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Shri Narendra Modi
Prime Minister of India

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

I would like to thank the team of KontentEdge for their support to develop the content, the SME and the team at ESSCI along with the industry partners for the tireless effort in bringing the Guide in the current format.

CEO
Electronics Sector Skills Council of India
This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP).

Each National Occupancy (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
- Elaborate
- Field Visit
- Explain
- Precal
- Lab
- Demonstrate
- Exercise
- Team Activity
- Learning Outcomes
- Say
- Resources
- Activity
- Summary
- Role Play
- Example
- Facilitation Notes
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Unit 9.4 – Preparing for Employment & Self-Employment
Unit 9.5 – Understanding Entrepreneurship
Unit 9.6 – Preparing to be an Entrepreneur

Annexure 1 – Training Delivery Plan
Annexure 2 – Assessment Criteria
1. Basics of Information Technology (IT) in Schools

Unit 1.1 – IT Requirement in Schools

Unit 1.2 – IT Equipment Used for Operations
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. 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:
  o Desktop
  o Laptop
  o Tablet
  o Smartphone
• Explain that a computer consists of two major elements:
  o Hardware: Is the collection of physical parts of a computer
  o 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

- Input devices enable users to enter information and commands:
  - Some input devices are keyboard, mouse, joystick, light pen, and scanner.

- Output devices send data from a computer to other users or devices:
  - Some output devices are monitor, printer, speaker, and ploter.

- 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 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.

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 programmers develop 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 a 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.

Interactive whiteboards allow content from a computer to be displayed onto a dry erase whiteboard using a digital projector.

They are powered by easy-to-use software.

Elements on the board can be controlled directly by hand to drag, drop, click, and copy any item.
IT Coordinator in School

• Inform them that 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 participants.

• Explain that interactive whiteboards offer several advantages such as:

  1. They promote creative thinking.
  2. They suit all three types of learning styles:
     a. Visual learners get a clear view of the content on the board.
     b. Audio learners can participate in group discussion.
     c. Tactual learners can move things on the board.
  3. They enable interactive teaching.
  4. They promote group discussion and participation.

• Explain that interactive whiteboards enable you to:

  1. Highlight text
  2. Add footnotes
  3. Add notes or drawings
  4. 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:

  1. Success Metrics:
     a. There must be a structured way to measure success. The achieved outcomes must be periodically evaluated against the desired outcomes.
  2. Training Time Table:
     a. The training needs of the employees must be planned and an organized timetable must contain details such as the name of the course, start and end dates, target audience, and so on.
  3. Team Leaders and Schedules:
     a. The team must be headed by a project leader who should be responsible for implementing the project within the specified timeframe.
     b. The IT team should ensure availability of technical resources such as hardware, software, and LMS.
  4. Risk Management Guidelines:
     a. There must be a robust plan to monitor, control, and manage any potential risk at any point of the project.
  5. Clear Objectives:
     a. Objectives of all the related departments must be aligned with the project objectives.
  6. 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. Hardware components**
- **Interactive smartboard**
  - Allows the user to interact with the computer programs or images by touching the screen
- **LED display**
  - Uses a panel of LEDs as the light source and enables user to interact with the system
- **Projector**
  - Is a specialized computer display used to project an enlarged image on a screen
UNIT 1.2: IT Equipment Used for Operations

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 Facilitators
• Explain one by one the different types of equipment used for e-learning such as:
  o Interactive whiteboards
  o Digital projectors
  o Digital pens
  o Classroom audio systems
  o Wireless slates/Tabs
  o Computer/Laptop
  o Printer/Scanner

• Explain that there are four types of interactive whiteboards:
  o 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
  o Pen-based, electromagnetic 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-erase boards
    § Does not allow the users to interact with their finger on them
  o Touch-based, mesh boards:
    § Allow the users to interact with their finger as well as a pen
    § Can also be used as normal whiteboards
  o Touch-based infrared boards:
    § Are magnetic boards
    § Allow the users to interact with their finger as well as a pen
    § Can be used as normal dry-erase 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.
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• 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 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 antivirus 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.**

- Student registration
- Deliver online courses and assessments
- Maintain course schedule
- Record test scores
- Track learner progress
Unit 2.1 – Basics of E-learning

Unit 2.2 – Need for E-learning Applications

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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:
  o No boundaries or restrictions
  o Fun way of learning
  o Cost-effective method for learning
  o 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:

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

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 more 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 Resource 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.
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There are various processes and functions in a school that are done manually, for example – attendance management, table 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 ERP software in a school:
- Accessible anytime anywhere
- Any person can work on it, be it a teacher, parent or student.
- Monitoring attendance
  Using biometric devices and smart cards, an 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 Examination (CISCE)
- Central Board of Secondary Education (CBSE)
- State Boards
- International Baccalaureate (IB)
<table>
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<tr>
<th>Board</th>
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<tr>
<td>IB</td>
<td>Topics under the curriculum are of local relevance</td>
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<tr>
<td>CBSE</td>
<td>More freedom and choice for students to decide the final subjects</td>
</tr>
<tr>
<td>State Board</td>
<td>Schools can be found in any area within India</td>
</tr>
<tr>
<td>CISCE</td>
<td>Curriculum is innovative</td>
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</table>

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 applications
· List the components of an e-learning application
· Explain what makes e-learning effective

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 Facilitator
· 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 active 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 connection 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 gain maximum benefit out of the resources.
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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 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 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 can be handled by the Smart classroom methodology. This member will also tell a benefit of converting the traditional classroom into a smart classroom.
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.

SMART CLASS
MODULES
3D LAB
ASSESSMENT
CIRCULARS
UPDATES
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
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

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 Facilitator

· 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 functionality 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 off 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 midpoint 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 setup application.
- Connect your printer to the PC using the USB cable.
- Turn it on.
- Print a test page.
As an IT coordinator, the participants must know how to 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
Identify the equipment that are connected to a desktop during its installation. Put a mark against the correct figure.
IT Coordinator in School

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

Notes for Facilitator
- 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 – customization 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:
  - Listening 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
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 demonstration consisting of:

- 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 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-R/RW, CD-R, ribbons, cartridges
Facilitator Guide

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.
Facilitator Guide

UNIT 3.4: Training Staff

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 Facilitator

- 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:

  1. Hardware components
  2. Explain to the participants how to test the basic functionalities 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
  3. Talk about the course of action they must follow to achieve zero defects:
     - Listen
     - Acknowledge
     - Solve

Computer sends an image of an application to the projector
Projector casts the image onto the interactive whiteboard
Interactive whiteboard acts as both the monitor and input device
Control any application by touching the screen
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 them 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 factors.

Give an example. If there is a need for installing new software, there are certain steps that need to be carried out; one of them being the issue of purchase request. 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.
Facilitator Guide

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 know whether the projector is switched off or in standby mode?

1. How will the screen be visible to learners 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?
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
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 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 Facilitator

- 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:

![E-learning Curriculum Diagram]

- 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:

![E-learning Curriculum Stages]

- Implementation

![Diagram of E-learning Curriculum Stages]
IT Coordinator in School

- 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:

- Microso PowerPoint/Word
- Courseware authoring tools
- Learning content management system (LCMS)

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.
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 design and planning
· Understand primary components of a course

Notes for Facilitator

· 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:
  o Identifying the course content
  o Classifying the content elements

· Inform them that there are six main types of content, as shown in the following figure:

<table>
<thead>
<tr>
<th>Figure 4.2</th>
<th>Content Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0:3, 0:1</td>
</tr>
<tr>
<td>B</td>
<td>0:2, 0:3</td>
</tr>
<tr>
<td>C</td>
<td>0:4, 0:5</td>
</tr>
<tr>
<td>D</td>
<td>0:6, 0:7</td>
</tr>
</tbody>
</table>

· Explain that the primary components of a course are:
  o Learning objectives
  o Assessments
  o 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:
  o A main verb such as list, define and explain to describe the expected level of performance
  o The learning content

· Explain that clear learning objectives help in:
  o Developing learning activities focused on learners' needs
  o Concepts related to behaviour
  o Group of ideas defined by a single term: Concepts
  o Relationship between two concepts: Principles
  o Unique, specific information: Facts
  o Series of steps to perform a task: Procedures
  o Verbal and non-verbal skills: Interpersonal skills
Providing a basis for assessments

• Explain that assessments are a vital element of instruction. They enable a teacher to analyze the performance of the students and determine whether the lesson objectives are accomplished.

• Explain that while designing assessments, they should ensure that the assessments:
  o Be clear, complete, relevant and challenging
  o Use a variety of testing methods
  o Have a pass/fail structure
  o Be interactive and engaging

• Explain that once the course structure has been finalized, the next step is to formulate instructional strategy.

