

Sector IT-ITeS

Sub-Sector

IT Services

Occupation Application Development

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Junior Software Developer

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Shri Narendra Modi Prime Minister of India



Acknowledgement

The Indian IT-BPM industry has built its reputation in the global arena on several differentiators, chief among them being the availability of quality manpower. Organizations across the world recognize the value India brings to every engagement with its vast and readily available pool of IT professionals. Global entities have found it extremely effective to leverage this critical resource as a way to realize competitive edge.

In order to capitalize on the same, it is crucial to develop and be prepared with a pool of skilled talent that surpasses global standards. It is to this end that the IT-ITeS Sector Skills Council NASSCOM (SSC NASSCOM) has been mandated with the objective of facilitating the creation of such a workforce, by building employment related standards for the IT-BPM industry as well as to keep track of changing scenario of talent demand and supply in the industry.

Courseware development is one of several efforts by which SSC NASSCOM aims to develop ready to- deploy talent for the IT-BPM Industry. This Student Handbook is designed to support students undertaking training for the Junior Software Developer job role. It is aimed at equipping learners with the required competencies at the entry level within the larger occupation of Customer Relationship Management in the BPM sub-sector of the industry. In addition to the core knowledge and skills pertinent to the job role, the handbook acts as a guide for professional and employability skills. We extend our thanks to Wipro Ltd. for producing this course publication.

About this Guide

India is the world's largest sourcing destination for Information Technology industry. This position has enabled major transformations in the Indian economy, which has changed India's place in the global market. Apart from being the hub for many innovation centres of global IT firms, India also provides the most cost-effective IT solutions to the world. These changes have created a need for introducing courses for engineering and computer science in the education field.

Apart from introducing IT-related modules and courses at the school level, there is also a growing demand for specialized courses and training programme to train individuals for various job roles in this sector. This Participant Handbook is an initiative in that direction. It consists of a wide variety of topics and units ranging from domain knowledge to professional skills like communication skills, grooming skills, etc. This book aims to achieve holistic development of the participant while ensuring they receive the requisite domain knowledge to perform their jobs efficiently.

This Participant Handbook is developed by using the QP-NOS for Junior Software Developer released by the SSC IT-ITeS NASSCOM. It covers the following broad topics:

- Assisting in performing software construction and software testing entry level tasks in IT services
- Providing data or information in a structured format
- Working efficiently in a team and maintaining a healthy relationship with peers
- Managing Work to Meet Requirements
- Developing Knowledge, Skills and Competence
- Following the requisite health and safety precautions at the workplace

We hope that this book helps you to achieve your dream and become a part of one the fastest-growing sectors in India and the world.

Symbols used in the book have been listed below.



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Transforming the skill landscape



1. Introduction

Unit 1.1 – Introduction to IT-ITeS Sector Unit 1.2 – Introduction to the Training Program



Key Learning Outcomes

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

- 1. Explain the importance of IT-ITeS Sector
- 2. Introduction to the Training Program

UNIT 1.1: Introduction to IT-ITeS Sector

- Unit Objectives 🎯

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

1. Explain the importance of IT-ITeS Sector

- Resources to be used 🐼

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do 🗸

- Welcome the participants to the program.
- Introduce yourself to the participants mentioning about you, your name and work experience.
- Before starting the session tell them what they are going to learn in this program.

Ask ask

- Give the students an overview of the IT-ITeS Sector.
- Ask them why the IT Sector is growing?
- Give them a brief introduction about ITES Industry
- Ask them about ITES in India
- What is Employment Trends?

Say 🔓

- Information technology (IT) is the application of computers and telecommunications equipment to store, retrieve, transmit or analyse data, often in the context of a business or other enterprise.
- India is one of the fastest-growing IT services markets in the world. It is also the world's largest out sourcing destination. India has the potential to build a US\$ 100 billion software product industry by 2025, according to Indian Software Product Industry Round Table (ISPIRT).
- The Junior Software Developer is a part of the ITES sector. This sector aims at communicating with the customers to address his/her queries, requests and complaints or also to introduce company's products and services to him.
- Information Technology Enabled Services (ITES), is a form of outsourced service which has emerged due to involvement of IT in various fields such as telecommunication, banking, finance, telecom, insurance, travel among others.
- The IT and ITES sector has generated large employment in the past and continues to generate large number of jobs every year.

Explain

- What is IT-ITeS Sector?
- What are the major companies of IT in India?
- What are the IT Industry Sectors?

