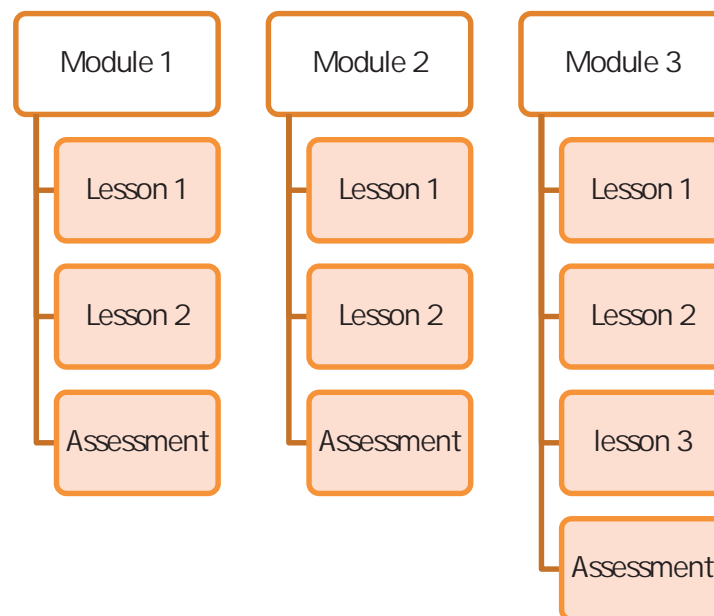


Fig 4.3.1 Course map

- Further explain to them that within each lesson, the content is structured into the following:
 - Lesson Title

- Lesson objectives
- Lesson content
 - § Sections
 - § Sub-sections
- Assessments
- Lesson summary
- References
- Tell them that it is very important that the course content is relevant, effective and measurable.
- Inform them that the following points should be kept in mind while creating content:
 - The content should be clear and concise
 - It should engage the learner
 - It should include a variety of visual design elements
 - It should have well integrated but simple audio, video and graphic elements
 - It should have good navigation controls
 - It should not have lengthy blocks of text
 - The content should be chunked into bullets or sub-headings
- Explain that the assessments allow the teacher to measure the progress of students. It should include a variety of testing tools such as multiple-choice, true/false, quiz and match-the following.
- Inform them that at the end of every lesson, there should be a summary of the main learning objectives achieved.
- Tell them that if the content is referenced from an external source, then the references of the sources should be provided so that the learner is able to check the authenticity of content.
- Activity handling strategy:
 - Ask them to do the activity mentioned in the participant handbook.
 - Set a time limit of 2 minutes to complete the activity.
 - Once they are done, discuss the solutions which are as follows:
 - § Collect all the websites, images and videos
 - § Filter the sources with relevant information
 - § Collect information in an organized manner
 - § Prepare the content with headers, sub-headers and pictorial representations

Unit 4.4: Guiding Teacher/Assistant on the Content

Unit Objectives

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

- Train the teaching staff about the curriculum to be followed
- Schedule classes and prepare the time table accordingly
- Ensure smooth e-learning in classrooms
- Modify the curriculum based on the feedback

Notes for Facilitation

- Explain to the participants that training the staff on the e-learning curriculum to be followed is as important as designing good course content.
- Explain that the teachers need to have thorough and in-depth knowledge about the content, mode of instruction, types of assessments and technology skills.
- Explain that to ensure smooth functioning of the e-learning program, the teachers should be trained in the following skills:
 - Content knowledge:
 - § They must know the content thoroughly
 - § They must know how to help the students understand the content
 - § They must know how to use appropriate instructional strategies
 - Blend technology and content:
 - § They must be trained in the medium they will be teaching the students
 - § They must be trained to cultivate interaction and communication among the students
 - § They must know how to use telecommunication tools
 - Establish a presence:
 - § They must know how to establish a welcoming presence
 - § They must know how to encourage reflection and inquiry
 - § They must know how to broaden and deepen online communication
 - § They must be able to assess both individual and group learning and interactions
 - § They must be able to make critical judgments about how well participants are gaining content-specific knowledge
 - § They must know when and when not to intervene
 - Ability to manage learners:
 - § They must know how to motivate and counsel students
 - § They must be able to offer just-in-time support
 - § They must know how to monitor their performance
 - § They must be able to provide one-on-one and differentiated tutoring
- In addition, also explain to them that the e-learning courses need to be continually revised and updated.

- Inform them that modifying the curriculum enables the instructors to:
 - Integrate the latest thinking in the given disciplines
 - Incorporate new methodologies for teaching and learning
 - Ensure that students have the most current and relevant information
- Explain that to ensure smooth implementation of the curriculum, the IT coordinator should keep the following things in mind:
 - Resolve content related concerns
 - Resolve queries on the content and presentation in the application
 - Resolve any queries from teachers on usage of application and hardware
 - Ensure satisfaction of the teacher as per relevance of content prepared
 - Provide valid inputs for content and design modification based on feedback
- Activity handling strategy:
 - Ask them to do the activities mentioned in the participant handbook.
 - Set a time limit of 5 minutes to complete the activity.
- Once they are done, discuss the solutions which are as shown in the following figure:

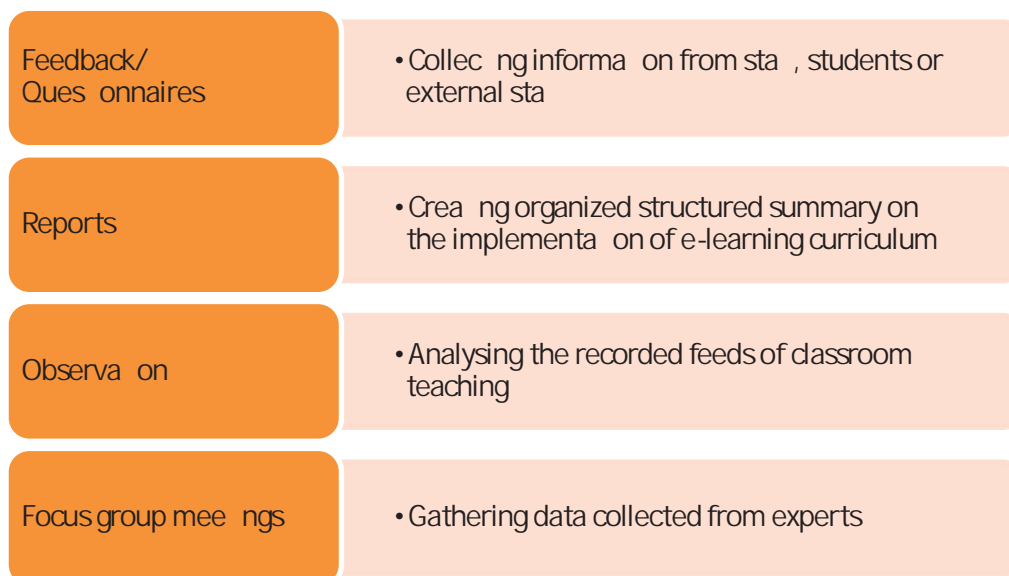


Fig 4.4.1 Solutions





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5. Manage Computing and Display Systems

Unit 5.1 – Maintaining the E-learning Hardware

Unit 5.2 – Maintaining the E-learning Software

Unit 5.3 – Coordinating with Customer Care Centre or Repair
Centre

Unit 5.4 – Achieving Productivity and Quality



Key Learning Outcomes

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

- Identify the e-learning hardware
- Identify the e-learning software
- Discuss the need of coordination with the customer care centre

UNIT 5.1: Maintaining the E-learning Hardware

Unit Objectives

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

- Maintain hardware
- Identify correct methods for cleaning systems
- Provide necessary technical support for all e-learning equipment

Demonstrate

- The correct way to clean a computer and its peripherals.
- The steps to take while doing computer maintenance.
- The steps to take to diagnose basic hardware problems.

Notes for Facilitation

- Explain that cleaning a computer and its components is essential as it:
 - Keeps everything in good working order
 - Allows proper air flow
 - Prevents spreading of germs
- Tell the participants about the importance of having a proper toolkit before starting cleaning and maintenance work.
- Explain to them that the hardware tools can be classified into four categories:
 - Electrostatic tools
 - Hand tools
 - Cleaning tools
 - Diagnostic tools
- Briefly explain to them that there are two types of electrostatic tools as shown in the following table:



Tool	Image	Description
An electrostatic wrist band		Used to prevent ESD damage to computer equipment
An electrostatic mat		Used to place hardware on it to prevent static electricity from building up

Fig 5.1.1 Electrostatic tools

- Tell them that hand tools are used to perform work on a system using only hands.

- Inform them that the following table lists the various hand tools needed:






Tool	Image	Description
Screw drivers		Used to loosen or tighten screws
Pliers		Used to hold small parts
Wire cutter		Used to strip and cut wires
Tweezers		Used to manoeuvre small parts
Flash light		Used to light up areas

Fig 5.1.2 Hand tools

- In addition, tell them that it is essential to have proper cleaning tools to ensure that computer components are not damaged during cleaning.
- Inform them that the following table lists the various cleaning tools needed:





Tool	Image	Description
Lint-free cloth		Used to clean different computer components
Anti-static brush		Used to clean dirt from hard to reach corners
Compressed air		Used to blow away dust and debris from computer parts
Cable ties		Used to bundle cables neatly

Fig 5.1.2 Cleaning tools

- Further explain to them that diagnostic tools help in finding out the computer problems.

- Inform them that the following table lists the various diagnostic tools needed:



Tool	Image	Description
Multimeter		Used to test the integrity of circuits
Loop back adapter		Used to test the functionality of computer ports

Fig 5.1.3 Diagnostic tools

- Explain to them the importance of doing regular preventive maintenance of the equipment.
- Inform them that preventive maintenance refers to the regular, repetitive activities done at scheduled intervals, such as daily, weekly and monthly, to extend the life of equipment and prevent failure.
- Explain that a regular maintenance plan ensures:
 - Smooth and efficient running of the equipment
 - Prolongs the life of the system
 - Helps detect issues early before they become a major problem
 - Reduces downtime
 - Helps in avoiding larger and costly fixes later on after the equipment breaks down
- Explain that the basic IT maintenance involves procedures as shown in the following figure:

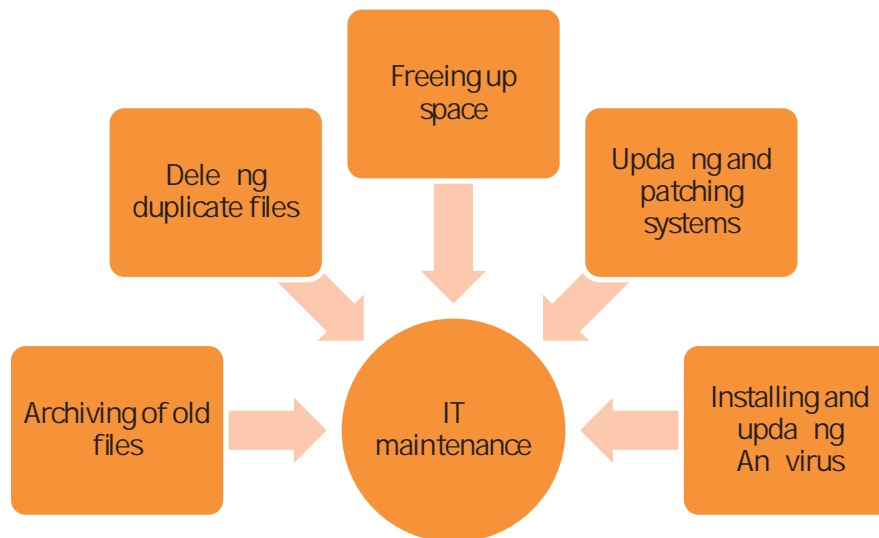




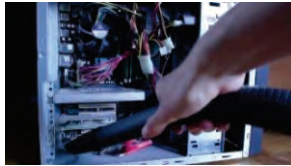









Fig 5.1.4 IT maintenance procedures

- Explain to them the importance of updating e-learning software to ensure smooth operations in school.
- Explain that the IT co-ordinator should ensure that all the equipment has after sale support and warranty.