• Explain that a good instructional strategy uses a combination of the following instructional methods:
  o Exposive methods: require learners to listen and read or observe
    § Presentations
    § Case studies
    § Examples
    § Demonstrations
  o Application methods: involve learners in practical activities
    § Research
    § Projects
    § Role-plays
    § Scenario-based exercises
  o Collaborative methods: based on dialogue and discussion among learners
    § Group discussions
    § Team activities
    § Peer reviews

• Activity handling strategy:
  o Ask them to do the activities mentioned in the participant handbook.
  o Set a me limit of 2 minutes to complete the activity.
Once they are done, discuss the solutions which are shown in the following figure:

Figure 4.2

Solutions

Start with a Story

Beginning

Body

Conclusion
Facilitator Guide
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 framing 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

Module 1
Lesson 1
Lesson 2
Assessment

Module 2
Lesson 1
Lesson 2
Lesson 3
Assessment

Module 3
Lesson 1
Lesson 2
Lesson 3
Assessment
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 subheadings

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, subheadings 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 timetable accordingly
• Ensure smooth e-learning in classrooms
• Modify the curriculum based on the feedback

Notes for Facilitator

• 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 continuously 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 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 4.4

• Collecting information from staff, students or external staff
  – Feedback/Questions

• Creating organized structured summary on the implementation of e-learning curriculum
  – Reports

• Analysing the recorded feeds of classroom teaching
  – Observations

• Gathering data collected from experts
  – Focus group meetings
The flow of charge is constant and unidirectional. Produced by batteries, solar cells and so on. Can flow through semiconductors, insulators and even vacuum.

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
Facilitator Guide

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

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 Facilitator

• Explain that cleaning a computer and its components is essential as it:
  o Keeps everything in good working order
  o Allows proper air flow
  o 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:
  o Electrostatic tools
  o Hand tools
  o Cleaning tools
  o Diagnostic tools

• Briefly explain to them that there are two types of electrostatic tools as shown in the following table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>An-Static Wristband</td>
<td>Used to prevent ESD damage to computer equipment</td>
</tr>
<tr>
<td>An-Static Mat</td>
<td>Used to place hardware on it to prevent static electricity from building up</td>
</tr>
</tbody>
</table>

Fig 5.1.1 Electrostatic tools

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screwdrivers</td>
<td><img src="image" alt="Screwdrivers" /></td>
<td>Used to loosen or tighten screws</td>
</tr>
<tr>
<td>Pliers</td>
<td><img src="image" alt="Pliers" /></td>
<td>Used to hold small parts</td>
</tr>
<tr>
<td>Wire cutter</td>
<td><img src="image" alt="Wire cutter" /></td>
<td>Used to strip and cut wires</td>
</tr>
<tr>
<td>Tweezers</td>
<td><img src="image" alt="Tweezers" /></td>
<td>Used to manoeuvre small parts</td>
</tr>
<tr>
<td>Flash light</td>
<td><img src="image" alt="Flash light" /></td>
<td>Used to light up areas</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lint-free cloth</td>
<td><img src="image" alt="Lint-free cloth" /></td>
<td>Used to clean different computer components</td>
</tr>
<tr>
<td>Static brush</td>
<td><img src="image" alt="Static brush" /></td>
<td>Used to clean dirt from hard to reach corners</td>
</tr>
<tr>
<td>Compressed air</td>
<td><img src="image" alt="Compressed air" /></td>
<td>Used to blow away dust and debris from computer parts</td>
</tr>
<tr>
<td>Cable ties</td>
<td><img src="image" alt="Cable ties" /></td>
<td>Used to bundle cables neatly</td>
</tr>
</tbody>
</table>

Fig 5.1.2 Cleaning tools

• Further explain to them that diagnostic tools help in finding out the computer problems.
• Explain to them the importance of doing regular preventive maintenance of the equipment.
• Inform them that preventive maintenance refers to the regular, repetitive actions 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:
  o Smooth and efficient running of the equipment
  o Prolongs the life of the system
  o Helps detect issues early before they become a major problem
  o Reduces downtime
  o 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:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimeter</td>
<td>Used to test the integrity of circuits</td>
</tr>
<tr>
<td>Loop back adapter</td>
<td>Used to test the functionality of computer ports</td>
</tr>
</tbody>
</table>

• Explain to them the importance of updating software to ensure smooth operations in school.
• Explain that the IT coordinator should ensure that all the equipment has a 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 points while troubleshooting a fault:

- Write down the steps to avoid repeating the 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 given in the following table:

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image 1" /></td>
<td><img src="image2.jpg" alt="Image 2" /></td>
<td><img src="image3.jpg" alt="Image 3" /></td>
<td><img src="image4.jpg" alt="Image 4" /></td>
</tr>
</tbody>
</table>
UNIT 5.2: Maintaining the e-learning Software

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

• Discuss e-learning and software
• Define a 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 a virus

Demonstrate
• The way to install an antivirus
• The way to run an antivirus
• The way to update an antivirus
• The way to update computer's software

Notes for Facilitator
• 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.
• Additionally, 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 actions as shown in the following figure:

<table>
<thead>
<tr>
<th>Fig 5.2.1 harmful actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroy computer's data</td>
</tr>
<tr>
<td>Make the computer unstable</td>
</tr>
<tr>
<td>Affect the performance of the computer</td>
</tr>
<tr>
<td>Transmit confidential data to someone else</td>
</tr>
<tr>
<td>Let someone take over control of the computer remotely</td>
</tr>
</tbody>
</table>

A 3'346d5 61 1

A 0313H3AM

A 09145A4Y 3'4 8 O3
Facilitator Guide

• Explain that to protect a computer from a potential virus threat, an antimalware software is installed in computers.

• Explain that antivirus 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 antivirus software perform some basic common functions such as:
  o Scan files or directories for any malware or malicious patterns
  o Schedule automatic scans
  o Allow user to initiate a scan of a specific file, computer, CD or flash drive
  o Remove any malicious code detected
  o Show official on about the 'health' of the computer

• Inform the participants that there are a number of antivirus available in the market, the most common ones are:
  o Bitdefender Antivirus Plus
    § Includes an antivirus and anti-spyware capabilities against viruses, trojans, rootkits, rogues, 'aggressive adware,' spam and others
    § Offers web protection, cloud and spam, firewall, a vulnerability scanner, parental controls, file encryption, device and the and backup for corporate and home users
  o Kaspersky Antivirus:
    § 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
  o Norton Antivirus:
    § Uses signatures and heuristics to identify viruses
    § Offers e-mail spam filtering and phishing protection
  o AVG Antivirus:
    § Protects against viruses, worms, trojans, rootkits, and other spyware
  o Avast Free Antivirus:
    § 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
  o McAfee Antivirus Plus
    § Integrates an virus, firewall and an-spyware capabilities

• Explain the importance of keeping latest versions of software and antivirus.

• 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

- 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

- Free warranty against any bugs in the software
- Free and regular updates ensuring that the software is latest and up to date
- Certain features are accessible only in licensed software
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 Facilitator

• 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:
• 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:
  o Hardware problems occur when one of the parts of a computer is not functioning properly.
  o Software problems could be a result of:
    § Virus attack
    § Corrupted file system

Basic troubleshooting
Diagnosing the cause
Identifying the problem
Solving the problem
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. 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 problems is to reinstall and update the software.

Explain that if the problem persists even after troubleshooting, the IT coordinator should contact the customer care center.

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 date since the problem started
- Take screenshot of the problem (if possible)
- Keep the system switched on
- Check the power supply
- Check all cables
- Reboot the computer
- Perform Power-on Self Test
Explain that while talking to the customer care executive, the IT coordinator should keep in mind the points given in the following figure:

**Figure 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.
  - Analyze the performance of the participant playing the role of an IT coordinator and give suggestions.

**Clearly state the problem**
- Answer all their queries.
- Provide necessary information.
- Ask the executive to restate the problem.
At the end of this unit, the participants will be able to:

· Improve productivity and quality
· Diagnose problems in systems
· Provide accurate solutions
· Provide disruption-free teaching without hardware failures

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 inter-classroom 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.
  - Scholas: Provides an online platform that gives educators and students one-stop access to a growing portfolio of digital education resources. Consists of Scholas Online Assessment of Reading, Scholas Literacy Pro™ Library, BookFlix™, TrueFlix and Grolier Online™.
  - Adobe eLearning Suite:

• Explain other benefits of using smart classrooms.
Facilitator Guide

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

- Allows users to author, manage, and publish interactive 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:

Fig 5.4 Solutions

- Get it right with customers

- Simple products for great experience

- Provide valuable services

- Value customer’s me
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 to content development
Objective of the Module

The objective of this module is to make the participants identify the role of learning centres. 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 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

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 is e-learning 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.
Facilitator Guide

**Fig 6.1. 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 multimedia forums.

- **Tell the participants that a good learning management system can deliver courses (content) on any device through web services. Therefore, access through web is the primary constituent of an LMS.** IT projects in schools are an exception as it may be installed on specific devices.

- **Explain the participants that the main feature of an LMS is to be interactive.** Having used the word 'interactive', it means that:
  - **Student** must be involved by testing 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 interaction can happen through chats, mails or audio/video calls.

- **Explain the participants in detail about the common components of an LMS, that are:**
  - **Announcements**
    - Announcements forum lists the latest information on the available courses or any addition 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 the e-learning world/product discussion topic posted by a user in the form of articles.
  - **Grade Book**
    - Grade book segment has e-learning courses segregated under different grade categories as per the subjects.
  - **Quizzes/Tests**
    - The LMS can generate quizzes and tests that students can take to assess their understanding.

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**LEARNING MANAGEMENT SYSTEM**
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 homework 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 emails
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 24×7.