Activity

- Ask everyone makes a paper airplane and writes their name and two questions to ask someone else.
- On cue, everyone throws their airplane around the room, picks up others' airplanes, and keeps throwing them.
- The leader says stop after one or two minutes.
- Everyone must have one paper airplane.
- They must find the owner of the airplane they have and answer the questions on the airplane.
- Each person then introduces the owner of the airplane they have to the group.

- Exercise 📝

1. Name 5 players in the IT sector in India.

Solution:

- Tata Consultancy Services
- Infosys
- Tech Mahindra
- Wipro
- Mindtree
- 2. Name 5 players in the ITeS sector in India.

Solution:

- HCL Technologies
- Tata Consultancy Services
- Accenture
- Wipro Technologies
- Cognizant Technology Solutions

IT means Information Technology and ITES means IT Enables Services.

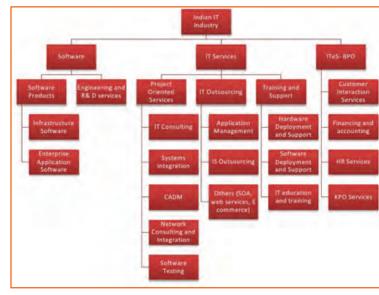
IT companies are those that provide consultancy to the client that are related to the IT infrastructure or processes. ITES services are the services which do require the aid of IT but not the hardcore IT.

As an example, an IT company may develop some application that will be used in a bank. In case of ITES or IT enabled services, the companies provide services using IT. e.g. an online data entry job, Call center Services, Claims processing etc.

3. The Indian Industry can be broadly divided into which of the 3 Sectors?

Solution:

IT industry can be broadly classified into three sectors:



4. Q. List down some of the major services offered by the ITES Sector?

Solution:

ITeS sector includes services ranging from

- Call Centres
- Claims processing, eg. Insurance
- Office operations such as accounting, data processing, data mining
- Billing and collection, eg. Telephone bills
- Internal audit and pay roll, eg. Salary bills on monthly basis
- Cash and investment management

- Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

UNIT 1.2: Introduction to the Training Program

Unit Objectives Ø

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

1. Introduction to the training program.

- Resources to be used 🙋

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about the Training Program.

Ask 🔍

- Give participants an overview of the unit.
- Ask participants about the purpose of the training program.
- What are the roles and responsibilities of a Junior Software Developer?

Say 뎗

- This training program is developed to impart specific skills to individuals who wish to perform as a Junior Software Developer the training program is intended for imparting basic skill and knowledge.
- Junior Software Developer in the IT-ITeS Industry is also known as an Entry Level Programmer, Programmer Trainee, Assistant Developer etc.
- A Junior Software Developer is responsible for assisting in performing the key activities and tasks in Software Construction.

- The role of the JSD involves testing entry level roles in the IT Services industry where their business impact and technical complexity are low.
- The JSD provides specified data/information related to your work in templates or other standard formats.
- A Junior Software Engineer in addition to his technical skills should also possess certain soft skills and personal qualities.

Explain

- What is the purpose of the training program?
- Explain the roles and responsibilities of a Junior Software Developer.
- What personal attributes are required for the role of Junior Software Developer?

Activity 🖉

- Divide the class into teams.
- Give sufficient time for teams to research on IT-ITeS sector and refer to the text in participant manual related to roles of Biometric Data Operator.
- Facilitate team members to discuss amongst them.
- Ask each team to take their turn and give presentation on the following given topics.
 - » Is It or IteS same or different? What are the major players in IT-ITeS sector? Give brief introduction and major services they offer. Explain with suitable example.
 - » Discuss the job role and responsibility of CCE, their career ladder.
 - » Personal attributes of CCE and skills required.
- Ensure that the other teams listen to every presentation and note down the key points.
- At the end of the presentation, ask each team to suggest other teams' pointers that they may have missed while discussing on their chosen topic. The group making maximum suggestions to others should be awarded as winner.

Exercise 📝

- 1. State whether the following statements are true or false.
 - a) It is required to for a Junior Software Developer to know basic computer skills YES
 - b) Only technical skills are required to be a Junior Software Developer. NO
- 2. List the roles and responsibilities of a Junior Software Developer.

Solution: Roles & responsibilities of a Junior Software Developer are as follows

- Assist in performing the key activities and tasks in Software Construction
- Plan & organize work to complete it in required time

- Working effectively & efficiently with colleagues
- Monitor the working environment and making sure it meets requirements for health, safety and security
- Follow basic standard templates & apply knowledge & skill to perform to the standards required

- Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







IT - ITeS SSC

2. Core/Generic Skills

Unit 2.1 – Communication Skills

Unit 2.2 – Teamwork



Key Learning Outcomes

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

- 1. Develop effective Communication Skills
- 2. State the importance of Teamwork

UNIT 2.1: Communiction Skills

Unit Objectives 🞯

At the end of this unit you will be able to make the learners understand:

1. Develop effective Communication Skills

Resources to be used @

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about the Communication Skills.