- Explain that diagnosing a hardware problem and troubleshooting is a process of trial and error and requires using different approaches to find a solution.
- Explain that they should use the following tips while troubleshooting a fault:
 - Write down the steps to avoid repeating same mistakes
 - Note down the error messages
 - Make a list of possible causes of the problem
 - Test the causes one by one to eliminate them
 - Try simple solutions before resorting to complex measures
- Ask them to do the activity mentioned in the participant handbook.
- Set a time limit of 5 minutes to complete the activity.
- Once they are done, discuss the solutions which are as given in the following table:

UNIT 5.2: Maintaining the E-learning Software

Unit Objectives

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

- Discuss e-learning and software
- Define an anti-virus and explain its importance
- Identify the software useful in e-learning and the ways to maintain them
- Discuss the importance of licensed software and an anti-virus

Demonstrate

- The way to install an anti-virus
- The way to run an anti-virus
- The way to update an anti-virus
- The way to update computer's software

Notes for Facilitation

- Tell the participants that e-learning refers to electronic learning which means using computers to deliver learning courses. It refers to the digital transfer of information over computer networks using a wide range of technologies and techniques.
- Inform them that the LMS enables instructors to manage and distribute huge amounts of learning material to students in a classroom.
- In addition, tell them that a computer that is connected to the internet can become infected with a virus.
- Explain to them that a virus can come from anywhere; a file downloaded from internet, an email message, software or a file copied from other sources such as a pen drive.
- Then explain to them that a virus can perform various harmful activities as shown in the following figure:

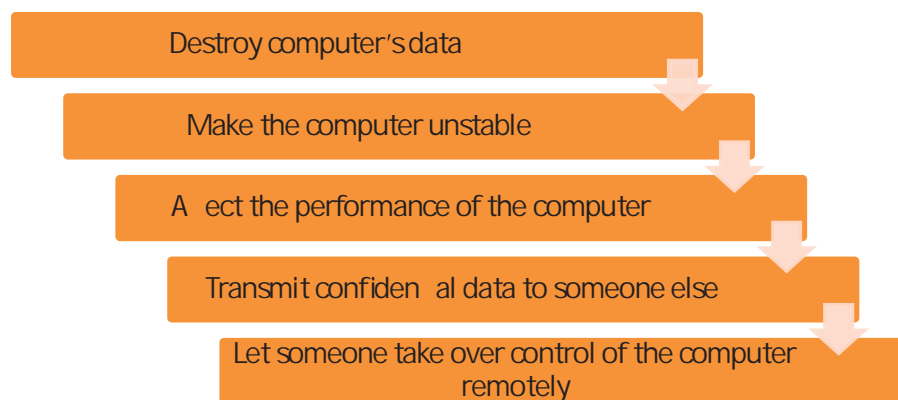


Fig 5.21 harmful activities

- Explain that to protect a computer from a potential virus threat, an anti-virus software is installed in computers.
- Explain that an anti-virus software is a set of programs that looks for viruses and malware that have come in from the outside and deals with them when found.
- Tell them that all anti-virus software perform some basic common functions such as:
 - Scan files or directories for any malware or malicious patterns
 - Schedule automatic scans
 - Allow user to initiate a scan of a specific file, computer, CD or flash drive
 - Remove any malicious code detected
 - Show notification about the 'health' of the computer
- Inform the participants that there are a number of anti-virus software available in the market, the most common ones are:
 - Bitdefender Anti-virus Plus
 - § Includes an anti-virus and an anti-spyware capabilities against viruses, trojans, rootkits, rogues, "aggressive adware," spam and others
 - § Offers web protection, cloud anti-spam, firewall, a vulnerability scanner, parental controls, file encryption, device anti-theft and backup for corporate and home users
 - Kaspersky Anti-virus:
 - § Offers real-time protection, detection and removal of viruses, trojans, worms, spyware, adware, keyloggers, malicious tools and auto-dialers, as well as detection and removal of rootkits
 - Norton Anti-virus:
 - § Uses signatures and heuristics to identify viruses
 - § Offers e-mail spam filtering and phishing protection
 - AVG Anti-virus:
 - § Protects against viruses, worms, trojans, root-kits, and other spyware
 - Avast! Pro Anti-virus:
 - § Offers real-time protection for your computer
 - § Continually updates its database of virus definitions to guarantee maximum protection against online threats, including viruses, spyware and rootkits
 - McAfee Anti-virus Plus
 - § integrates anti-virus, firewall and anti-spyware capabilities
- Explain the importance of keeping latest versions of software and anti-virus.
- Then explain the importance of using only licensed software and applications.
- Inform them that software license grants the user the permission to use software.
- Tell them that all software must be legally licensed before it can be installed.

- Explain the advantages of using licensed software as given in the following figure:

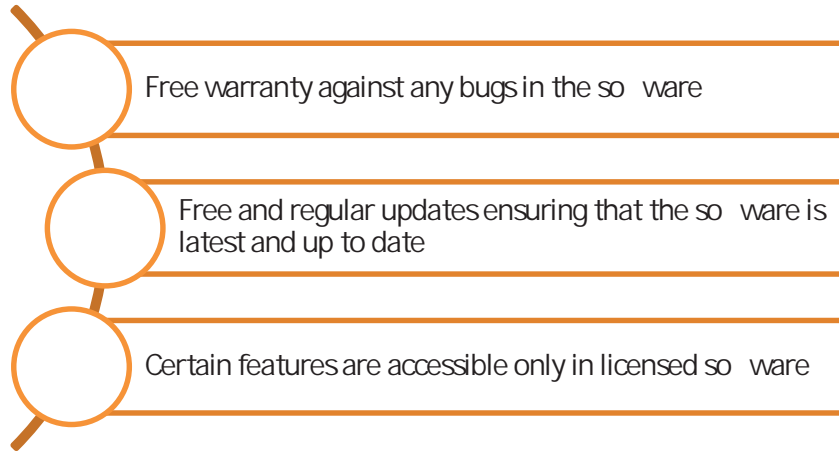


Fig 5.2.2 Licensed software

- Activity handling strategy:
 - Ask them to do the activity mentioned in the participant handbook.
 - Set a time limit of 5 minutes to complete the activity.
 - Once they are done, discuss the solutions which are as shown in the following figure:



Fig 5.2.3 Solutions

UNIT 5.3: Coordinating with Customer Care Centre or Repair Centre

Unit Objectives

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

- Identify hardware issues that can occur
- Troubleshoot problems and take decisions
- Coordinate with customer support for solving hardware problems
- Contact customer support centre
- Communicate with technical experts and convey the issue
- Enable live assistance from hardware technician and solve issues

Demonstrate

- The way to perform POST.

Notes for Facilitation

- Inform the participants that it is necessary to identify hardware issues as they occur.
- Tell them that basic troubleshooting consists of steps as shown in the following figure:

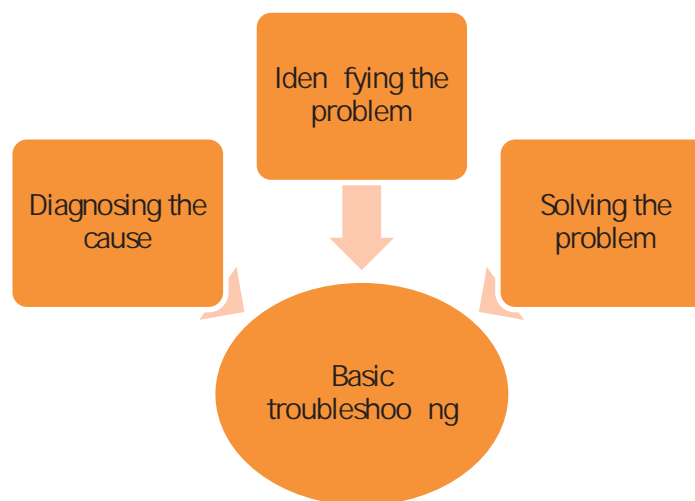


Fig 5.31 Troubleshooting

- Explain that the first step of troubleshooting a problem is to identify and isolate the cause of the problem, whether it is hardware related or software related.
- Explain that:
 - Hardware problems occur when one of the parts of a computer is not functioning properly.
 - Software problems could be a result of:
 - § Virus attack
 - § Corrupted file system

- § Improper program installation or removal
- § Incompatible or invalid device driver
- § Corrupted registry
- Explain that the next step consists of dealing with the identified problem.
- Explain that to arrive at the best solution you need to figure out:
 - How to solve the problem?
 - What is needed to solve the problem?
 - How to implement the solution?
- Tell them that when they are troubleshooting, they should first check the simple solutions and take steps such as given in the following figure:

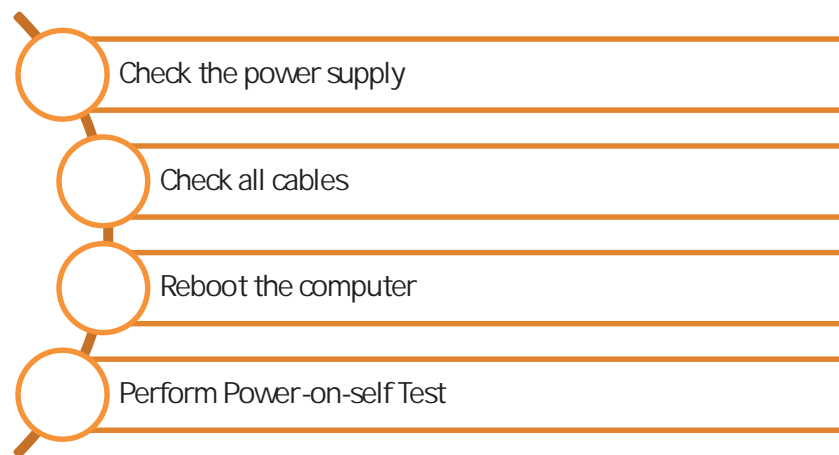


Fig 5.3.2 Troubleshooting steps

- Explain that Power-on-self Test (POST) tests the basic functioning of the components of a computer such as:
 - CPU
 - Memory
 - Hard drive
 - Keyboard
 - Display controller
- Explain that the results are displayed on the computer screen and they tell which component is not configured properly or has a failure.
- Explain that the only way to troubleshoot software problem is to reinstall and update the software.
- Explain that if the problem persists even after troubleshooting, the IT coordinator should contact the customer care centre.
- Inform them that before they make the call the IT coordinator should be prepared with the following:
 - Keep details of make and model of the system handy
 - Note down the exact problem
 - Note down the time since the problem started
 - Take screenshot of the problem (if possible)
 - Keep the system switched on

- Explain that while talking to the customer care executive, the IT coordinator should keep in mind the points given in the following figure:

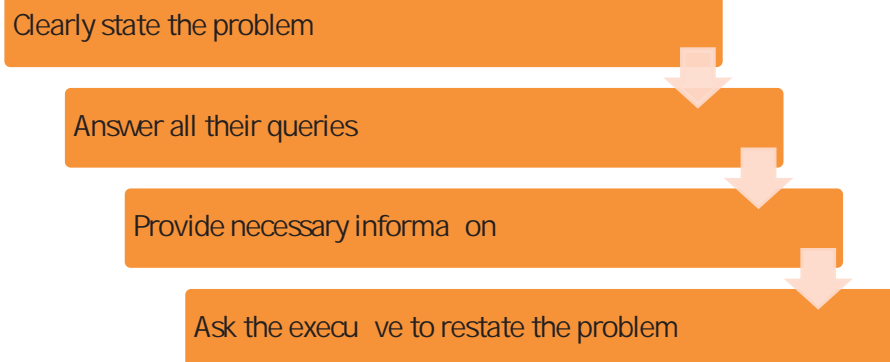


Fig 5.3.3 Customer care

- Tell them that another way of solving a hardware problem is to contact the remote technical team and take telephonic help to resolve the issue.
- Emphasize that the IT coordinator should schedule such type of telephonic calls after the school hours to ensure that the normal teaching schedule is not disrupted.
- Activity handling strategy:
 - Activity: Role Play
 - Randomly choose two participants
 - Ask one of them to play the role of an IT coordinator
 - Ask the other participant to play the role of customer care technician
 - Explain the situation to both of them
 - Guide the participant enacting the role of a customer care technician to ask the right kind of questions
 - Ask the other participants to observe the role play and write down their observations
 - Set a time limit of ten minutes
 - After the role play is over, hold a discussion with all the participants
 - Analyse the performance of the participant playing the role of an IT coordinator and give suggestions