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: 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 interacting with the 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 possible issues teachers may face.
- Ask the participants if they can think about what type of issues to be escalated to whom in the organisation.
- 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 working conditions can happen anytime. As an IT coordinator, it is essential to escalate 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 cases 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.
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 a Learning Management System:
  - LMS does not fit into the existing administrative 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.
  - Certain applications cannot be accessed with Mac computers. There are many LMSs that may easily work on Windows operating system but does not support Mac.
  - LMS does not support non-Microsoft applications.
  - LMS looks static and unattractive.
  - 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.
  - 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:
  - 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.
  - Adaptability Struggle: There are adaptability issues when a person switches to a modern method of learning from a traditional classroom method.
  - 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 into picture as they need to keep the students engaged and motivated for effective learning.
  - Time Management: It is difficult for the students to manage their time because the e-learning courses typically consume a lot of time. The teachers/instructors help the students in scheduling a time for their courses.
  - 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:

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

**Figure 6.2.** Policy and procedure

- Explain the above mentioned 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 results 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.  

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I cannot understand how to use the system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. LMS is confusing, I cannot navigate through it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My parents do not want me to use this LMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I cannot seek assistance if I get stuck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I cannot receive information about my grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The lessons are missing/incomplete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I feel bored when I use the LMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 a con.
- 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 knowhow 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 additions of new content to the content development team.
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 documentation
· Follow the health and safety norms
· Identify ways to improve the work process
Objecvve of the Module

The objecvve of this module is to make the parcipants idenfify their work requirements. It is also essenqal that the parcipants manqage work as per given responsibility. Moreover, the parcipants should handle the materials correctly. Lastly, it is important for the parcipants to report as per schedule and maintain proper documents. Also, idenfying ways to improve the work process is crucial and so is following health and safety norms.

Ask

• Ask the parcipants if they know about the role of an IT coordinator.
• Ask the parcipants if they can tell whom they will be interactqng with.
• Ask the parcipants if they can maintain documents.
• Ask the parcipants how they can improve work processes.
UNIT 7.1: Interacting with Superiors

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 colleague 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 situations 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 report rather than a mail.

Tell the participants 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 no defines 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 interacting 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 communicating with a principal and a colleague.
· Give tips on interacting with the supervisor:
  o Explain to the participants how to resolve issues in case of a discord with the academic coordinator.
  o Tell the importance of understanding the work requirements properly as it will enable them to deliver quality work.
  o Explain to the participants about what they would need to discuss with the supervisor, to plan the approach of work accordingly.
  o Explain how the participants can learn by observing and considering the supervisor's preference.
  o Tell the participants that they should never delay the supervisor while on his/her way out.
  o 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:
  o Importance of working with proper coordination in a team.

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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 moments 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 opportunity for 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 participants 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 a concept 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 recheck 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 7.2.1 Plans

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.

Men on 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 workflow.

Men on the possible reasons of disruptions and delays that may hamper work like:

- Pre-recorded lectures are taking long to play than the usual means.
- Submission of assessments may pose an issue.
- Course modules may not be functional.
- Recorded videos show a 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: 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 a 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 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 participants 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 roles of a helpdesk support.

Tell the participants Tier 1 is the initial level of support which handles basic customer issues.

Tell the participants Tier 2 professionals are a bit more experienced having knowledge of the product.

Tell the participants Tier 3 professionals are responsible for dealing with customers having a much advanced level of technical issues.

Tell the participants how Tier 4 comes in picture as it involves getting the hardware/software vendor to fix the issues raised.
UNIT 7: 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

Activity

· Ask 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 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.
IT Coordinator in School

Tell the participants that hardware services include:

- Full hardware diagnosis
- 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 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, email 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 centres
· 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 the importance of working in a team.

· Ask the participants if they can share their experiences of any discord between people.
· Ask the participants if they know the importance of adherence to rules and quality.

Say

· Make the participants understand about setting goals towards work that help in achieving targets.
· Explain the participants why an evaluation is done for any project.
· Explain the participants three types of evaluation.
· Tell the participants about formal evaluation done at the development stage for improving products/curricula.
· Tell the participants about summative evaluation done at/after implementation to measure the effectiveness of learning, training and education.
· Tell the participants about confirmative evaluation done after implementation of a course to decipher if it requires any update or modification.
· Explain the participants how these types 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 participants about the types of risks mainly categorized as follows:
  1. Risk that is not yours to take
  2. Risk that is unnecessary
  3. Risk that a person can afford to take
  4. 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:
  1. Follow rules and policies laid down by the school
IT Coordinator in School

1. Follow the structure of reporting.
2. Adhere to the defined role of work.
3. Complete the required documentation process.

- Explain the common policies of the company which include the following:
  - Reporting and dispatching.
  - Not carrying out illegal activities.
  - Coordinating with colleagues to effectively complete deliverables.

- Following a proper code of conduct in terms of behavior 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.
Reading relevant information

Basic communication

Improving work processes

Skills
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
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 to 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 how they can improve work processes.
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

Start the session by telling the participants the importance of working in a team.

- Ask the participants if they can share their experiences of any discord between people.
- Ask the participants if they know the importance of adherence to norms and quality.

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:

1. **Step 1: Determine information**
   - One must be able to determine and read as per the specified requirement rather than reading the entire document.

2. **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.

3. **Step 3: Find information**
   - Look up for the required information using headings, index or the table of contents.

4. **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 paragraphs and warnings mentioned.

5. **Step 5: Use glossary**
   - A person may across technical terms while reading the document. The 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 as an IT coordinator, one needs to keep visiting the portals to identify changes that may be done to improve the feel of it.
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 the importance of working in a team.
- Ask the participants if they can share their experiences of any discord between people.
- Ask the participants if they know the importance of adherence to time and quality.

Say

- Tell the participants about communication and define communication as a two-way process.
- Explain to the participants that the sender of a message is someone who has a need to communicate with another person, the receiver of the message is the person who receives the message. This happens in a medium and then reaches the receiver who then responds, based upon the understanding of the message.
- Discuss with the participants 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 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 to the participants about some basic Dos and Don'ts of communication using the following points:

**Dos**
- Communication should be very clear and precise. Mention all the details required to take action. Also, mention clearly the action intended.
- Never 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.
- 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 jargon that the recipient may be unfamiliar with. Don't use complex words or sentences.

**Dons**

---

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 to 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.

Explain to the participants how the work that is assigned to them will also have certain timelines which they should follow. It is important to adhere to the targets and timelines so that there is no conflict between team members and delay.

Tell the participants that work done should always match the company delivery standards.

Make the participants understand that all the members may work together or may work on single projects to fulfill 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.
At the end of this unit, participants will be able to:

- Identify the ways to improve work processes
- Define the need to follow steps for improved work processes
- Ask
- Start the session by telling the participants the 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 a 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 the 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 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 includes testing the process over weeks and months and further fixing any issues as they come up.
Employability & Entrepreneurship Skills

Unit 9.1 - Personal Strengths & Value Systems

Unit 9.2 - Digital Literacy: A Recap

Unit 9.3 - Money Makers

Unit 9.4 - Preparing for Employment & Self-Employment

Unit 9.5 - Understanding Entrepreneurship

Unit 9.6 - Preparing to be an Entrepreneur
During the session, participants can be divided into groups of their choice. The facilitator should explain the rules for their session and ensure the participants are prepared with flipcharts and markers. The facilitator encourages participants to share ideas and discuss their projects. No one is expected to be left out, and the facilitator emphasizes the importance of active participation. This session should be punctual, and facilitators should make sure that all participants agree on their roles and responsibilities. Facilitators can assign members to roles after deciding which flipcharts to use. This helps participants learn about employability and entrepreneurship skills.
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 and acquire new skills.

2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel natural – but be conscious of the fact that your role may differ from the approach you normally use.

3. You (and others) may benefit from the change in approach and behavior. For example, try to use the approach you feel most appropriate for the circumstances described in your brief.

4. The brief is just the starting point. It simply sets the scene and the one 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 you are taking and try to make your impressions as realistic as possible.
UNIT 9.1: Personal Strengths & Value Systems

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

1. Explain the meaning of health
2. List common health issues
3. Discuss perspectives on 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 movement with the help of Maslow’s Hierarchy of Needs
11. Discuss the meaning of achievement movement
12. List the characteristics of high performers with achievement movement
13. List the differences 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 management
19. Discuss the elements of 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 managing teamwork
24. List the traits of effective management
25. Describe effective management techniques
26. Discuss the importance of general management
27. Describe general management strategies
28. Discuss for general management
29. Discuss the causes of stress
30. Discuss 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 potential 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.

Role Play
· Conduct a small skit with volunteers from the class. Consider one of the village reps as appointed as a health representative of the village, measure what you as a health representative suggest to the common village to prevent the common health issues discussed.
You will need at least 4 volunteers (Narato, Health Representative, Head of the Village, Doctor). Explain the health concerns of the village to the Narato. The Narato will bring the class about the skit. Give the group of volunteers 5 minutes to do the exercise. At the end of 5 minutes, ask the group to perform the skit to the class assuming them as the village residents. The class can ask questions to the group as common villagers.

Summary: Through this activity we got some pointers on how we can preserve these common health issues.