Ask 🔍

- Give the students an overview of the unit.
- Ask participants what they know about verbal communication.
- Ask participants what they know about non-verbal communication.

Say 뎗

• Non-verbal communication is the process of communicating without words. Non-verbal signs are the primary way to communicate emotions.

- Forms of non-verbal communication:
 - » Facial expressions
 - » Tone and volume of voice
 - » Body language
 - » Gestures
 - » Silence

Explain

- Explain the basic rules of communication.
- How to develop active listening?
- What are the barriers to communication?

- Activity 😼

This simple activity is a fun way to introduce and show the difference between closed and open questions

Directions:

Split your class into two equal groups/teams.

One person from each team will leave the room for a minute and think of a business object (any common business object that can be found in any office like a stapler, printer, etc.)

When each person returns to his team, it's the team's task to ask him/her closed ended questions only to try and find out what the object is. If needed, explain that closed ended questions are those that can be answered by yes or no Once any team finds the object, this means that they won this round. And they can go for another round.

After two or three rounds, end the game and make the following point:

Debrief:

Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we had not time and only had one question to ask to find out the object, what would that question be?

The question would be "What is the object?" which is an open ended question.

Open ended questions are an excellent way to save time and energy and helps you get to the information you need fast, however closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

- Notes for Facilitation 📋

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

UNIT 2.2: Team Work

Unit Objectives 🔘

At the end of this unit you will be able to make the learners understand:

1. State the importance of Team Work

Resources to be used @

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about the Team Work.

Ask 🔄

- Give the students an overview of the unit.
- Ask participants what they know about team work.
- What are the characteristics of an effective team?

Say 🔓

- The only way any business works is when the members function as a team. A team is not just a group of members working together; it is a group where the members are moving in the same direction.
- Building an effective team can be challenging at times. It is fostered by respect, encouragement, enthusiasm, and care for other team members. At the heart of a great team is spirituality and love that brings compassion, love and respect to work.

- For a team to be effective, the ideas of an individual gained from knowledge and experiences should be translated to the entire group's insight or idea.
- An effective team is productive. Teamwork not just helps the team, it also increases job satisfaction.

- Explain 🕎

- What is team work?
- What are the characteristics of an effective team?

Activity 🌽

Time: 5-6 minutes

Number of Participants: Two or more people

Rules: Partner A shares something negative that happened in their life with Partner B. It can be a personal or work-related memory, but it has to be true. Then Partner A discusses the same experience again, but focuses only on the positive aspects. Partner B helps explore the silver lining of the bad experience. Afterward, they switch roles.

Objective: Participants discover how to reframe negative situations into learning experiences together.

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







Transforming the skill landscape



3. Basics of IT

Unit 3.1 – Basic of Computer Skills Unit 3.2 - Internet



Key Learning Outcomes

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

- 1. Explain the important characteristic of computers
- 2. List the application of computers
- 3. Identify the different components of computers
- 4. Describe files and folder
- 5. State the features of computer network
- 6. State the functions of the Internet
- 7. Browse the Web
- 8. State the uses of E-mail

UNIT 3.1: Basic Computer Skills

- Unit Objectives 🤘 -

At the end of the unit, you will be able to make the students understand:

- 1. explain the important characteristic of computers
- 2. list the application of computers
- 3. identify the different components of computers
- 4. describe files and folder

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do 🔍

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about basic computer skills.

Ask 🧟

- Give the students an overview of the unit.
- Ask participants about the computer.
- How does a computer works.
- Ask participants what they know about the input/output devices?
- Give students an introduction to windows operating system.

Say 🔓

- Computer plays a very important role in our personal and professional lives. It has become an integral part of our lives.
- Computers are electronic devices that perform the basic operations of input, processing storage, and output under the direction and control of a program.
- The devices that convey information to the computer are called as input devices. E.g. Keyboard, scanner, mouse, mic or microphone conveys information to the computer. The information is processed and displayed with the help of output devices such as, printer, monitor, speaker etc.
- The Keyboard is made up of Number and Letter keys. Keyboard is used for typing and the monitor shows what is typed.
- The microphone converts sound inputs by the user into a format understood by the computer. It is used for sound recording.
- The scanner converts print data into electronic data. Images and text available in books newspapers and magazines can be scanned and used as computer data.
- Windows is the program that manages all the other programs. Windows knows which file to open when you double-click on an icon on the desktop.
- The desktop is the screen seen when working on a Windows Operating System with no application window open.
- The horizontal bar at the bottom of the screen is called the Taskbar. It displays all running applications of the computer.