UNIT 5.4: Achieving Productivity and Quality

Unit Objectives

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

- # Improve productivity and quality
- # Diagnose problem in systems
- # Provide accurate solutions
- # Provide disruption-free teaching without hardware failures
- Achieve 100% customer satisfaction

Notes for Facilitation

- Inform the participants that smart classrooms have the potential to improve productivity and quality of education, both teaching and learning.
- Explain that smart classrooms can transform the learning experience by:
 - Supplementing traditional textbook materials with online resources
 - Enhancing lectures through the use of multimedia and interactive content
 - Extending student discussions to interclassroom collaboration
 - Providing students with web-based tutoring on demand
 - Allowing learners to access their coursework from multiple locations
- Explain that smart classrooms are replacing a teacher-centred model with a student-centred one.
- Explain that smart classrooms have led to growth of various companies whose software and online content make e-learning possible.
- Tell that some common digital classroom software are:
 - Educomp Solutions:
 - § Founded in 1994 and has presence in each of the education verticals from pre-school toddlers to competitive high school exams and from core curriculum subjects at the school level to vocational and employability skills for young adults
 - § Consists of Educomp smartclass, English Mentor, 3D Lab, Educomp INSIGHT, [Educomp Smart School](#), League INDIA, UniClass, smartclassPro and smartstem
 - NIIT Nguru:
 - § Launched in 1999 and is an integrated and comprehensive teaching, learning and education resource planning solution for schools
 - § Consists of Interactive Classrooms, IT Wizard Plus, MathLab Plus and Quick School
 - Scholastic:
 - § Provides an online platform that gives educators and students one-stop access to a growing portfolio of digital education resources
 - § Consists of Scholastic Online Assessment of Reading, Scholastic Literacy Pro Literacy Pro™ Library, BookFlix™, TrueFlix and Grolier Online™
 - Adobe eLearning Suite:

§ Offers a collection of applications for learning professionals, instructional designers, training managers, content developers and educators.

§ Allows users to author, manage, and publish interactive instructional information

- Explain that it is important that the IT coordinator makes sure that there are no disruptions in teaching due to system failure.
- Explain that a smart classroom is dependent on proper functioning of the complete setup of computer system including both hardware and software.
- Explain that it is critical that the IT coordinator ensures that there is no problem in any of the components of the system.
- Explain that in case the IT coordinator detects a problem he should:
 - Diagnose the problem accurately
 - Troubleshoot the problem with patience
 - Provide an accurate solution
- Activity handling strategy:
 - Ask them to do the activity mentioned in the participant handbook.
 - Set a time limit of 2 minutes to complete the activity.
 - Once they are done, discuss the solutions which are as shown in the following figure:

Get it right with customers

Simple products for great experience

Provide valuable services

Value customer's time

Fig 5.4.1 Solutions





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6. Coordinate with the Learning Centre

Unit 6.1 – Role of Learning Centre

Unit 6.2 – Interacting with Learning Centre



ELE/N4703

Key Learning Outcomes

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

- # Understand about learning centres in detail
- # Identify advantages and disadvantages of learning centres
- # Identify common issues faced by an IT coordinator and teachers/assistants
- # Understand issues related content development

#

UNIT 6.0: Objective of the Module

Objective of the Module

The objective of this module is to make the participants identify the role of learning centre. It is also essential that the participants know about the Learning Management System (LMS). Moreover, the participants should identify how LMS helps an IT coordinator. Lastly, it is important for the participants to deal with issues that may arise related to content development. Also, taking feedback to improve work process is a prime aspect of the job role.

Ask

- # Ask the participants if they know about the role of a learning centre.
- Ask the participants if they can tell whom they will be interacting with.
- Ask the participants if they are aware of LMS.

###UNIT 6.1: Role of Learning Centre

#Unit Objectives

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

- # Identify the role of learning centre
- # Understand the Learning Management System (LMS)
- # Identify how an LMS helps an IT coordinator
- # Recognize the advantages of learning centres
- # Understand the limitations of learning centres

#Ask

- # Start the session by asking the participants if they know or relate to the term LMS.
- # Ask the participants if they can share their experiences of taking an e-learning lesson online.
- # Ask the participants if they know how a learning centre is related to LMS.
- # Ask the participants if they can list the components of LMS.

#Say

- # Make the participants understand why e-learning is important.
- # Explain the participants how e-learning is associated with a learning management system.
- # Explain the participants how a learning centre tracks courses, registers new users, records data and always keeps the school management aware of the happenings.
- # Discuss with the participants:
 - What type of learning methods can enrich the classroom training experience?
 - What type of improvements can be suggested by the teachers/trainers to an IT coordinator?
 - How can navigation on an LMS be made easier?
- # Show the participants what an LMS looks like and name the components of LMS.

#



Fig 6.1.1 LMS components

- # Talk about the aim of an LMS. LMS is majorly about managing content in order to make its usage convenient. Uploading content on the LMS is the most important and a part of this also includes upload of mul media forums.
- # Tell the par cipants that a good learning management system can deliver courses (content) on any device through web services. Therefore, access through web is the primary cons tuent of an LMS. IT projects in schools are an excep on as it may be installed on specific devices.
- # Explain the par cipants that the main feature of an LMS is to be interac ve. Having used the word 'interac ve', it means that:
 - Student must be involved by tes ng themselves and checking progress. The students can learn online by watching videos, taking quizzes and downloading their assignments.
 - Teachers and students must interact with each other. The interac on can ha ppen through chats, mails or audio/video calls.
- # Explain the par cipants in detail about the common components of an LMS, that are:
 - Announcements
Announcements forum lists the latest informa on on the available courses or any addi on of a new course/subject.
 - Discussion Forums
Discussion forums enable a user to interact with other users. The discussions are usually in the form of chat groups.
 - Blogs and Journal
Blogs and Journal segments provide the latest news about e-learning world/ product review/discussion topic posted by a user in the form of ar des.
 - Grade Book
Grade book segment has e-learning courses segregated under di erent grade categories as per the subjects.
 - Quizzes/Tests

- # Quizzes/Tests segment enables the users to check their understanding/learning of a particular topic they have completed and get an evaluation done for the same.
 - Assignment Tool
Assignment tool segment enables the users to complete their home-work assignment online and submit it on the portal itself.
 - Calendar
Calendar segment enables the users to mark important dates so that they can get notifications. This will help them in not missing out on important dates.
 - Internal e-mails
In the internal email segment, the students have their own id on the LMS portal which they are supposed to check on a daily basis. The teachers/instructors mail the assignments and extra study material on this ID. Similarly, once the assignments are complete and checked, the teachers/instructors can notify the students of their grades as well.
 - Frequently Asked Questions (FAQ)
The FAQ's segment enables the IT coordinator and all the users of the portal to get solutions to problems faced by them.
- # Explain the participants how an IT coordinator performs steps with the learning centre's assistance. The steps an IT coordinator will have to perform include browsing and looking for available training catalogue, register for courses, keep oneself updated on the notifications received, look for books online at any time and print training records.
- # Explain the participants about the advantages of seeking a learning centre's assistance.
- # Tell the participants how the learning centres can assist the user for any issue that they may face. The learning centres assistance is available 24x7.
- # Explain the participants the role of learning centres. The following points must be covered in detail:
 - How the learning management system is responsible for all the material uploaded on LMS?
 - How it facilitates communication?
 - How are customizations done for an LMS?
 - What are the features available on LMS to which an IT coordinator is introduced to?
- # Highlight the participant's scope of work as an individual and their scope of communication.

UNIT 6.2: Interacting with the Learning Centre

Unit Objectives

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

- # Identify common issues faced by an IT coordinator
- # Describe issues faced by teachers/assistants
- # Understand issues related to content development
- # Identify a feedback form
- # State the role of IT Coordinator while interaction with learning centre

#Ask

- # Start the session by asking the participants if they know the difference between formal and informal issues.
- # Ask the participants if they can name the possible people to whom a person can escalate issues.
- # Ask the participants if they know what could be the possible issues that teachers may face.
- # Ask the participants if they can think about what type of issues to be escalated to who in the organization.
- # Ask the participants if they can identify a feedback form.

#

#Say

- # Tell the participants that any problem or concern related to people at work or the working conditions can happen any time. As an IT coordinator, it is essential to escalate the issues to the concerned person. In case a situation worsens, then a person is supposed to raise the issue with the manager.
- # Explain the participants that such issues are usually known as grievances. There are times when escalating issues can strain relationships. It must also be understood that at a workplace such as school, the grievance if heard in a less formal discussion serves a good outcome. Therefore, it is advisable for employees to sort their issues informally first.
- # Explain a few key points to the participants:
 - Issues at work
It is advisable for each one to address their issues at workplace.
 - Informal method
The best way to resolve issues is to communicate informally with the concerned person.
 - Formal complaint
If any informal approach to sorting issues don't work, employees must register a formal complaint.

- o# Rules and procedures
There are rules and procedures set in place if an issue arises.
- # Explain in detail about the common complaints that arise with an Learning Management System:
 - o# LMS does not fit into the existing administration workflow. A prime reason to device a Learning Management System is to support a proficient and well organized training administration. Therefore, if it does not work for the teachers in school, it is a serious problem. It is essential to map the existing user workflow and administration to communicate LMS requirements.
 - o# Certain applications cannot be accessed with Mac computer. There are many LMSs that may easily work on Windows operating system but does not support Mac.
 - o# LMS does not support non Microsoft applications
 - o# LMS looks static and unattractive
 - o# Certain applications are confusing for new users to navigate. The LMS can turn out to be complex at times. The new users may find navigation on the portal difficult.
 - o# LMS does not meet the IT security requirements. It is very important to work with a specialist to get a clarity on the system requirements.
- # Talk about the five main issues faced by teachers/assistants in detail:
 - o Computer Literacy
Typically the users, especially kids/students are technologically advanced. While on the other hand, there may be students who are not aware of basic applications. It is important for the students to know how they need to handle their courses and assignments.
 - o Adaptability Struggle
There are adaptability issues when a person switches to a modern method of learning from a traditional classroom method.
 - o Self-Motivation
Students can get demotivated very easily. The reasons can be as lame as not liking the subject or the kind of presentation or lack of time. This is where teachers and instructors come in picture as they need to keep the students engaged and motivated for effective learning.
 - o Time Management
It is difficult for the students to manage their time because the e-learning courses typically consumes a lot of time. The teachers/instructors help the students in scheduling a time for their courses.
 - o Technical Issues
A slow internet connection is the most common problem faced by users. It is essential to understand the root cause of such a problem as there can be many causes to it.

- Explain the table to the participant that lists some basic issues related to content development which can arise, who it must be raised to and a relevant policy/procedure:

Type of Issue	Raise Issue With	Relevant Policy/Procedure
Issue with a teacher	Principal	Policy on Staff Conduct, Harassment and Discrimination at Work Policy and Procedures
Issue with taking suggestions or giving feedback	Principal	Policy on Staff Conduct, Harassment and Discrimination at Work Policy and Procedures
Workload	HR Advisor	Workload Policy and Procedures
Academic Issues	Academic In Charge, Principal	There are a range of policies impacting academics, for example, add on class policy
Protected Disclosures – Whistle blowing	Risk Manager, Principal	Privacy Policy, Official Information Policy and Protected Disclosures Policy

Fig 6.21 Policy and procedure

- Explain the above mentions issues by giving some basic examples to a participant:
 - An issue with the teacher
Example: A discord or misunderstanding between a teacher and an IT coordinator while developing a course content and the teacher is adamant on having a specific template which is not compatible with the LMS.
 - Issue with taking suggestions or giving feedback
Example: A feedback given to the teacher that could not be accepted by an IT coordinator leading to a discord.
 - Workload
Example: A sudden bombardment of work which has hampered a person's health.
 - Academic Issues
Example: Due to lack of seats in the computer lab, the whole class cannot be accommodated which result in double effort of the teacher.
 - Protected Disclosures – Whistle blowing
Example: A confidential document exchanged with another school.
- Explain the participants about queries that an IT coordinator may have before raising any concern to the designated person:
 - How to raise a matter?
A formal email to be sent to a designated person handling grievances to escalate the issue and get it resolved.