Say: Let us now see how many of these health standards we follow in our daily life. Activity: Health Standard Checks from the Participant Handbook. Ask: How many do you think they are healthy? How many do 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 is for your own learning.
Tell them that they need to follow all the points 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 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.
How many of you have heard about “Swachh Bharat Abhiyan”?
Can you tell the class what it is about?
Tell them about Swachh Bharat Abhiyan given in the Participant Handbook and request them to take a pledge to keep our country clean.

What is a habit?
Discuss some good habits which can become a way of life.

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 equipment

· Blank papers

· Pens

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 workplace.

· Second part will cover a few safety signs, symbols and equipment at workplace.

· Use this format for the first part of the activity.

<table>
<thead>
<tr>
<th>Part 1 Hazard</th>
<th>What could happen?</th>
<th>How could it be corrected?</th>
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<table>
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<tr>
<th>Safety Sign</th>
<th>What it represents</th>
<th>How to use it</th>
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</table>
1. How could you or your employees get hurt at work?

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

- 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 equipment.
- 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.

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

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

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

Summarize

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.
UNIT 9.1.3: Self-Awareness and Achievement

WHAT IS SELF-AWARENESS?

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

· Explain the importance of self-awareness
· Discuss movement with the help of Maslow’s Hierarchy of Needs
· Discuss the meaning of achievement
· List the characteristics of entrepreneurs with achievement
· List the different factors that motivate you
· Discuss the role of attitude in self-awareness
· 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. Draw 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.
Facilitator Guide

Say

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

Team Activity

To work building

· Each group will create a tower using the old newspaper.
· 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 movement and characteristics of entrepreneurs 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 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?

Activity

What Motivates You?

This is an individual activity. It is an exercise given in the Participant Handbook. Ask the class to open their Participant Handbook and complete the exercise given in the second 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, knowing about what motivates you and your positive attitude can help in your business as well in life.
UNIT 9.1.4: Honesty & Work Ethics

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 focused around the following:
  o What went wrong?
  o Who was at fault?
  o Whom did it impact - the customer or the businessman?
  o How would it impact the business immediately? What would be the long-term impact?
  o What could be done?
  o 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.
Rajni is an IT Coordinator in School Allahabad. He has one of the most beautiful mobile handsets among his friends. It’s around 11 AM when a popular outlet of Aakash for giving her a faulty handset before handing it over to the customer. The customer barges in to the shop and starts shouting. Smi’s mobile is cracked from an accident. What would you do if you were in Aakash’s place?

Juganda

This scenario is not possible. It occurred somewhere outside the shop but as other customers were listening to the team’s presentation, it might impact his business. The situation needs to be managed very thoroughly checking the instrument. The screen of her mobile is cracked from an accident. Aakash remembered her discomfort. Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most stylish and has great rapport with his customers. It’s around 11 AM when a customer barges in to the shop and starts shouting. Smi has a beautiful mobile handset before handing it over to the customer. The customer has a verbal argument and has to sue him and go to Consumer Court for compensation.

Scenario

Case

Team Activity

At the end of 10 minutes the team should present their case study.

Discussion around these questions will be made.

Give the class one assignment on or a role play.

Put down the discussion on on how to proceed further.
Facilitator Guide

- Scenario
  - Shan
  - Shailender is a popular online seller who had to handle a crisis.
  - He had made online sales, but soon the numbers dropped.
  - He was losing clients due to complaints about the products.
  - Shan, a social entrepreneur, was interested in understanding the issue.

- Actions
  - Shan asked if they had any questions or ideas.
  - The group will first briefly describe the case to the class.
  - Then discuss the issue identified.
  - The group will present their solution.

- Post-presentation
  - When the presentation is over, the class can ask their questions.
  - Each group will briefly summarize their findings.
  - The audience is invited to applaud for them.
  - Congratulate each group for the group presentation.
  - Let's discuss the problem and solution.

- Conclusion
  - The class can ask questions related to what they have talked about so far.
  - The participants are encouraged to reflect on the exercise and apply the lessons learned.
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.

· Abdul Kalam

Who has not heard of 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 first step to nuclear energy. In 2002, he became the 11th President of India.

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

Inspiration behind the idea: Most people today are using a water filter/purifier at their home. Both the children even 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.
Facilitator Guide

The pull of loom, now lax.

Say 'r

Recall the stories on mo:

Discuss concepts related to 'Creation'.

If they can, why can't you?

What is the inner drive that mo:

Here is an inspiring activity.

Subash's challenge.

S

Elakki Memorial Indians/20151208.

Murali

T

To the website

P://www.

Q

Durai

C

A

A

A

A

A
This is a group activity.

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

Activity Details:
- 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 limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

Summary:
- 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 Facilitator:
Example 2:

I would love to start my dream business; but, I just do not have the time, or I have so many other things to do, so I could not deliver that order.

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

- Describe effective management techniques
- List the traits of effective managers
- Discuss the benefits of effective management
- Plan personal goals
- Execute personal goals
- Apply these techniques to their work
- Achieving personal success
- Taking ownership of projects and tasks

In this unit, we will discuss the importance of effective management and its impact on productivity, efficiency, and overall success in professional and personal settings. We will explore the characteristics of effective managers, the benefits they bring to organizations, and strategies for achieving personal goals. Through interactive discussions, case studies, and practical exercises, participants will gain insights into how to apply effective management techniques in their daily work and personal lives.
1. **Ask**
   - Does this happen with you too?
   - Do you find it difficult to prioritize your work?
   - Are you able to manage your time effectively?

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

3. **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.

4. **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?

5. **Say**
   - Discuss the benefits of time management given in the Participant Handbook.
   - Let’s learn effectively time management with the help of an activity.

6. **Activity**
   - This activity has two parts:
   - **Part 1 To Do List**
     - You have two make-to-do lists.
     - 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 a few 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.
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:

1. Is this task important?
2. 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.

Category 3: Urgent/Not Important
This is where you are busy but not productive. These tasks are often mistaken for being 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.
<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
</tr>
<tr>
<td>2</td>
<td>Working towards goals</td>
</tr>
<tr>
<td>3</td>
<td>Building relationships</td>
</tr>
<tr>
<td>4</td>
<td>Personal commitments</td>
</tr>
<tr>
<td>5</td>
<td>Internet surfing</td>
</tr>
<tr>
<td>6</td>
<td>Social media</td>
</tr>
<tr>
<td>7</td>
<td>Watching TV</td>
</tr>
<tr>
<td>8</td>
<td>Interruptions</td>
</tr>
<tr>
<td>9</td>
<td>Phone calls/Emails</td>
</tr>
<tr>
<td>10</td>
<td>Other people's minor demands</td>
</tr>
<tr>
<td>11</td>
<td>Meetings</td>
</tr>
<tr>
<td>12</td>
<td>Last minute demands</td>
</tr>
<tr>
<td>13</td>
<td>Project deadlines</td>
</tr>
<tr>
<td>14</td>
<td>Crisis</td>
</tr>
<tr>
<td>15</td>
<td>URGENT/IMPORTANT GRID</td>
</tr>
</tbody>
</table>
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 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 me. Tell the group to wind up quickly if they go beyond the given limits.

Activity Description:

- How can we balance tasks between the four categories? How to manage them 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 me 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. Some times 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 tactics of efficient management techniques as given in the Participant Handbook.
Discuss the traits of effective management and leadership techniques as given in the Participant Handbook.

Notes for Facilitator

Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration and discuss the story.

One day an expert in event 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 spaces 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; leisure 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’re 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

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

· Discuss the importance of anger management

· Describe anger management strategies

· Discuss personal strategies

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 everyone to manage their anger?

Say
· Talk about anger and the importance of anger management as discussed in the Participant Handbook.
· Let us do a small activity. This is an individual activity.
· Think of the incidents and situations that you have 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 or mentally or your career or 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.
Anger Triggers

1. Someone says you did something wrong.
2. You want something you can't have.
3. You get caught doing something you shouldn't have been doing.
4. You are accused of doing something you didn't do.
5. You are told that you can't do something.
6. Someone disagrees with you.
7. Someone doesn't want you to do something.
8. Someone unexpectedly messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques
Facilitator Guide

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.
· Congratulate each individual for sharing their points.
· Ask the audience to applaud for them.
· Ask detailed 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 detailed 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 pros 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 Facilitator
· 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?

At the end of this unit, participants will be able to:
· Discuss the causes of stress
· Discuss the symptoms of stress
· Discuss stress management techniques

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” or “This is making me too 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 you 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.

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 an answer 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 the stress could be avoided (managed)?
- If no, then why?

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.
Ask

- 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, 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 presented.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask debrief 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 tense 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.

Debrief:

Scenario 1

The cause of stress was lack of management and the habit of procrastination. 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.
The scenario exercises and meditations. All Sheela could do was to find ways to calm herself down through some breathing.

Though bruises, stress is caused due to external factors instead of internal ones. In this case, the result of the stress was a participant's voice collapsing during the scenario. Arpit's voice was used to explain it all over again. This was to discuss how, in the class, the skill of explaining can be improved by learning.

A list of exercises and meditations. All Sheela could do was to find ways to calm herself down through some breathing.
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.

Summary

Close the discussion by summarizing the points 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 Facilitator

- Keep printed copies of the activities/scenarios ready for the session.
- Put down the debrief 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' 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.
IT Coordinator in School

Summary
· 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

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

Practise · 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.