- When to raise a concern or issue?
In case of lodging a complaint or personal grievance or employment relationship problem.
- What is the process for reporting a confidential matter?
Formal investigations are confidential processes in which only those involved have access to information and the privacy of those involved is maintained.
- What if there is no agreement or no resolution?
If the staff is not happy with the outcome, consideration may need to be given to escalating the process to the Principal/Board of Directors.
- # Explain briefly to the participants about the possible concerns or issues that may crop up:
 - Relationship at work
A situation where a person finds it difficult to adapt with people around.
 - Change in work practice
The changes in scope of work may be a concern.
 - Discrimination
Due to various reasons if a person is being treated differently, then an issue may be raised.
 - Health and Safety
Issues like stress, workload or any inappropriate condition which can affect health can be a point of concern to be raised.
- # Explain the participants about a feedback form and what it looks like. The following figure is an example of a feedback form:

Question	Agree	Strongly Agree	Disagree	Strongly Disagree
1. I cannot understand how to use the system				
2. LMS is confusing. I cannot navigate through it				
3. My parents do not want me to use this LMS				
4. I cannot seek assistance if I get stuck				
5. I cannot receive information about my grades				
6. The lessons are missing/incomplete				
7. I feel bored when I use the LMS				

Fig 6.2.2 Feedback form

- # Explain the process how an IT coordinator carries out their tasks when appointed in a school:
 - An IT coordinator is assigned to a school by an agency.
 - The role of an IT coordinator is to coordinate with teachers and mentors as well as the learning centre of LMS to achieve the goals, according to which they plan a course of action.
 - It is the responsibility of an IT coordinator to give a demo session to the teachers who will eventually help in spreading knowledge to students about the new courses.
 - At the same time, the IT coordinator coordinates with the learning centre for assistance.
 - Once, the IT coordinator is thorough with the technical know-how of LMS, they impart their knowledge to students and teachers.
- # Explain the participants how as an IT coordinator, they must be thorough with the FAQ's, also known as Frequently Asked Questions, to answer administrative queries.
- # Explain the participants how they must consult an administrator at the learning centre to resolve unanswered questions.
- # Explain the participants how they must manage the resources adequately without compromising on the quality of the learner's experience.
- # Explain the participants how they must exchange opinions on the LMS and share feedback received from the users to the learning centre.
- # Explain the participants how they must understand new application updates and add them.
- # Explain the participants how they must suggest modifications or addition of new content to the content development team.





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7. Coordinate With Others to Perform Work

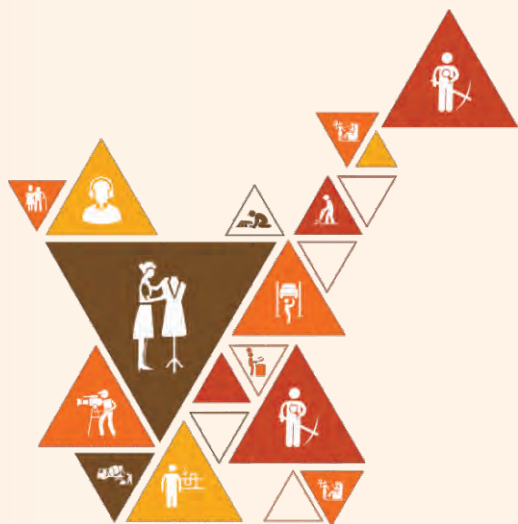
Unit 7.1 – Interacting with Superiors

Unit 7.2 – Coordinating with Teachers and Students

Unit 7.3 – Coordinating with Customer Care Centre and
Technical Helpdesk

Unit 7.4 – Coordinating with Repair and Spare Parts Centres

Unit 7.5 – Achieving Targets



ELE/N9919

Key Learning Outcomes

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

- # Identify work requirements
- # Manage work as per given responsibility
- # Handle materials correctly
- # Report as per schedule and maintain proper documents
- # Follow the health and safety norms
- # Identify ways to improve the work process

#

UNIT 7.0: Objective of the Module

Objective of the Module

The objective of this module is to make the participants identify their work requirements. It is also essential that the participants manage work as per given responsibility. Moreover, the participants should handle the materials correctly. Lastly, it is important for the participants report as per schedule and maintain proper documents. Also, identifying ways to improve the work process is crucial and so is following health and safety norms.

Ask

- Ask the participants if they know about the role of an IT coordinator.
- Ask the participants if they can tell whom they will be interacting with.
- Ask the participants if they can maintain documents.
- Ask the participants the how they can improve work processes.

UNIT 7.1: Interacting with Superiors

#Unit Objectives

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

- # Identify the role of learning centre
- # Understand the Learning Management System (LMS)
- # Identify how an LMS helps an IT coordinator
- # Recognize the advantages of learning centres
- # Understand the limitations of learning centres

#Ask

- # Start the session by asking the participants if they know their scope of work.
- # Ask the participants if they can share their experiences of taking an e-learning lesson online.
- # Ask the participants if they know how a learning centre is related to LMS.
- # Ask the participants if they can list the components of LMS.

#Say

- # Highlight their scope of work as an individual.
- # Discuss with the participants about the:
 - Importance of working with proper coordination in a team.
 - Basic conflicts that may arise between them and a co-worker or a supervisor.
 - Topic of communication to ensure they understand the possible consequences of lack of communication or miscommunication while working.
 - Possible disruptions at work which may hamper the workflow.
- # Explain to the participants how they can have a better relationship with their manager giving examples like:
 - There will often be times when you may disagree with your manager and end up in a conflict. You may not be able to solve every disagreement but there is always an option of a common point of view.
 - It is important to pay attention to your supervisor's communication preferences. There may be an instance when a supervisor is more comfortable with a verbal status rather than a mail.
- # Tell the participant what is the work requirement which needs to be understood:
 - A person needs to follow the line of authority. This means that being a part of the school, an IT coordinator is answerable to the principal, chairperson or the board of directors.

- Be a part of organizational culture. As an IT coordinator, one must follow the routine of schools and participate in their events when needed be.
- Understand the school's reporting structure. It is essential for an IT coordinator to understand the hierarchy of the school. The person must know whom he must report to in school and who must he contact in case of certain situations. For example, a person must know that he needs to get any new requirement signed by the principal who is the final authority.
- Follow the institution's code of conduct. An institution's code of conduct is written set of rules and regulations for all the employees who need to follow it. These rules are to protect the organization business and at the same time notifies the employees as to what is expected out of them.
- Keep up to date with new developments. An employee is expected to stay well informed about all the relevant happenings in the organization.
- # Explain the participants about the core concepts which involve achieving targets.
- # Discuss with the participants about performance indicators. Explain how it sets performance standards and assesses overall success of an organization. KPI's, as it is commonly known, are meaningful and measurable. What is success? Success is the progress a person makes towards operational or strategic goals like profit margins, customer satisfaction level or zero defect. To succeed, an employee needs to achieve set targets which must be simple and clear to understand.
- # Discuss with the participants about goal setting. Explain how it is important that the goals set for people to achieve must be clear and concise to meet performance standards.
- # Discuss with the participants about motivation and how can people self-motivate themselves. Tell the participants that if there is no motivation, the efficiency and productivity of an employee will never come out.

UNIT 7.2: Coordinating with Teachers and Students

#Unit Objectives

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

- # Identify the role of learning centre
- # Understand the Learning Management System (LMS)
- # Identify how an LMS helps an IT coordinator
- # Recognize the advantages of learning centres
- # Understand the limitations of learning centres

#Ask

- # Start the session by asking the participants if they know how they need to behave with students and teachers.
- # Ask the participants if they can share their experiences interaction with students and teachers.
- # Ask the participants if they can share any experience of resolving the issues that arose.
- # Ask the participants if they can suggest steps that can be taken for work process improvement.

#Say

- # Make the participants understand the difference between communication with a principal and a colleague.
- # Give tips on interacting with the supervisor:
 - Explain to the participants how to resolve issues in case of a discord with the academic coordinator.
 - Tell the importance of understanding the work requirements properly as it will enable them to deliver quality work.
 - Explain to the participants about what they would need to discuss with the supervisor, to plan the approach of work accordingly.
 - Explain how the participants can learn by observing and considering the supervisor's preference.
 - Tell the participants that they should never delay the supervisor while on his/her way out.
 - Tell the participants that they should not drag a meeting after it is over.
- # Make the participants aware of the reporting structure they need to follow
- # Highlight their scope of work as an individual.
- # Discuss with the participants about the:
 - Importance of working with proper coordination in a team.

- Basic conflicts that may arise between them and a co-worker or a supervisor.
- Topic of communication to ensure they understand the possible consequences of lack of communication or miscommunication while working.
- Possible disruptions at work which may hamper the workflow.
- # Explain to the participants how they can have a better relationship with their manager giving examples like:
 - There will often be times when you may disagree with your manager and end up in a conflict. You may not be able to solve every disagreement but there is always an option of a common point of view.
 - It is important to pay attention to your supervisor's communication preferences. There may be an instance when a supervisor is more comfortable with a verbal status rather than a mail.
- # Explain the participant the points which help them in understanding the plan to achieve 100% quality and timely completion of work. Tell them about:
 - Establishing a compliance plan on the basis of which the steps towards achieving a goal will be taken.
 - Build a communication strategy so that every aspect related to the plan of action is communicated to the designated people involved in the workability of the project.
 - Develop an effective work schedule where working on various parameters of the project is feasible.
 - Create a review plan to re-check the work that has been carried out to accomplish the set target.
 - Test the product to see if there are revisions are required.
- # Talk to the participants about why a plan needs to be flexible.

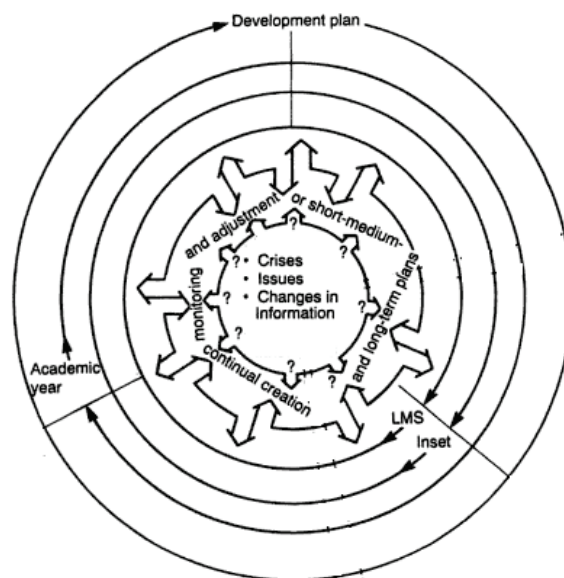


Fig 7.21 Plans

- # Explain the participants about two types of development plans that can be put together either a short medium plan or a long term plan.
- # Discuss with the participants that a new plan is implemented almost every academic year.

- # Tell the participants about adjustments made in the plan in case of a crisis or issue cropping up or any change of information.
- # Mention to the participants that a development plan requires continual creation and implementation of changes in it.
- # Talk to the participants about how they can and what are the factors of process disruption that may cause delays in the work flow.
- # Mention the possible reasons of disruptions and delays that may hamper work like:
 - Pre-recorded lectures are taking long to play than the usual time
 - Submission of assessments may pose an issue
 - Course modules may not be functional
 - Recorded videos show time lag between voice over and display
 - LMS' maintenance may be pending
 - No connectivity to live sessions
- # Talk to the participants about general guidelines that must be followed by a person at all times.
- # Talk to the participants about ensuring current, accurate and detailed records.
- # Talk to the participants about practicing diligence in maintaining/updating records of major activities, especially those that may lead to delays/disruptions/disputes.
- # Talk to the participants about issuing formal notifications to the Principal in case the project is behind schedule.
- # Talk to the participants about identifying and quantifying the exact causes of delay at the time of occurrence.
- # Talk to the participants about being aware of financial consequences.

#

UNIT 7.3: Coordinating with Customer Care Centre and Technical Helpdesk

#Unit Objectives

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

- # Identify the role of learning centre
- # Understand the Learning Management System (LMS)
- # Identify how an LMS helps an IT coordinator
- # Recognize the advantages of learning centres
- # Understand the limitations of learning centres

Ask

- # Start the session by asking the participants if they know how they should be addressing teachers and student's issues.
- # Ask the participants if they can share their experiences of addressing any major or minor issues.
- # Ask the participants if they know about a customer care centre or helpdesk.
- # Ask the participants if they can list the components of LMS.

Say

- # Explain the participants that it is likely for an LMS to not support some learning methodologies. Therefore, an IT coordinator must consider some points while addressing issues coming from teachers and students.
- # Discuss with the participants that they must listen to the complainant carefully about the issue they are trying to raise, ask more and more questions until they get a clear understanding of what the problem is, solve the problem as long as it fits in the scope of their job role and in case they are unable to resolve an issue, they must escalate the problem and seek help of a learning resource centre or customer care centre for further assistance.
- # Explain the participants about CARP Diem.
- # CARP Diem means Control, Acknowledge, Refocus and Problem Solving.
- # Explain the participants what a customer care centre is.
- # Tell the participants that a customer care centre is for supporting the learner to maximize the efficiency and improve the learner's overall experience.
- # Discuss with the participant how the customer service centre comprises of an experienced set of professionals who are fully trained and have full knowledge about their product.

- # Tell the participants that these professionals are specifically to communicate and collaborate with the customers.
- # Explain the participants briefly about the four tiers of a helpdesk support.
- # Tell the participant Tier 1 is the initial level of support which handles basic customer issues.
- # Tell the participant Tier 2 professionals are a bit more experienced having knowledge of the product.
- # Tell the participant Tier 3 professionals are responsible for dealing with customers having a much advanced level of technical issues.
- # Tell the participant how Tier 4 comes in picture as it involves getting the hardware/software vendor to fix the issues raised.

#

UNIT 7.4: Coordinating with Repair and Spare Parts Centres

#Unit Objectives

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

- # Identify the role of learning centre
- # Understand the Learning Management System (LMS)
- # Identify how an LMS helps an IT coordinator
- # Recognize the advantages of learning centres
- # Understand the limitations of learning centres

#Ask

- # Start the session by asking the participants if they know about repair centres or spare parts centres.
- # Ask the participants if they can share their experiences of having to deal with any repair service centre.
- # Ask the participants if they can list the hardware services provided by repair and spare parts centres.
- # Ask the participants if they can list the software services provided by repair and spare parts centres.

Say

- # Make the participants understand that there can be various departments where a customer can lodge their complaints.
- # Tell the participants about aspects which help a person decide about the department for query resolution that are repair, refund and replace.
- # Explain the participant that in case of minor fault in the product, the customer may seek for a free of cost repair service which any business offers.
- # Explain the participant that in case of a major fault in the product, the customer may seek a replacement of the product or may demand a refund.
- # Explain the participant that a repair and spare parts centre provides repair services for hardware components that are under warranty time frame. These centres also provide repair services for components which are out of their warranty period.
- # Tell the participant that usually no cost or fee is involved if the components are under manufacturer's warranty. But, the repair centres do charge for components that are not in their manufacturer's warranty. The cost implied by these repair centres ranges from a nominal fee to a heavy amount, all depending on the type of the issue which needs to be fixed.

- # Tell the participants that hardware services include:
 - Full hardware diagnostics
 - Parts ordering and installation
 - Memory and hard drive upgrades
 - Memory and hard drive replacement
- # Tell the participants that hardware services include:
 - Operating system and software installation
 - Data backup and recovery
 - Virus, spyware, and adware removal
 - Network and wireless troubleshooting
- # Explain the participants about SLA's i.e. Service Level Agreements.
- # Tell the participants that while interacting or taking assistance from the customer care, a person must be aware of the basic protocols these service centres follow. For example:
 - Requests for hardware repair service are addressed in an order in which they are received
 - The requests are based on priorities (critical, important, general), which are determined by urgency and level of impact
 - Responses to requests for computer hardware repair service may be via phone or voice mail, e-mail or personal visit
 - Examples of the forms of contact that are not covered under this SLA include:
 - § Direct emails to individual computer repair service personnel
 - § Direct phone calls to individual computer repair service personnel
- # Tell the participants that as a customer, when seeking assistance from the service centre, an IT coordinator should:
 - Request for computer hardware repair assistance.
 - Give a detailed and accurate description of the symptoms to indicate that hardware repair is required.
 - Backup of data stored must be taken before handing over the equipment for repair.
 - Respond to inquiries done by the repair centre staff in a timely and professional manner.

UNIT 7.5: Achieving Targets

#Unit Objectives

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

- # Identify the role of learning centre
- # Understand the Learning Management System (LMS)
- # Identify how an LMS helps an IT coordinator
- # Recognize the advantages of learning centres
- # Understand the limitations of learning centres

Ask

- # Start the session by telling the participants importance of working in a team.
- # Ask the participants if they can share their experiences of any discords between people.
- # Ask the participants if they know importance of adherence to time and quality.

#Say

- # Make the participants understand about setting goals towards work that help in achieving targets.
- # Explain the participant why an evaluation is done for any project.
- # Explain the participant three types of evaluation.
- # Tell the participant about formative evaluation done at the development stage for improving products' /instructional courses.
- # Tell the participant about summative evaluation done at/immediately after implementation to measure the effectiveness of learning, training and education.
- # Tell the participant about confirmative evaluation done after implementation of a course to decipher if it requires any update or modification.
- # Explain the participant how these type of evaluations highlight that a course's effectiveness can be measured or a previously developed course can be examined to cross check the gaps.
- # Discuss with the participant about the types of risks mainly categorized as follows:
 - Risk that is not yours to take
 - Risk that is unnecessary
 - Risk that a person can afford to take
 - Risk that a person afford to take
 - Risk that a person afford not to take
- # Explain the basic factors that can make a person more efficient at work. These factors include identifying priorities, adopting a good attitude towards work and building essential skills.
- # Explain to them that they need to be aware of set protocols like:
 - Follow rules and policies laid down by the school

- Follow the structure of reporting
- Adhere to the defined role of work
- Complete the required documentation process
- # Explain the common policies of the company which include the following:
 - Reporting and dispersing information
 - Not carrying out illegal activities
 - Coordinating with co-workers to effectively complete deliverables
- # Following a proper code of conduct in terms of behaviour and work output delivered.
- # Explain the challenge at a workplace of discovering ways for increasing productivity and keeping the quality of production intact.
- # Tell the participants that empowering workers, elimination of valueless processes, improved training, establishing goals and implementing gradual changes are a few methods for improving quality and productivity.





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8. So Skills

Unit 8.1 – Reading relevant information

Unit 8.2 – Basic communication skills

Unit 8.3 – Improving work processes



Key Learning Outcomes

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

- # Identify why relevant information must be read
- # Discuss about reading documents
- # Discuss the importance of having basic communication skills

UNIT 8.0: Objective of the Module

Objective of the Module

The objective of this module is to make the participants identify their work requirements. It is also essential that the participants manage work as per given responsibility. Moreover, the participants should handle the materials correctly. Lastly, it is important for the participants report as per schedule and maintain proper documents. Also, identifying ways to improve the work process is crucial and so is following health and safety norms.

Ask

- Ask the participants if they know about the role of an IT coordinator.
- Ask the participants if they can tell whom they will be interacting with.
- Ask the participants if they can maintain documents.
- Ask the participants the how they can improve work processes.

UNIT 8.1: Reading Relevant Information

Unit Objectives

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

- # Identify the types of documents
- # Understand the need to read documents
- # Learn how to read documents

#Ask

- # Start the session by telling the participants importance of working in a team.
- # Ask the participants if they can share their experiences of any discords between people.
- # Ask the participants if they know importance of adherence to time and quality.

#Say

- # Tell the participants why reading a manual is necessary and why a person should limit oneself to reading specific information only.
- # Tell the participants about the sections of a manual.
- # Explain the participants in detail about the steps to read a document.
- # Explain the participants the questions they are to ask themselves:
 - Why was the document written?
 - Who is the target audience?
 - What type of a document is it?
 - Why should the document be read?
- # Explain the participants the best way of reading a document.
- # Explain the following steps to the participants:
 - Step 1: Determine information
One must be able to determine and read as per the specified requirement rather than reading the entire document.
 - Step 2: Scan the document
Scan the document to determine its layout style and get a better idea about the manner in which content is presented.
 - Step 3: Find information
Look up for the required information using headings, index or the table of contents.
 - Step 4: Take notes
It is essential to take notes for any important topic that one may come across while reading the document. Do not skip tips and warnings mentioned.
 - Step 5: Use glossary
A person may come across technical terms while reading the document. Meanings for such terms can be looked for in the glossary section at the end of the manual.

- # Explain the participants that is reading content on the learning management system is also important.
- # Discuss with the participants that as an IT coordinator, one needs to keep visiting the portals to identify changes that may be done to improve the feel of it.

UNIT 8.2: Basic Communication Skills

Unit Objectives

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

- # Identify the basic communication skills
- # Define listening, communication, critical thinking and decision making
- # Identify critical thinking skills
- # Recognize factors that limit decision making skills

#Ask

- # Start the session by telling the participants importance of working in a team.
- # Ask the participants if they can share their experiences of any discords between people.
- # Ask the participants if they know importance of adherence to time and quality.

#Say

- # Tell the participant about communication and define communication as a two-way process.
- # Explain the participant that the sender of message, is someone who has a need to communicate with another person, the receiver of the message, is the person can send a message. This happens in a medium and then reaches the receiver who then responds, based upon the understanding of the message.
- # Discuss with the participant how communication is said to be complete when the receiver understands the message in context in which it was meant to be understood.
- # Tell the participants that communication includes:
 - Verbal Communication – It mainly consists of the spoken words, such as, you are talking to your team members, talking on phone with the customer and so on.
 - Non-verbal communication – It consists mainly of gestures, facial expressions, movement and so on. You show a thumbs up to say that the projector is now set to use while standing at a distance from the instructor.
 - Written communication – It is the written form of communication such as, reports, analysis, e-mails and so on.

- # Explain participants about some basic Dos and Don'ts of communication using the following points:

Dos	Don'ts
Communication should be very clear and precise. Mention all the details required to take action. Also, mention clearly the action intended.	Don't communicate when you are not sure. Also, never give incorrect details.
Communication should be concise or short. It should not have irrelevant details which are of no concern to the recipient of the message.	Never give incomplete message.
Communication should be concrete. Mention the specific and actionable things.	Never communicate in an uncourteous way
The message in communication should be coherent or should be related. If you have to mention something extra, and then mention clearly that it is an addition. Meaning is derived when the entire message is in context.	Don't use jargons that the recipient may be unfamiliar with. Don't use complex words or sentences.

Fig 8.2.1 Dos and don'ts of components

- # Explain to the participants that to be able to listen actively and to ensure that they can respond and understand efficiently, they need to:
 - Stop talking to listen to what the other person has to say.
 - Don't jump to a conclusion or respond the moment the other person begins to speak.
 - Try to not be defensive in a conversation, especially when you are receiving a feedback.
 - Show your interest in listening to a person who is speaking through non-verbal clues such as a nod or words such as 'hmm', 'yes' and so on.
 - Ask for details to get the complete information so that nothing is missed out.
- # Explain the participants how listening can reduce conflicts between people working together, reflects a caring attitude, increases the rate at which work is being done and decreases a scope of duplication of efforts.
- # Mention about the different types of listening to the participants namely – critical listening, empathetic listening, discriminative listening, comprehensive listening and appreciative listening.
- # Explain to the participants that the work that is assigned to them will also have certain guidelines which they should follow. It is important to adhere to the targets and guidelines so that there is no conflict between team members and delay.
- # Tell the participants that work done should always match to the company delivery standards.
- # Make the participants understand that all the members may work together or may work on single projects to fulfil the organizational goals. Therefore, it is important to

understand that the role of each of team members, who is responsible for what and what is the task performed by each.

- # Tell the participants that as an IT coordinator, a person will have to understand the various tools and equipment which will be required to perform the task because they are answerable to the principal for the requirements that are inquired about.
- # Explain the participants that they should keep abreast with new developments and new product models that are in the market. They must ask the management or teachers if they know about any new product or new developments that are in the market. The person must also read about the latest developments in magazines, journals and on websites.

###UNIT 8.3: Improving Work Processes

#Unit Objectives

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

- # Identify the ways to improve work process
- # Define the need to follow steps for improved work processes

#Ask

- # Start the session by telling the participants importance of improving work processes.
- # Ask the participants if they can define formal and informal processes.
- # Ask the participants if they have experienced any major changes in an existing process.