Summarise · Ask the participants what they have learnt from this exercise/activity.
· Ask if they have
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 how the 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?
IT Coordinator in School

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 transactions through payment gateways.
· Conclude the discussion by mentioning how important e-commerce has become in our daily 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.
· 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 er1 and er2 areas. To encourage the use of digital money in er3 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.
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 show your products. In this case the costs 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 you 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?
IT Coordinator in School

Say Demone on 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 demon. 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 you think people have started using digital money in stead of hard cash? Is demon the only reason?

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.
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?

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 per 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 at least 40,000. Suhani says to 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?
We should always set aside 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?
· 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 installment 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 a 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?
This activity has two parts:

**Part 1: Why to save money?**

- You are earning Rs. 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 Rs. 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17,000 per month.

**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?

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 me. Tell the group to wind up quickly if they go beyond the given time.

Activity Debrief:

- 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?

Discuss the importance of personal finance and why it is important to save money.
You can summarize the session by discussing:

- The importance of money.
- Why to save money.
- How the money saved can be used for different purposes.
Unit Objec

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

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 classmate 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?
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 anyone suggest what the different types of accounts are?

Let's learn about the different types of 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 Ideas

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

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?
Men on officially valid KYC documents (refer to the Participant Handbook).

Now, let's understand the procedure of opening a bank account.

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 Description:

- 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 them.
- Tell the group to wind up quickly if they go beyond the given time limit.
Facilitator Guide

Summary

Note:
- You can summarise 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.

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

SAVING BANK ACCOUNT OPENING FORM

Account No.: Date:

Name of the Branch Village/Town Sub District/Block

Name District State

SSA Code/Ward No.

Village Code/Town Code

Applicant Details:

Full Name Mr./Mrs./Ms. First Middle Last Name

Marital Status Name of Spouse/Father Name of Mother

Address Pin Code

Tel No. Mobile

Date of Birth

Aadhaar No.

Pan No.

MNR Job Card No.

Occupation/Profession

Annual Income

No. of Dependents
## Detail of Assets

<table>
<thead>
<tr>
<th>Owning House</th>
<th>Y/N</th>
<th>Owning Farm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of Animals</th>
<th>Any other</th>
</tr>
</thead>
</table>

### Existing Bank

**A/c. of family members / household**

<table>
<thead>
<tr>
<th>Y / N</th>
<th>If yes, No. of A/c(s).</th>
</tr>
</thead>
</table>

### Kisan Credit Card

<table>
<thead>
<tr>
<th>Whether Eligible</th>
<th>Y / N</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Name of Nominee</th>
<th>Relationship</th>
<th>Age</th>
<th>Date of Birth in case of minor</th>
<th>Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.</th>
</tr>
</thead>
</table>

**Place:**

**Date:**

**Signature / LTI of Applicant**

**Witness(es)**

1. ____________________________
2. ____________________________

*Witness is required only for thumb impression and not for signature*
UNIT 9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

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

· Distinguish 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 costs with examples. Let us do a small activity.

Team Activity

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

· Divide the class into two groups.
  Read out the list of costs given in the activity.
  Read out each item from the cost list and ask the groups in turns to indicate 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.

· 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 Details

· 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?
Facilitator Guide

- 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 me. Tell the group to wind up quickly if they go beyond the given me limit.

Summary

- 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 Facilitator

- Answers for the activity - Idea of the type of costs:
  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 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 Anupara 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 in some tax so she decides to invest her money in saving schemes. She goes to the bank manager to discuss the best products in which she can invest.
How do I invest in investments, insurances and taxes differently from each other?

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

We will have an activity.

The activity is a quiz.

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, it 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 the unit by discussing the key points and answering questions.

Summary for Facilitator

Questions for the quiz

1. Mr. Das gets a monthly return on one of his insurance policies. Name the policy?
   - Mony 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?
The Name

One of the things we need to decide is which insurance scheme to use. There are a few options available:

1. **Term Insurance**
   - Typically covers for a specific period (5-10 years)
   - Premiums are lower than others
   - Benefits are paid out if death occurs within the coverage period
   - Not ideal if you need protection for a longer period

2. **Whole Life Insurance**
   - Coverage continues as long as you pay the premiums
   - Provides death benefits, cash value, and sometimes tax advantages
   - Premiums are higher than term insurance

3. **Endowment Insurance**
   - Combines life insurance and savings
   - Provides death benefits and maturity amount
   - Premiums and returns are usually lower compared to unit-linked policies

4. **Unit-Linked Insurance**
   - Linked to investments in equity or fixed deposits
   - Provides death benefits and growth in value
   - Premiums and returns are higher than other options

The general idea is to choose a scheme that best suits your financial goals and needs. The insurance policy you buy should also fit within your budget and provide adequate coverage.

It's important to consider your budget, risk tolerance, and financial goals when choosing an insurance scheme. You might also want to consult with a financial advisor who can help you make an informed decision.

In the context of Samriddhi's insurance scheme, there are a few questions we need to answer:

- Is the insurance policy suitable for your financial needs?
- Will it provide adequate protection?
- How does it align with your financial goals?
- Is it affordable within your budget?

By answering these questions, you can make an informed decision on the best insurance scheme for you.
Facilitator Guide

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 the 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:
  o It saves time, as you need to visit the branch.
  o You can conduct your banking transactions safely and securely without leaving the comfort of your home.
  o Online Banking also gives you round the clock access.
  o 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:
  o Through their website set up your online account.
  o Choose a secure username and password.
  o Set up your contact information.
  o Once your information is verified, you are good to go.
  o Once you enter the portal explore all the features and learn your way through the portal.

Say
· One of the biggest advantages 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 you 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?

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

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 question: “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.
Facilitator Guide

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 detailed questions to cull out the information from each group.
· Keep a check on me.

Activity 2

· Planning the right attitude

Do

· Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?
Close the discussion by discussing ‘how to prepare for an interview’ as discussed in the Participant Handbook.

- 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 OBJECTIVES

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 the company.
· Talk about the steps involved in creating an effective/resume discussed in the Participant Handbook.
· Now let's prepare a resume to understand the process better.

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 effective/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.
Create a resume for the candidate to apply for the job position.

In the second section, who is applying for the job position?

In the first section, what is the candidate's field of work?

Study Science, 1990-1994

Senior Engineer, XYZ Corporation, 2010-2015

Graduated from the University of Technology, 1990

Course in Marketing, 1995

Hobbies: Reading, Painting, Playing Chess

Work Experience:

IT Coordinator in School

Accounts Manager at ABC Company

Skills:

- Microsoft Office
- Java Programming
- Adobe Photoshop

References available upon request.

Nipesh

Candidate

Case Activity

- Responsible for overseeing the cleanliness of one floor
- Maintained order and cleanliness in the house
- Completed the internship

Contact Information:

Email: nlal@gmail.com

Address: 123 Main Street, Anytown, USA

Phone: 555-1234
Facilitator Guide

*Please with a Supervisor/Leader/Friend

In the House of Amritsar, the Supervisor/Leader/Friend (Supervisor/Leader/Friend) is a friendly and approachable person. Ideally, this person should have a strong passion and leadership skills. They should be able to influence and guide others, as well as create an environment where everyone feels comfortable and respected.

**Supervisor/Leader/Friend's Role:**

- **Supervisor:** Acts as a leader and mentor, guiding and supporting employees in their roles and helping them to develop their skills.
- **Leader:** Leads by example, fostering a positive and inclusive workplace culture.
- **Friend:** Creates a comfortable and supportive environment, helping employees to feel valued and appreciated.

At Amritsar, the Supervisor/Leader/Friend is a vital part of the team, and their presence is crucial in ensuring a successful and healthy workplace environment.

---

*Developed by: Supervisor/Leader/Friend*

---

*At Amritsar, the Supervisor/Leader/Friend is a friendly and approachable person. Ideally, this person should have a strong passion and leadership skills.*
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 Facilitator

· 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, Secretary - DX
  Chandigarh - 160018
  Mobile No: 91-988XXXXX01

  E-mail: nxxxxxxxxxla@gmail.com

  Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profit ability 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 multicultural environment
  · Detail oriented, flexible, and adaptable
  · Knowledge of Micros, Word, Excel, Access and PowerPoint

  Educational background

  · Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
  · High School, Government Senior Secondary School, Sector 15, Chandigarh
Professional Internship:

- 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:

- Studied volunteer at children's hospital in Chandigarh.

Nipesh Singla
Unit 9.4.3: Interview FAQs

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

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

Do
· Divide the class in pairs and ask the participants to perform a role play.
· One partner will play the role of the interviewer while the other will play the role of the interviewee.
· Tell them the interviewer can start the interview by asking the interviewee to introduce him/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 team has completed their role play.
· Keep a check on me.
Then, the interviewer will bluntly ask the following questions:

- How do you explain this huge 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 interviewer 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 interviewer:

- 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 to 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
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, 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.”

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 sternly at the interviewer and in a crisp voice, say:

- You are here for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

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 – 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?

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

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

Say Debrief:

· 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:
  o When will I be informed about the results of the interview?
  o What are the working hours?
  o 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.
Facilitator Guide

- 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 allocated for each situation is 30-35 minutes.