#Say

- # Tell the participants about formal and informal business processes.
- # Brief the participants that formal processes are the important procedures or stipulated steps that need to be followed related to financial, safety or legal reasons.
- # Give the participants an example of fire safety drill or fire emergency procedure under formal processes.
- # Brief the participants that informal processes are the ones which a person creates but may not have the steps written.
- # Give the participants an example of carrying out a product research or in depth communication with users to understand issues under informal processes.
- # Explain the participants that all work processes are designed in a way that they streamline work.
- # Tell the participants about the problems that may arise:
 - A person may receive complaints about the quality of product.
 - Co-workers may get annoyed
 - Chances of work being incomplete
 - There may be an increase in costs
 - Wastage of resources
 - Deadlines can be missed due to bottlenecks
- # Explain the participants the steps for updating and reviewing a particular process.
- # Explain the first step of mapping the process. It is essential to explore a phase in detail because there are chances of some processes having sub steps that a person might not be aware of. One must consult people using the process regularly so that no point is missed.
- # Discuss the second step of analysing a process where a person will have to consider a few questions
 - If the people working with you are frustrated?
 - What are the steps creating a bottleneck?

- What are the factors behind the costs going up/down?
- Which steps require lengthy time and are a cause of delay?
- # Tell the participants about the third step of redesigning a particular process. This process is about eliminating all the issues that a person identified in the previous step. The best strategy is to work with people who are involved and working in the process directly. Such people accept changes easily especially if they have been in the process from an early stage.
- # Explain the fourth step of acquiring resources which involves changing systems or processes which are in place already. This will also require a person to be aligned with the principal and higher authorities of the school.
- # Discuss the fifth step of implementation of a new process and communication related to it. Management and planning of the new process is important as rolling it out can be a cumbersome task.
- # Tell the participants about the last step of reviewing a process. The step including testing the process over weeks and months and further fixing any issues as they come up.





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9. Employability & Entrepreneurship Skills

Unit 9.1 - Personal Strengths & Value Systems

Unit 9.2 - Digital Literacy: A Recap

Unit 9.3 - Money Matters

Unit 9.4 - Preparing for Employment & Self-Employment

Unit 9.5 - Understanding Entrepreneurship

Unit 9.6 - 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 favorite 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

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?"

- Have one of the participants write their contribution on a flip chart sheet.
- Write down your own list of covered material in the training on another flip chart sheet.
- Compare the two sheets, commenting on what will and what will not be covered during the training.
- Set some ground rules for the training sessions. Ask the participants to put these rules on a flip chart and display it in the class.
- You may get back to those sheets once again at the end of the last session of the training.
- 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.
- 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
- Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.

- 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

- Defining the objectives in the beginning of the unit sets the mood for the unit.
- To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
- It is also a way of making participants take responsibility of their own learning process.
- For the facilitator, the objectives decide a designed path to progression so that the learning stays aligned and on track.
- Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
- 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:

- You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
- You may also wish to read other material to enhance your knowledge of the subject.
- 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. In case the query can be turned to an assignment to the class, do so. You can work with the participants on the assignment.
- 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.
- 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.
- To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
- Invite discussion from the participants.
- Probe the participants further and lead them to come to affirmative conclusions.
- Let the participants answer. No answer is incorrect.
- Ask one participant to write all the points on the whiteboard.
- Build the sessions from the answers provided by the class.
- Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
- 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 behavior. 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 behavior 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 9.1: Personal Strengths & Value Systems

Key Learning Outcomes

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

1. Explain the meaning of health
2. List common health issues
3. Discuss steps to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh 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 steps for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss steps for stress management

UNIT 9.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss steps 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 person 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 points 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 9.1.2: Safety

Unit Objectives

At the end of this unit, participants 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 steps to design a safe workplace and non-negotiable employee safety habits.

UNIT 9.1.3: Self-Analysis- Attitude, Achievement Motivation: What is Self-Analysis?

Unit Objectives

At the end of this unit, participants 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 9.1.4: Honesty & Work Ethics

Unit Objectives

At the end of this unit, participants 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

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

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.

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

Team Activity

Case Study Analysis

Scenario 1

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say



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

Do



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

Summarize



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

UNIT 9.1.5: Creativity and Innovation

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

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

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home. Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Spring's idea is to have a centralized 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 an innovative solar seeder and developed by Subash Chandra Bose, a class 8 student from St Sebasthian 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 9.1.6: Time Management

Unit Objectives

At the end of this unit, participants 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

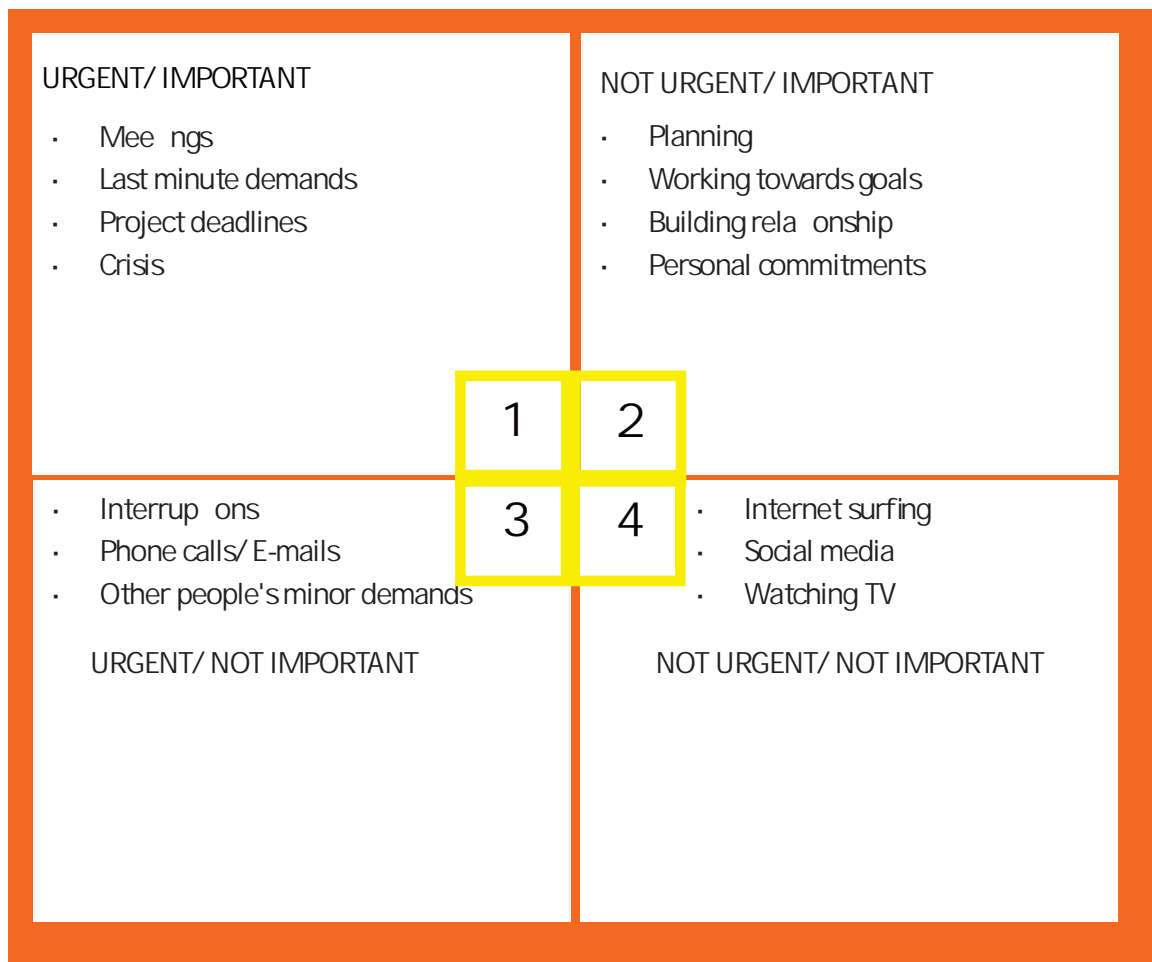
- You have to make a grid as shown on the board here.
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
- Now, you have to think about each activity that 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.

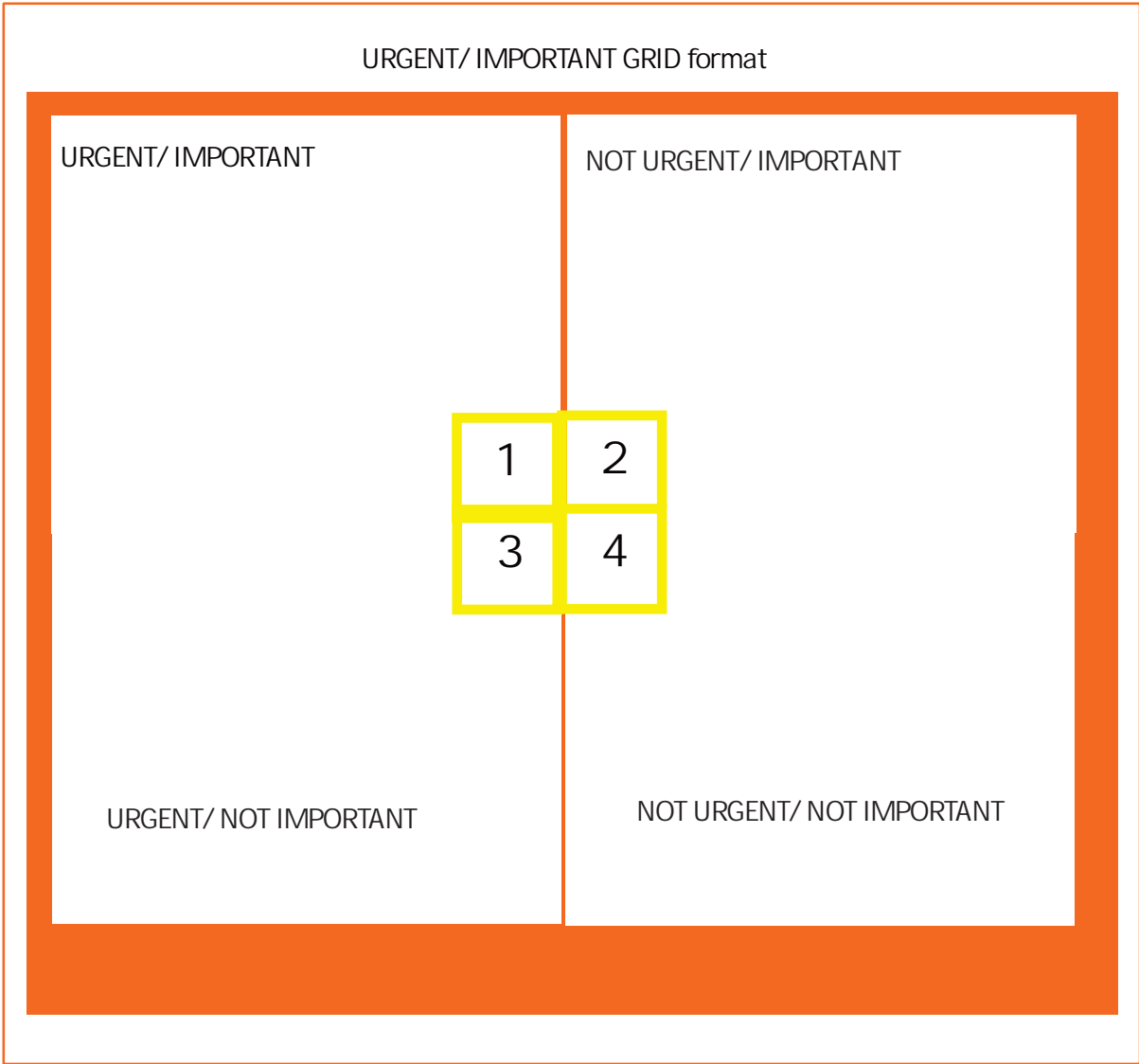
To – Do List Format

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

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

URGENT-IMPORTANT GRID





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 9.1.7: Anger Management

Unit Objectives

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

- Discuss the importance of anger management
- Describe anger management strategies
- Discuss steps 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 steps 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 9.1.8: Stress Management: What is stress?

Unit Objectives

At the end of this unit, participants 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." He 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 interactive.

UNIT 9.2: Digital Literacy: A Recap

Key Learning Outcomes

At the end of this unit, 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 9.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

At the end of this unit, participants 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 9.2.2: MS Office and Email: About MS Office

Unit Objective

At the end of this unit, participants 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 the required applications

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 a 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

UNIT 9.2.3: E-Commerce

Unit Objective

At the end of this unit, participants 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 Systems with internet connection
- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 6 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

- Demonstration 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 demonstration. 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 demonstration the only reason?

Say

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

Summarize

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

UNIT 9.3: Money Matters

Key Learning Outcomes

At the end of this unit, 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 9.3.1: Personal Finance – Why to Save?

Unit Objective

At the end of this unit, participants 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 9.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objective

At the end of this unit, participants 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 need 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.

XXX Bank			
<div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div> Photograph			
SAVING BANK ACCOUNT OPENING FORM			
Account No.: _____		Date: _____	
Name of the Branch			
Village/Town			
Sub District / Block			
District			
State			
SSA Code / Ward No.			
Village Code / Town		Name of Village / Town	
Applicant Details:			
Full Name	Mr./Mrs./ Ms.	First	Middle Last Name
Marital Status			
Name of Spouse/Father			
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 9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objective

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

- Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

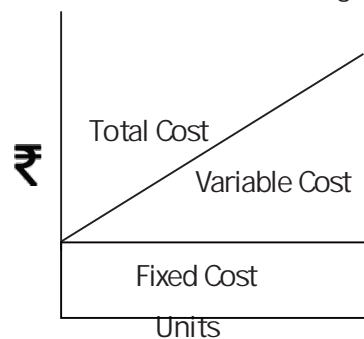
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/Raw materials
7. Employee salaries
8. Commission percentage given to salesperson for every unit sold
9. Credit card fees
10. Vendor bills

Do 

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

Say 

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



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

Team Activity 

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Do 

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

Summarize 

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

Notes for Facilitation 

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

UNIT 9.3.4: Investments, Insurance and Taxes

Unit Objective

At the end of this unit, participants 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 questions

Notes for Facilitation 

Questions for the quiz

1. Mr. Das gets monthly return on one of his insurance policies. Name the policy?
Money Back Life Insurance
2. What are bonds?
Bonds are instruments used by public and private companies to raise large sums of money.
3. Who issues the bonds?
Private and public companies issue the bonds
4. Why are bonds issued?

5. Why are bonds issued?

To raise large amount of money as it cannot be borrowed from the bank.

6. Who is the buyer of stocks and equities?

The general public is the buyer.

7. What types of scheme is the Sukanya Samridhi Scheme?

Small Saving Scheme

8. 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.

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

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

10. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

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

It offers the dual benefit of investment and 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 9.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objective

At the end of this unit, participants 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.

Say 

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

Do 

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

Summarize 

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

UNIT 9.4: Preparing for Employment & Self-Employment

Key Learning Outcomes

At the end of this unit, 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 9.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objective

At the end of this unit, participants 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 pants, 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 9.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objective

At the end of this unit, participants 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 resume 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 position described in the advertisement?
- We have already discussed the steps involved in creating an effective/ attractive resume.
- 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 position. Create a resume for the candidate to apply for the job position.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

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

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

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

Job Posting

*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant

Desired Candidate Profile

Friendly, pleasant personality, Service-oriented.

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

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

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

UG: Any Graduate/Diploma holder

PG: Post Graduation Not Required

Say 

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

Do

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

Summarize

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

Notes for Facilitation

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

Nipesh Singla
 #1XX7, Sector XX-D
 Chandigarh-160018
 Mobile No: 91-988XXXXX01
 E-mail: nxxxxxxxxla@gmail.com

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

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 9.4.3: Interview FAQs

Unit Objective

At the end of this unit, participants 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 situations 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 allowed 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 questions.

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 allowed 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 9.4.4: Work Readiness – Terms and Terminology

Unit Objective

At the end of this unit, participants 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 flowchart of the hiring process of MND Company.

Activity De-brief

- Ask the groups to share the flowcharts and the new terms they added while preparing the flowchart.

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, compensation, 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 9.5: Understanding Entrepreneurship

Key Learning Outcomes

At the end of this unit, 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 9.5.1: Concept Introduction (Characteristics of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

At the end of this unit, the participants 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 9.5.2: Leadership and Teamwork

Unit Objectives

At the end of this unit, participants 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.



Fig 9.5.1: Sharing 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 employee for the breakdown whereas a leader fixes breakdown.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and a leader says "We."
- A boss drives employee 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 9.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

At the end of this unit, the participants 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

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 me.

Activity

Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

Oh, yes. They have a 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 questions:

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

Say

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

Activity

Elevator Pitch:

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

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

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

Do

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

Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.

4. Engage with a Question: After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
5. Put it all Together: When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!
Example:
Here's show 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 9.5.4: Problem Solving & Negotiation Skills

Unit Objectives

At the end of this unit, participants 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 questions 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 interviewing a few also ended up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do

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

Say

De-brief questions:

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

Ask

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

Say

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

Ask

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

Say

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

Summarize

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

Activity

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

Do

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

Ask

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

Say

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

Ask

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

Say

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

Say

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

Role Play

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

Do

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbais. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established its 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 aggarbais 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. 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.
7. Encourage participants to provide constructive criticism during their discussions.

Summarize



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

UNIT 9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Do

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

Activity

Do your SWOT analysis

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

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on me.
- 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 9.5.6: Entrepreneurship Support Eco-System

Unit Objectives

At the end of this unit, participants 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.

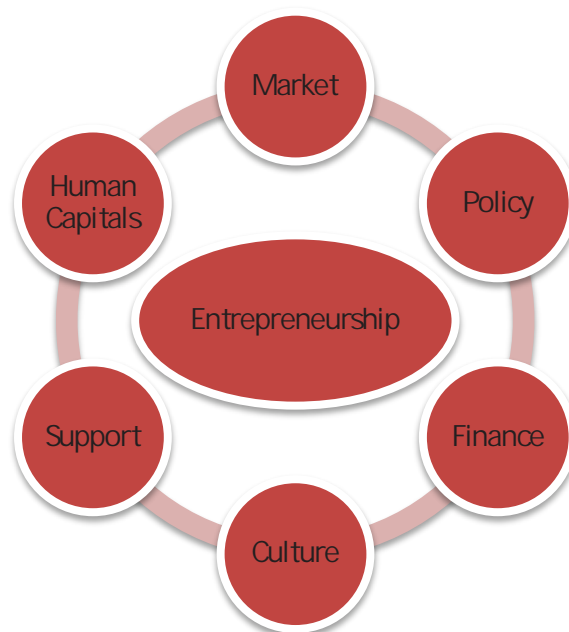


Fig 9.5.2 Key domains of entrepreneurship support eco-system

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 9.5.7: Risk Appetite & Resilience

Unit Objectives

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

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

Resources to be Used

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

Ask

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

Example

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

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

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

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

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

Say

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

Say

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

Team Activity

Risk Appetite

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

Activity De-brief

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

Do

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

Ask

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

Example

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

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

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

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

Say

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

Say

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

Team Activity

Entrepreneurship and Resilience

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

Activity De-brief

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

Do

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

Summarize

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

UNIT 9.5.8: Success and Failures

Unit Objectives

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

- Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight?

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

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

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

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

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.

2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

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

UNIT 9.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

1. Discuss how market research is carried out
2. Describe the 4Ps 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 9.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

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

Ask

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

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

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

Team Activity

Market Study

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

Activity De-brief

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

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

- By opening a tuition centre you are offering a service.

Ask

- What factors will you keep in mind before opening it?

Say

- Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

Say

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity

4Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say 

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize 

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 9.6.2: Business Entity Concepts

Unit Objectives

At the end of this unit, participants 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 Facilitator

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. 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 9.6.3: CRM & Networking

Unit Objectives

At the end of this unit, participants 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 realizes 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 9.6.4: Business Plan: Why Set Goals?

Unit Objectives

At the end of this unit, participants 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 9.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

At the end of this unit, participants 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
- 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 capitalists 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 now 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 9.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

At the end of this unit, participants 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 questions 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 to make a matrix they need to fill.
- They have to write the main topics and key words that will help them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

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

UNIT 9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

At the end of this unit, participants 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.
- 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.





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



10. Annexures

Annexure 1 – Training Delivery Plan

Annexure 2 – Assessment Criteria

Annexure 1

Training Delivery Plan

Training Delivery Plan			
Program Name:	IT Coordinator in School		
Qualification Pack Name & Ref. ID	ELE/Q4701 VERSION 1.0		
Version No.	1.0	Version Update Date	
Pre-requisites to Training	Diploma		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the basics of e-learning • Install and operate the e-learning equipment • Up keeping of e-learning hardware equipment • Prepare content as requested • Assist teachers in training delivery • Interact with learning centre • Coordinate with teachers and students • Coordinate with customer care centre, repair centre, and technical helpdesk • Understand the daily work requirement and schedule • Interact with supervisor or superior • Achieve productivity and quality standards as per company's norms 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH:MM
1	Training Delivery Methods	Introduction to Training	<p>Understand different training delivery methods</p> <ul style="list-style-type: none"> · E-Learning · Classroom · Workshops · On-The-Job · Simulations · Mobile · Workbooks · Virtual ILT (VILT) · Interactive Whiteboard · Hands-on <p>Know the infrastructure requirements to deliver a training</p> <ul style="list-style-type: none"> · Learning Management System · Assessment Engine · Classroom · Faculty · Books · E-Learning Module · Projector · Speakers · Printer · Computer · Whiteboard and markers · Design a learning curriculum process · Requirements · Research · Structure Development · Content Development · Quality Check and Editing · Release · understand the concept of E-Learning and its delivery <p>Define E-Learning</p> <ul style="list-style-type: none"> · Difference of E-Learning 	ELE/N4701 ELE/N4702 ELE/N4703	Facilitator-led - Discussion Demonstration Power-point presentation Audio-visuals-Images	WHITE/ Black Board Marker Duster Audio Visual Aids Projector Interactive white board computer desktop or laptop Printer Projector Speakers Video camera UPS Cabinet Call tracking system - any open source Learning Management System (LMS)	Theory: 40.00 Practical: 40.00

			<p>with other modes of training</p> <ul style="list-style-type: none"> • Delivery method of E-Learning • Role of Learning Management System (LMS) in E-Learning Delivery • Understand the types of E-Learning available • Synchronous • Asynchronous <p>Know how you make E-Learning modules</p> <ul style="list-style-type: none"> • Select an authoring tool • Know your audience • Research on the subject • <p>Select or design an E-Learning Template</p> <ul style="list-style-type: none"> • Create the E-Learning module • Know where to host the E-learning module (LMS) • Know different components of an E-Learning module, content, links, buttons etc. • Video • Audio • Graphics • Content • Links • Buttons • Characters 				
2	Content Development	Developing content	<p>Create a session plan</p> <ul style="list-style-type: none"> • Understand different learning requirements 	ELE/N4701 ELE/N4702 ELE/N4703	Facilitator-led – Discussion Demonstration Power-point presentation	WHITE/ Black Board Marker Duster Audio Visual Aids	Theory: 40.00 Practical: 40.00

			<ul style="list-style-type: none"> · Understand the need and audience requirement for creating content · Know the content or instruction material <p>Make changes to the content based on a given requirement</p> <ul style="list-style-type: none"> · Edit reviews · Technical reviews · Collating the feedback · Accepting or rejecting the feedback · Integrating the feedback · Releasing the next version <p>Resolve content related queries</p> <ul style="list-style-type: none"> · Collate the queries · Categorize them into the different heads · Answer the queries within the defined time · Follow up with the people on the queries and gather their responses <p>Integrate feedback from teachers into the content</p> <ul style="list-style-type: none"> · Make changes to the content in case of any technical or language error · Release the next version of the content · Bridge the gap with the teachers 	Audio-visuals-Images	<p>Projector</p> <p>Interactive white board</p> <p>computer</p> <p>desktop or laptop</p> <p>Printer</p> <p>Projector</p> <p>Speakers</p> <p>Video camera</p> <p>UPS</p> <p>Cabinet</p> <p>Call tracking system - any open source Learning Management System (LMS)</p>	
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			<p>Assist teachers in understanding the curriculum design and the content</p> <ul style="list-style-type: none"> · Know the content · Use the faculty guide to know the pedagogy · Train the teachers in a classroom training · Explain them the pedagogy · Focus on the key highlights of the content 				
3	E-Learning Training Delivery	E-Learning	<ul style="list-style-type: none"> · Install the required hardware and software · Operate and demonstrate all the e-learning related equipment · LMS · Plug-ins like Flash · Captivate etc. · Assist teachers and students in working with hardware and software during the training sessions · LMS · Plug-ins like Flash · Captivate etc. · Understand new E-Learning training delivery methods like Interactive Whiteboard · Web Based Training (WBT) 	ELE/N4701 ELE/N4702 ELE/N4703	Facilitator-led – Discussion Demonstration Power-point presentation Audio-visuals- Images	WHITE/ Black Board Marker Duster Audio Visual Aids Projector Interactive white board computer desktop or laptop Printer Projector Speakers Video camera UPS Cabinet Interactive Whiteboard Call tracking system - any open source Learning Management System (LMS)	Theory: 40.00 Practical: 40.00