Activity: Mock Interviews

Questions:

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

Summary:

- Close the discussion by discussing the questions in 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.
At the end of this unit, participants will be able to:

· Identify basic workplace terminology

Resources to be Used

· Participant Handbook
· Chart paper
· 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 recruit 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 Debrief

· Have the participants read out the words they have written.
· Encourage all the participants to participate in the activity.
Facilitator Guide

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

Say

1. You all know quite a few words related to the terms used in the office.
2. Let us talk about some new terms that have been missed out.
3. Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.
4. Ask
   - Why is it important to know the workplace terms?
   - How do they help?
   - Can the words be categorized further?

Say

1. Let’s continue the activity.

Team Activity Terms and Terminology

- This is again a group activity.
- The members of the group remain the same as 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 Debrief
- Ask the groups to share the flowcharts and the new terms they added while preparing the flowchart.
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 me. Tell the group to wind up quickly if they go beyond the given me limit.

Let's go ahead with the activity.

Terms and Terminology

The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not a ward 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, employee training, holidays, layoff, leave, maternity leave, mentor, notice, paternity leave, and W-2 sheet.

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 me. Tell the group to wind up quickly if they go beyond the given me limit.

Summary

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 (Characteristics of an Entrepreneur, types of firms/types of enterprises)

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

Let's start this session with 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
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.

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

Notes for Facilitator
· 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 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

- 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
This picture depicts the qualities of a leader and the difference between a leader and a boss.

- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdown.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and a leader says "We."
- A boss drives employees whereas a leader coaxes them.
- A boss tells employees where to be whereas a leader gives direction.

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 the 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.
- 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, handkerchiefs, 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.
IT Coordinator in School

Say:

· 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?

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 the 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 numbers 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. Anyone participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or down-to-earth.

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

Step 4: The game goes on until the last participant says whatever they heard out loud and the first person reveals the real message. Compare them and have a good 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 the same at the end of the 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.

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 information for communication to take place.

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.

Let’s play a game to understand the effective listening process better.

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.
Facilitator Guide

Riddles:

1. How can you overcome barriers to listening?

2. What were the barriers that came into your way of listening?

3. If you'd try to listen to a single word spoken in your house at 26th midnight, would you hear it?

4. Is the hour's clock's whereabouts known?

5. Did the son die, if the widow's son is 26th midnight?

6. What year was the event of a man marrying his widow's sister?

7. What is the reason of sleep in non-southern Egyptians?

8. What is the possible?

9. If someone is buried in Delhi, and then buries an airplane in the other place, is the airplane's direction southern or northern?

10. If a boy is buried in the house, and then the boy's ashes are buried in the airplane, do they have the same value?

11. Is there a possible?

12. What is the meaning of the word "xposu"?

13. Is the word "o'clock" of the clock's possible?

14. Are the words "room" of the room's possible?

15. Is the word "w" of the word's possible?

16. Is the word "r" of the word's possible?

17. Is the word "r" of the word's possible?

18. Is the word "r" of the word's possible?

19. Is the word "r" of the word's possible?

20. Is the word "r" of the word's possible?
Then, as you try to organize your thoughts, you'll need to vary your approach depending on what your pitch is about. For example:

1. Start off the task by providing a beginning sentence to get the story started, and then go from there.
2. Explain your idea or product while describing the story going on. Remember that the audience will expect a flow.
3. Ask the audience about their problems. If you don't listen properly, the message may be misunderstood.

There is a difference between hearing and listening. Be open-minded while listening to someone. It is important to listen effectively and carefully without making assumptions.

Acvity

1. There was once a student who was looking for a job around the classroom. He had to create an elevator pitch to enjoy his former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new business.

2. Say your mouth, and then pause. Where do you even begin?

3. Do you too.

Elevator Pitch:

1. Dear John,
2. I am a new entrepreneur looking for funding for my new company.
3. I am confident that my product or service will be successful in the market.

USP

1. It is important to listen effectively and carefully without making assumptions.
2. Be open-minded while listening to someone.
3. If you don't listen properly, the message may be misunderstood.

Notes for Facilitator

1. Remind participants to follow these steps:
   - Start off the task by providing a beginning sentence to get the story started, and then go from there.
   - Explain your idea or product while describing the story going on. Remember that the audience will expect a flow.
   - Ask the audience about their problems.

2. Don't forget to keep a keen eye on the audience.

3. Remember that the audience will expect a flow.

4. Keep an eye on the audience.

The participants:

1. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

2. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

3. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

4. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

5. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

6. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

7. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

8. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

9. The participants:
   - They can share their experiences with the class.
   - They can give tips on how to create an elevator pitch.
   - They can provide feedback on the participants' pitches.

10. The participants:
    - They can share their experiences with the class.
    - They can give tips on how to create an elevator pitch.
    - They can provide feedback on the participants' pitches.
Close the discussion by summarizing how to speak effectively.

Example:

"Put yourself in the audience's shoes. Understand their perspective and what they need. Then, tailor your message to meet their needs."

Put in the effort to make feedback valuable. This means being open to receive criticism and using it to improve.
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.
· What do you do when you face a problem?
· How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

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.
Facilitator Guide

1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.

2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

3. You have just set up your business and need extra human resource. You have tried inviting a few also. 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?
Discuss how to assess for problem-solving skills as given in the Participant Handbook.

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

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.

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 ones 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 into 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 Aggarbas, and your staff members do door-to-door selling and organise marketing campaigns in local markets. Your brand has established itself in the last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractice. 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 aggarbas 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?
A young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter that your 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 business plan. You've been searching for an individual with this skill and support your needs for future profits. If you paid the required salary for the new person, then you would have to recognize new employee who could be a key member of your team. 

Conduct the activity with an individual. Choose the role plays. Produce the scenarios. You are a facilitator, study the notes for facilitation. Be in the role of the candidate is waiting for his final response. Now you have to call the manager to make the final negotiation. If you are rejected as your startup idea, in order to make a decision to reject your application, you have to demonstrate your negotiation model. You have taken an appointment to meet the manager and show your business plan. You've been searching for an individual with this skill and support your needs for future profits. If you paid the required salary for the new person, then you would have to recognize new employee who could be a key member of your team. 

Notes for Facilitation:

- Conduct the activity with an individual.
- Choose the role plays.
- Produce the scenarios.

You are a facilitator, study the notes for facilitation. Be in the role of the candidate is waiting for his final response. Now you have to call the manager to make the final negotiation.
Wrap the unit up by summarizing the key points and answering questions.
UNIT 9.5.5: Business Opportunity Identification

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

· Discuss how to identify new business opportunities
· Discuss how to identify 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 opportunities?

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.
Do your SWOT analysis

Strength

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

Weakness

What are your weaknesses? What ends may negatively impact you? What threats do you exist against you? What do others see as your weaknesses?

Opportunity

What opportunities are available to you? Do you have solid financial support? What may negatively impact you? Do you have any questions related to what we have talked about so far?

Activity

Facilitator Guide

1. Congratulate everyone for the class activity.
2. Ask the audience to applaud for themselves.
3. Allot the participants sufficient time to complete this activity, but do keep a check on them.
4. 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?
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 ecosystem?
· What do you think 'entrepreneurship support ecosystem' means?

Say
· Let's learn what entrepreneurship support ecosystem means.
· Discuss 'Entrepreneurship Support Ecosystem' as given in the Participant Handbook

Ask
· Can you define entrepreneurship support ecosystem?
· What are the key domains of the support ecosystem?
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 ecosystem.

Team Activity

- 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.

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

Ask: What kind of government support ecosystem is available for entrepreneurs in India?
**IT Coordinator in School**

· Discuss 'Make in India' campaign as given in the Participan Handbook.

**Team Activity**

· Divide the class into pairs.
· Number each pair from 1 to 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 expectations.

**Activity Description**

· Ask each group to explain the scheme of forest protection by government to promote reforestation.

**Summary**

· Summarize the unit by discussing the key points and answering questions the participants may have.
2.01

A

1. Ask:
   - Can you define risk or explain what constitutes a risk?
   - What do you mean when they say, "This may be a risky proposal"?
   - 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.
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.

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 lost 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 Debrief

Who took a greater risk?

What are the differences between the Risk Appetite Statement of both the companies?

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 me. Tell the group to wind up quickly if they go beyond the given limit.
Facilitator Guide

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 move of Paytm was to transform India into a cashless economy.

Aere moneazaon 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.
· Let’s learn more about entrepreneurship and resilience with the help of an activity.
Entrepreneurship and Resilience

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

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

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 situations, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on me. Tell the group to wind up quickly if they go beyond the given minutes.

Summary:
- 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.
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 to succeed?

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 about success and failure with the help of 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 Facilitators

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 debriefing 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 debriefing 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.

Summary:

- Wrap up the unit after summarizing the key points and answering questions.
At the end of this unit, you will be able to:

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise
UNIT 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 4 Ps of marketing
· Discuss the importance of idea generation

Resources to be Used

· Participant Handbook
· Chart papers
· Markers pens
· Blank sheets of paper

Ask

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

Example

Let's have a look at this example.

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

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 limit.

By opening a tuition centre you are offering a service.

Ask what factors will you keep in mind before opening it?

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

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

Team Activity 4 Ps of Marketing

This is a group activity.

You have to sell a pen to four different segments:

1. Rural villagers
2. Rural middle class
3. Urban middle class
4. Upper end rich people (Niche market)
Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

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

Do
- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group an 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 me. Tell the group to wind up quickly if they go beyond the given 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 what 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.
At the end of this unit, participants will be able to:

- Recall 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.
- Divide the class into 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, it 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.

**Summary**

- Summarize the unit by discussing the key points.
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 extension of the overall worth of a business called?

   Valuation

6. You are buying a house. What type of transaction is it?

   Complete transaction

7. How will you calculate the net income?

   Revenue minus expenses

8. How is Return on Investment expressed?

   As per centage

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, Complete and Ongoing Transactions

14. The decreasing value of an asset over time is known as

    Depreciation

15. What are the two main types of capital?

    Debt and Equity
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 successful 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.
  - Being 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

1. Divide the class into four groups of maximum six participants depending on the batch size.
2. Give one case study to each group.
3. Instruct them to read the case carefully.
4. The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
5. 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.
6. 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 designers 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 beaucian 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?
Shailender is the manager of a car showroom. He actively 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 Shailender. When Shailender’s head asks how much discount Vinita was promised, he realized the discount would 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 me. 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.
Facilitator Guide

Activity

· Conduct a group discussion in the class on how they can do networking for their business.

Summary

· 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.
UNIT 9.6.4: Business Plan: Why Set Goals?

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 limit did you set for your goal—3 weeks, 3 years, 10 years?
- Talk about short term, medium-term, and long-term goals, as discussed in the Participant Handbook.
- As you are planning to become an entrepreneur, you must have thought of an idea for a startup. What is your business idea?
- Ask few participants to share their business ideas.
Facilitator Guide

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?

Organizational 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 funding is required and from where?
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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.
· Congratulate each group for sharing their points.
· Ask the audience to applaud for them.
· Keep a check on me. Tell group to wind up the discussion quickly if they go beyond the given me 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.
· Ask the participants what they have learnt from this exercise/activity.
· Ask if they have any questions related to what they have talked so far.
Notes for Facilitator
Keep the business plan format ready in a flipchart to display it during the activity.
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 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:

-天使投资：也称为自我融资，是 easiest way of financing
-众筹：Funds collected by consumers by ordering or donating for starting the business.
-Angel investors: Individual or group of investors investing in the company.
-风险资本：Venture capital are professionally managed funds who invest in companies that have huge potential. They usually invest in a business again at equity.
-银行贷款：The most popular method in India.
-微型金融公司: Provide services NBFCs

Let us know discuss the most popular method i.e. bank finance in detail here.
- 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.
- 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 Facilitator:
- 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 nationalized bank’s website. Print sufficient copies to circulate it amongst the groups.

**Checklist of Documents**

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 concerns 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 projections for the next year
7. Term loan/DPG equities 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/proprietors/guarantors
11. Copies of ITO of the company for the last three years
12. Copies of ITOs/WTAs of the directors/partners/proprietors and guarantors
13. Copies of certificates 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 memo randum 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 processes, 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?

Say
· Let's learn how to effectively manage an enterprise or business through an activity.
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 Description

- 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 colored pens.
- Tell the participants that they need 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 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 second 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 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 me and don't let the discussion get sidetracked or lose track of me.
· Ensure all the questions are covered and discussed.
· Give the participants 15 minutes to discuss and write.
· Keep a check on me. Tell the group to wind up quickly if they go beyond the given time.
· 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.
IT Coordinator in School

Annexures

Annexure 1 – Training Delivery Plan
Annexure 2 – Assessment Criteria
## Training Delivery Plan

**Program Name:** IT Coordinator in School Qualification Pack

**Version No.:** ELE/Q4701 VERSION 1.0

### Pre-requisites to Training

- Diploma

### Training Outcomes

By the end of this program, the participants will be able to:

- 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
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objects</th>
<th>NOS</th>
<th>Reference</th>
<th>Methodology</th>
<th>Training Tools/Ads</th>
<th>Duration HH:MM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training Delivery Methods</td>
<td>Introduction to Training</td>
<td>Understand different training delivery methods</td>
<td>E-Learning</td>
<td>Classroom</td>
<td>Workshops</td>
<td>On-the-Job</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Know the infrastructure requirements to deliver a training learning Management System</td>
<td>Assessment Engine</td>
<td>Classroom</td>
<td>Faculty</td>
<td>Books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Design a learning curriculum process</td>
<td>Requirements</td>
<td>Research</td>
<td>Structure Development</td>
<td>Content Development</td>
</tr>
<tr>
<td>2</td>
<td>Define E-Learning</td>
<td>Difference of E-Learning</td>
<td>Define E-Learning</td>
<td>Difference of E-Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Facilitator-led - Discussion</td>
<td>Demonstration</td>
<td>Power-point presentation</td>
</tr>
</tbody>
</table>
### Facilitator Guide

#### with other modes of training

**· Delivery method of E-Learning**

**· Role of Learning Management System (LMS) in E-Learning Delivery**

- Understand the types of E-Learning available
  - Synchronous
  - Asynchronous

- Know how you make E-Learning modules
  - Select an authoring tool
  - Know your audience
  - Research on the subject
  - Select or design an E-Learning Template
  - 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.

#### Content Development

- Developing content
  - Create a session plan

- Understand different learning requirements

### ELE/N4701

- Facilitator-led

### ELE/N4702

- Discussion

### ELE/N4703

- Demonstration

**Power-point presentation**

**WHITE/BLACK BOARD**

**Marker Duster**

**Audio Visual Aids**

**Theory:**

| 40:00 |

**Practical:**

<p>| 40:00 |
| Understand the need and audience requirement for creating content | Audio-visuals |
| Know the content or instruction material | UPS |
| Edit reviews | Call tracking system |
| Technical reviews | Any open source |
| Collating the feedback | Learning Management System (LMS) |
| Accepting or rejecting the feedback | |
| Integrating the feedback | |
| Releasing the next version | |
| 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 | |
| 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 | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Install the required hardware and software</td>
</tr>
<tr>
<td>2</td>
<td>Operate and demonstrate all the e-learning related equipment</td>
</tr>
<tr>
<td>3</td>
<td>LMS</td>
</tr>
<tr>
<td>4</td>
<td>Plug-ins like Flash</td>
</tr>
<tr>
<td>5</td>
<td>Captivate etc.</td>
</tr>
<tr>
<td>6</td>
<td>Assist teachers and students in working with hardware and software during the training sessions</td>
</tr>
<tr>
<td>7</td>
<td>LMS</td>
</tr>
<tr>
<td>8</td>
<td>Plug-ins like Flash</td>
</tr>
<tr>
<td>9</td>
<td>Captivate etc.</td>
</tr>
<tr>
<td>10</td>
<td>Understand new E-Learning training delivery methods like Interactive Whiteboard Web Based Training (WBT)</td>
</tr>
</tbody>
</table>
Mobile Learning (mLearning) · Blended Learning

- 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
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ticket resolution and closure</td>
</tr>
<tr>
<td>2</td>
<td>Coordinate with the remote helpdesk team to resolve an issue</td>
</tr>
<tr>
<td>3</td>
<td>Ticket logging process</td>
</tr>
<tr>
<td>4</td>
<td>Ensure smooth operation of hardware and software functioning throughout the training sessions</td>
</tr>
<tr>
<td>5</td>
<td>Replace the faulty hardware</td>
</tr>
<tr>
<td>6</td>
<td>Hardware replacement process</td>
</tr>
<tr>
<td>7</td>
<td>Vendor coordination</td>
</tr>
<tr>
<td>8</td>
<td>Updating the inventory</td>
</tr>
<tr>
<td>9</td>
<td>Make redundant systems available</td>
</tr>
<tr>
<td>10</td>
<td>Keeping an updated inventory</td>
</tr>
<tr>
<td>11</td>
<td>Replacing the faulty hardware with the redundant system</td>
</tr>
<tr>
<td>12</td>
<td>Logging a ticket for the hardware replacement</td>
</tr>
<tr>
<td>13</td>
<td>Assist teachers in understanding the hardware requirements for specific training delivery</td>
</tr>
<tr>
<td>14</td>
<td>Identify the requirements</td>
</tr>
<tr>
<td>15</td>
<td>Relate the hardware and its importance</td>
</tr>
</tbody>
</table>
in training delivery
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