			<ul style="list-style-type: none"> Mobile Learning (mLearning) Blended Learning 				
4	Hardware and Software Requirements	Hardware and Software Tools	<ul style="list-style-type: none"> Understand the basic hardware and software requirements for training delivery Know the plug-in requirements, such as Flash or .Net LMS client (if any) Web Browser Install the basic hardware to deliver a training Video camera Speakers / Headphones Update the hardware and software in the classrooms on regular basis LMS client Plug-ins, such as Flash or .Net Troubleshoot an issue that occurs in training delivery Ticket logging process Helpdesk Ticket resolution and closure Escalate an issue to helpdesk team Ticket logging process Helpdesk 	ELE/N4701 ELE/N4702 ELE/N4703	Facilitator-led - Discussion Demonstration Power-point presentation Audio-Visuals- Images	WHITE/ Black Board Marker Duster Audio Visual Aids Projector Interactive white board computer desktop or laptop Printer Projector Speakers Video camera UPS Cabinet E-Learning Materials - Mo via on l Videos Computer with Essential Accessories and Software Call tracking system - any open source Learning Management System (LMS)	Theory: 30.00 Practical: 30.00

			<ul style="list-style-type: none"> • Ticket resolution and closure • Coordinate with the remote helpdesk team to resolve an issue • Ticket logging process • Ensure smooth operation of hardware and software functioning throughout the training sessions • Replace the faulty hardware • Hardware replacement process • Vendor coordination • Updating the inventory • Make redundant systems available • Keeping an updated inventory • Replacing the faulty hardware with the redundant system • Logging a ticket for the hardware replacement • Assist teachers in understanding the hardware requirements for specific training delivery • Identify the requirements • Relate the hardware and its importance 				
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			<p>in training delivery</p> <ul style="list-style-type: none"> Train the teachers on basic hardware and software functions Understand the basic IT components, such as laptop, PC and so on Know their functions and uses 				
5	Coordinate with Others	Coordination	<p>Understand work requirements.</p> <ul style="list-style-type: none"> Know your job role Know what is being assigned as a work requirements Know the SLA and the deadlines Complete the work Report the completion of work <p>Report problems identified in the field.</p> <ul style="list-style-type: none"> Identify the problem Know who to escalate the problem Escalate the problem following a process <p>Deliver work of expected quality.</p> <ul style="list-style-type: none"> Understand the requirements Confirm the requirements Deliver as per the requirements Gather feedback Apply feedback <p>Communicate effectively</p> <ul style="list-style-type: none"> Correctness 	ELE/N4701 ELE/N4702 ELE/N4703	Facilitator-led – Discussion Demonstration Power-point presentation Audio-Visuals- Images	WHITE/ Black Board Marker Duster Audio Visual Aids Projector Interactive white board computer desktop or laptop Printer Projector Speakers Video camera UPS Cabinet E-Learning Materials – Team Building Videos Computer with Essential Accessories and Software	Theory: 30.00 Practical: 30.00

			<ul style="list-style-type: none"> · Clarity · Conciseness · Completeness · Consideration · Concreteness · Courtesy <p>Understand building of team coordination.</p> <ul style="list-style-type: none"> · Planning · Organising · Staffing · Directing · Communicating · Motivating · Leading · Controlling <p>Interact with supervisor or superior</p> <ul style="list-style-type: none"> · Consider the supervisor a role model · Understand the requirements · Show a Positive and Professional Attitude · Maintain Regular Contact with Your Supervisors · Meet Agreed Deadlines · Use Your Supervisors' Advice and Feedback · Be Open and Honest · Understand Your Mutual Responsibilities and Expectations · Show Independence and an Ability to Manage Problems <p>Coordinate with teachers and students</p>				
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			<ul style="list-style-type: none"> · Clarity in Communication · Personalizing Communication with Emotions · Build Relationship · Document Every Communication · Use of Technology for Effective Communication between Teachers and Students · Feedbacks <p>Coordinate with customer care centre and technical helpdesk</p> <ul style="list-style-type: none"> · Report incident · Validate the incident · Log a ticket · Identify the symptom · Assign priority · Assign the incident to a person · Resolve the problem · Close the incident · Coordinate with repair centre and spares centre · Raise a ticket to the repair centre · Raise a request for the replacement · Get the replacement done · Return the defective material · Provide feedback 				
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			<p>Achieve productivity and quality standards as per company's norms</p> <ul style="list-style-type: none"> · Accountability · Follow up · Manage the workforce but avoid micromanagement · Encourage, motivate, reward, and recognize · Reach out to the employees · Demand realistic targets · Team work · Ensure that people enjoy their work · Break the monotony and rotate · Focus on actions, not on meetings · Use tools to raise productivity 				
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Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for "Solar panel Installation Technician"	
Job Role	IT Coordinator in School
Qualification Pack	ELE/Q4701
Sector Skill Council	Electronics Sector Skills Council of India
Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	Each NOS will have assessed both for theoretical knowledge and practical
3	The assessment will be based on knowledge bank of questions created by the SSC.
4	Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training center
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
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.

NOS	Assessment Strategy	Marks Allocation		
		Total	Theory	Practical
1. ELE/N4701 Manage computing and display systems - Understanding work requirement	PC1. understand the number of classrooms to be attended and hardware to be maintained	3	1	2
	PC2. identify the persons to coordinate with for any assistance	3	1	2
	PC3. familiarise with latest computing and display products and technology	3	1	2
	PC4. understand the e-learning training delivery method	3	1	2
	PC5. operate different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, 3cabinet	3	1	2

ELE/N4701 Manage computing and display systems - Installing and operating e-learning equipment	PC6. assist in installation of hardware in the classrooms along with the installation technician	2	1	1
	PC7. install equipment at the correct place for enabling e-learning teaching	3	1	2
	PC8. carry or store operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation	3	1	2
	PC9. operate and demonstrate all the e-learning related equipment	3	1	2
	PC10. assist teachers and students in hardware operation during training session	3	1	2
	PC11. train students and teachers on use of interactive white board with touch features	3	1	2
	PC12. assist teachers in using e-content for teaching in the class	2	1	1
	PC13. effectively operate the equipments installed in classrooms	2	1	1
	PC14. resolve queries in machine operation	2	1	1
	PC15. achieve zero complaints from school / teachers on equipment functioning	2	1	1
	ELE/N4701 Manage computing and display systems - Up keeping e-learning hardware	PC16. maintain the equipment	5	2
PC17. run an antivirus and other relevant protective applications as scheduled		5	2	3
PC18. check for malfunction of software and hardware as scheduled or required		5	2	3
PC19. update latest versions of related software and antivirus software installed		5	2	3
PC20. discourage use of pirated and unlicensed software and applications		5	2	3
ELE/N4701 Manage computing and display systems - Coordinating with customer care centre or repair centre	PC21. understand the hardware related concerns raised by the school	3	1	2
	PC22. analyse the concerns and troubleshoot or	3	1	2
	PC23. inform customer care centre and ask for complain reference number and turnaround time for repairing	3	1	2
	PC24. inform spares centre for any replacement required of module or equipment if troubleshooting does not resolve the problem	3	1	2
	PC25. arrange for alternative systems so that training delivery is not disrupted	2	1	1
	PC26. interact with remote technical helpdesk to take remote support for diagnosing problems in hardware	2	1	1
	PC27. explain the symptoms clearly, answer the queries	2	1	1

	PC28. take necessary action to resolve problems	2	1	1
ELE/N4701 Manage computing and display systems - Achieving productivity and quality	PC29. diagnose the problem in system accurately	4	2	2
	PC30. identify the solution accurately	4	2	2
	PC31. ensure there are no disruptions in teaching and training delivery due to hardware failure	3	1	2
	PC32. achieve 100% customer satisfaction	4	2	2
	Total	100	40	60
ELE/N4701 Manage computing and display systems - Understanding basics of e-learning	PC1. understand e-learning application that the school is using	4	2	2
	PC2. be informed on different training delivery methods available and the format of learning modules	4	2	2
	PC3. understand how modules of learning curriculum are designed in the application	5	2	3
	PC4. educate self on different subjects are sorted and presented in the application and how the contents, chapters are designed	4	2	2
	PC5. identify and recognise icons, links, buttons that are to be used and their purpose	4	2	2
	PC6. identify multimedia contents used in the training and their purpose	4	2	2
ELE/N4701 Manage computing and display systems - Preparing content	PC7. understand how content can be taken from the syllabus for daily training	2	1	1
	PC8. prepare the content for training such as in presentation mode	3	1	2
	PC9. take necessary contents from different chapters relevant for training	3	1	2
	PC10. understand the timetable for classes and schedule the work accordingly	3	1	2
	PC11. achieve smooth functioning of the e-learning training delivery mechanism PC12. develop content appropriate for the curriculum	3	1	2
	PC13. resolve queries raised on the content and presentation on the application	2	1	1
	PC14. satisfy the teacher on the relevance of content prepared	2	1	1
	PC15. provide valid inputs for content and design modification based on teachers' feedback	2	1	1
	PC16. quickly resolve the content related concern to avoid disruption of classroom	2	1	1
ELE/N4701 Manage computing and display	PC17. coordinate with teachers for understanding their requirement	3	1	2

systems - Assisting teachers	PC18. help teachers in understanding the operation of hardware equipment	3	1	2
	PC19. assist teachers in familiarisation with content design	3	1	2
	PC20. assist teacher in use of computers such as switching to different screens as required, usage of links and icons	4	2	2
	PC21. assist teachers in gathering content for daily classroom training	4	2	2
	PC22. get external content from websites and pictures useful for their content	4	2	2
	PC23. resolve any queries from teachers on usage of application and hardware	4	2	2
ELE/N4701 Manage computing and display systems - Interacting with learning centre	PC24. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content	5	2	3
	PC25. add any additional contents whenever they are developed	5	2	3
	PC26. understand any updates in the application and include them	5	2	3
	PC27. coordinate the content development to understand about the queries raised by teachers to resolve them	5	2	3
	PC28. suggest the content development team for modifications based on the suggestions received by principal, teachers and students	5	2	3
	Total	100	40	60
ELE/N4703 Coordinate with others to perform the work - Interacting with superior	PC1. understand work requirements	10	4	6
	PC2. understand the targets, performance indicators and incentives	10	4	6
ELE/N4703 Coordinate with others to perform the work - Coordinating with teachers and students	PC3. assist in operation of e-learning hardware and application	5	2	3
	PC4. assist in preparing content for training delivery	5	2	3
	PC5. understand any queries on the e-learning tools	5	2	3
	PC6. assist students on proper usage and operation of hardware and system	5	2	3
ELE/N4703 Coordinate with others to perform the work - Coordinating with customer care centre and technical helpdesk	PC7. identify and register complain on system problems in time	10	4	6
	PC8. get technical assistance to diagnose unresolved problems in time	10	4	6

ELE/N4703 Coordinate with others to perform the work - Coordinating with repairs and spares centres	PC9. get replacement for faulty module or equipment	10	4	6
	PC10. ensure faster repairing of component and no delay in training delivery	10	4	6
ELE/N4703 Coordinate with others to perform the work - Achieving targets	PC11. meet 100% targets given on training and maintenance	5	2	3
	PC12. complete a task efficiently and effectively	5	2	3
	PC13. ensure smooth run of processes and anticipate bottlenecks	5	2	3
	PC14. Ensure zero disruptions or delays in training delivery	5	2	3
	Total	100	40	60



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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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