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

Identify the problem
Know who to escalate the problem
Escalate the problem following a process
Understand the requirements
Confirm the requirements
Deliver as per the requirements
Gather feedback
Apply feedback
Correctness
<table>
<thead>
<tr>
<th>Facilitator Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
</tr>
<tr>
<td>Conciseness</td>
</tr>
<tr>
<td>Completeness</td>
</tr>
<tr>
<td>Consideration</td>
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<tr>
<td>Concreteness</td>
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<tr>
<td>Courtesy</td>
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<tr>
<td>Planning</td>
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<tr>
<td>Organising</td>
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<td>Staffing</td>
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<td>Directing</td>
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<tr>
<td>Communicating</td>
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<td>Motivating</td>
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<td>Leading</td>
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<tr>
<td>Controlling</td>
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<tr>
<td>Interact with</td>
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<tr>
<td>supervisor or</td>
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<tr>
<td>superior</td>
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<tr>
<td>Consider the</td>
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<tr>
<td>supervisor a</td>
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<tr>
<td>role model</td>
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<tr>
<td>Understand the</td>
</tr>
<tr>
<td>requirements</td>
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<tr>
<td>Show a Positive</td>
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<tr>
<td>and Professional</td>
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<tr>
<td>Attitude</td>
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<tr>
<td>Maintain Regular</td>
</tr>
<tr>
<td>Contact with</td>
</tr>
<tr>
<td>Your Supervisors</td>
</tr>
<tr>
<td>Meet Agreed</td>
</tr>
<tr>
<td>Deadlines</td>
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<tr>
<td>Use Your</td>
</tr>
<tr>
<td>Supervisors’</td>
</tr>
<tr>
<td>Advice and</td>
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<tr>
<td>Feedback</td>
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<tr>
<td>Be Open and</td>
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<tr>
<td>Honest</td>
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<tr>
<td>Understand Your</td>
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<tr>
<td>Mutual</td>
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<tr>
<td>Responsibilities</td>
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<tr>
<td>and Expectations</td>
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<tr>
<td>Show Independenc</td>
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<tr>
<td>e and an Ability</td>
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<tr>
<td>to Manage</td>
</tr>
<tr>
<td>Problems</td>
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<tr>
<td>Coordinate with</td>
</tr>
<tr>
<td>teachers and</td>
</tr>
<tr>
<td>students</td>
</tr>
</tbody>
</table>
Clarity in Communication
Personalizing Communication with Emotions
Build Relationship
Document Every Communication
Use of Technology for Effective Communication between Teachers and Students
Feedbacks
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 detective material
Provide feedback
Facilitator Guide

Achieve productivity and quality standards as per company’s norms

- 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
## Assessment Criteria

### CRITERIA FOR ASSESSMENT OF TRAINEES

**Assessment Criteria for "Solar panel Installation Technician"**

<table>
<thead>
<tr>
<th>Job Role</th>
<th>IT Coordinator in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Pack</td>
<td>ELE/Q4701</td>
</tr>
</tbody>
</table>

### 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 the National Occupational Standards (NOS). SSC will also lay down proportional marks for Theory and Skills Practical part for each PC.

2. Each NOS will have assessment both for theoretical knowledge and practical knowledge.

3. The assessment will be based on a knowledge bank of questions created by the SSC.

4. Individual assessment agencies will create unique question papers for the Theory and Skills 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.

### Assessment Strategy

<table>
<thead>
<tr>
<th>NOS</th>
<th>Performance criteria</th>
<th>Total</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ELE/N4701: Manage computing and display systems - Understanding work requirement</td>
<td>PC1. understand the number of classrooms to be arranged and hardware to be maintained</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>ELE/N4701: Identify persons to coordinate with for any assistance</td>
<td>PC2. identify the persons to coordinate with for any assistance</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>ELE/N4701: Familiarise with latest computing and display products and technology</td>
<td>PC3. familiarise with latest computing and display products and technology</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>ELE/N4701: Understand electronic learning training delivery method</td>
<td>PC4. understand the electronic learning training delivery method</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>ELE/N4701: Operate different equipment used in training delivery such as interactive whiteboard, computer desktop or laptop, printer, projector, speakers, video camera, UPS, 3 cabinet</td>
<td>PC5. operate different equipment used in training delivery such as interactive whiteboard, computer desktop or laptop, printer, projector, speakers, video camera, UPS, 3 cabinet</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
### ELE/N4701 Manage computing and display systems

#### Installing and operating learning equipment

- **PC1.** Assist in installation of hardware in the classrooms along with the installation technician.
- **PC2.** Install equipment at the correct place for enabling efficient teaching.
- **PC3.** Carry or store operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation.
- **PC4.** Operate and demonstrate all the e-learning related equipment.
- **PC5.** Assist teachers and students in hardware operation during training session.
- **PC6.** Train students and teachers on use of interactive whiteboard with touch features.
- **PC7.** Assist teachers in using e-content for teaching in the classes.
- **PC8.** Effectively operate the equipments installed in classrooms.
- **PC9.** Resolve queries in machine operation.
- **PC10.** Achieve zero complaints from school/teachers on equipment functioning.
- **PC11.** Maintain the equipment.
- **PC12.** Run antivirus and other relevant protective applications as scheduled.
- **PC13.** Check for malfunction of software and hardware as scheduled or required.
- **PC14.** Update latest versions of related software and antivirus installed.
- **PC15.** Discourage use of pirated and unlicensed software and applications.
- **PC16.** Coordinate with customer care centre or repair centre.
- **PC17.** Understand the hardware related concerns raised by the school.
- **PC18.** Analyse the concerns and troubleshoot or report.
- **PC19.** Inform customer care centre and ask for complaint reference number and follow up.
- **PC20.** Inform spares centre for any replacement required of module or equipment if troubleshooting does not resolve the problem.
- **PC21.** Arrange for alternative systems so that training delivery is not disrupted.
- **PC22.** Interact with remote technical helpdesk to take remote support for diagnosing problems in hardware.
- **PC23.** Explain the symptoms clearly, answer the queries.
| PC1 | Understand e-learning application that the school is using |
| PC2 | Be informed on different training delivery methods available and the format of learning modules |
| PC3 | Understand how modules of learning curriculum are designed in the application |
| PC4 | Educate self on different subjects are sorted and presented in the application and how the contents, chapters are designed |
| PC5 | Identify and recognise icons, links, buttons that are to be used and their purpose |
| PC6 | Identify multimedia contents used in the training and their purpose |
| PC7 | Understand how content can be taken from the syllabus for daily training |
| PC8 | Prepare the content for training such as in presentation mode |
| PC9 | Take necessary contents from different chapters relevant for training |
| PC10 | Understand the timetable for classes and schedule the work accordingly |
| PC11 | Achieve smooth functioning of the e-learning training delivery mechanism |
| PC12 | Develop content appropriate for the curriculum |
| PC13 | Resolve queries raised on the content and presentation on the application |
| PC14 | Satisfy the teacher on the relevance of content prepared |
| PC15 | Provide valid inputs for content and design modification based on teachers' feedback |
| PC16 | Quickly resolve the content related concern to avoid disruption of classroom |
| PC17 | Coordinate with teachers for understanding their requirement |
### Systems - Assisting Teachers

<table>
<thead>
<tr>
<th>PC</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1</td>
<td>Help teachers in understanding the operation of hardware equipment</td>
</tr>
<tr>
<td>PC2</td>
<td>Assist teachers in familiarization with content design</td>
</tr>
<tr>
<td>PC3</td>
<td>Assist teachers in use of computers such as switching to different screens as required, usage of links and icons</td>
</tr>
<tr>
<td>PC4</td>
<td>Assist teachers in gathering content for daily classroom training</td>
</tr>
<tr>
<td>PC5</td>
<td>Get external content from websites and pictures useful for their content</td>
</tr>
<tr>
<td>PC6</td>
<td>Resolve any queries from teachers on usage of application and hardware</td>
</tr>
<tr>
<td>PC7</td>
<td>Raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content</td>
</tr>
<tr>
<td>PC8</td>
<td>Add any additional contents whenever they are developed</td>
</tr>
<tr>
<td>PC9</td>
<td>Understand any updates in the application and include them</td>
</tr>
<tr>
<td>PC10</td>
<td>Coordinate the content development to understand about the queries raised by teachers to resolve them</td>
</tr>
<tr>
<td>PC11</td>
<td>Suggest the content development team for modifications based on the suggestions received by principal, teachers and students</td>
</tr>
</tbody>
</table>

**Total**

|   | 100 | 40 | 60 |

### Coordinate with Others to Perform the Work

<table>
<thead>
<tr>
<th>PC</th>
<th>Description</th>
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<tbody>
<tr>
<td>PC1</td>
<td>Understand work requirements</td>
</tr>
<tr>
<td>PC2</td>
<td>Understand the targets, performance indicators and incentives</td>
</tr>
<tr>
<td>PC3</td>
<td>Assist in operation of e-learning hardware and application</td>
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<tr>
<td>PC4</td>
<td>Assist in preparing content for training delivery</td>
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<tr>
<td>PC5</td>
<td>Understand any queries on e-learning tools</td>
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<tr>
<td>PC6</td>
<td>Assist students on proper usage and operation of hardware and systems</td>
</tr>
</tbody>
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**Total**

<p>|   | 27 | 10 | 17 |</p>
<table>
<thead>
<tr>
<th>ELE/N4703 Coordinate with others to perform the work</th>
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<tbody>
<tr>
<td>Coordinating with repair and spare parts centres</td>
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<tr>
<td>PC9. Get replacement for faulty module or equipment</td>
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<tr>
<td>PC10. Ensure faster repairing of components and no delay in training delivery</td>
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<thead>
<tr>
<th>ELE/N4703 Coordinate with others to perform the work</th>
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<tbody>
<tr>
<td>Achieving targets</td>
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<tr>
<td>PC11. Meet 100% targets given on training and maintenance</td>
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<tr>
<td>PC12. Complete a task efficiently and effectively</td>
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<tr>
<td>PC13. Ensure smooth run of processes and anticipate bottlenecks</td>
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<tr>
<td>PC14. Ensure zero disruptions or delays in training delivery</td>
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