Explain 📑

- How does the computer wok?
- What are the important characteristics of a computer?
- Explain the applications of computer.
- Explain computer generation.
- How to start your computer?
- How to shut down your computer?
- Explain the basics of File Management.

- Exercise 🔟

- 1. Devices that convey information to the computer _____
 - a) software
 - b) input devices
 - c) output devices
 - d) None of the above

- 2. Computer devices that display the processer information.
 - a) software
 - b) information
 - c) output devices
 - d) None of the above
- 3. Which type of mouse click is used to open a selected item?
 - a) left click
 - b) right Click
 - c) double Click
 - d) None of the above
- 4. Work created in different application.
 - a) file
 - b) hardware
 - c) mouse
 - d) None of the above

- Notes for Facilitation 📋 -

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

UNIT 3.2: Internet

Unit Objectives 🞯

At the end of the unit, you will be able to make the students understand:

- 1. state the features of computer network
- 2. state the functions of the Internet
- 3. browse the Web
- 4. state the uses of E-mail

Resources to be used 🧬

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about Internet.

Ask ask

- Ask participants about wireless technologies.
- Ask participants about Internet.
- Ask participants what they know about protocol and IP address.
- Ask participants about website and webpage.

Say 🔓

- Wireless communication is facilitated through satellite links, infrared light beams, microwave transmissions, radio signals and blue tooth.
- Wireless communication is rapidly growing and has become part of everyday life. A good example is our cellular phones.
- Internet is a collection of inter-connected computer networks that are worldwide in scope. The Internet is a tool that serves billions of users all over the world. The computers all over the world connected to each other on the Internet are termed as World Wide Web.
- Protocols are rules applicable while transferring data from one computer to another. There are different types of network protocols and standards to send or receive data on the Internet.
- In a network every computer has its own address called "IP Address", either fixed (static) or dynamic (temporary). The IP address is a set of numbers separated by dots. There are four sets of numbers called octet, for example, 192.168.15.248.
- Website is a set of information on the Internet in the form of pages. The individual pages are called Webpages. Using the Domain name of the site the website can be viewed.

Explain

- Explain the types of Network.
- Explain the history of Internet.
- How does the Internet function?
- Explain internet address URL and domain names.

Ask 😹

- Ask participants how to visit a webpage.
- Ask participants about search engines.
- Ask participants about Email.
- Ask participants what they know about chat and instant messaging.

Say 뎗

- To visit any Webpage or Website you need know the URL (Uniform Resource Locator) or the address of the site. For example, to visit the Parvaaz site URL is http://www.parvaaz.in/.
- An incorrect or incomplete address typed on the address bar will be replied with the message "Internet Explorer cannot display the webpage".
- Internet Webpages generally contain "hyperlinks", which when clicked opens the link. The link can be another Webpage or another section in the same page or a file or an image.

- A Search Engine (usually web-based) is a system for searching the information available on the Web.
- An E-mail is electronic mail where messages can be exchanged digitally. Using e-mail, you can send text messages, images and video clips to anyone with an email account.
- To send or receive e-mail, the sender and the recipient both need to have an e-mail account. The e-mail site connects you to the e-mail server through an e-mail account. An e-mail server is like an e-Post that stores, sends and accepts e-mail messages.

Explain

- What are the requirements to connect to the internet?
- Explain internet explorer interface.
- Explain menu bar.
- How to bookmark a page?
- How to open new tab for browsing?
- Explain how to operate an E-Mail account.

Activity 🔊

Time: 10 - 15 minutes

Tools Needed: A picture, pen, and paper

Rules: Divide everyone into groups of two. Have the two individuals sitting back-to-back. Give one person the pen and paper and the other person the picture. The person with the picture describes the picture to their teammate without actually saying what it is. For example, if the image is a worm in an apple, do not say, "Draw an apple with a worm in it." The person with the pen and paper draws what they think the picture depicts, based on the verbal description. Set a time limit for 10 - 15 minutes.

Objective: This is an activity that focuses on interpretation and communication. Once the drawing is finished, it's always interesting to see how the drawer interprets their partner's description.

Exercise 📝

- 1. Rules applicable while transferring data from one computer to another.
 - a) Internet
 - b) Modem
 - c) Protocol
 - d) None of the above

2. A website address or Internet address specified in the address bar of the Web browser

- a) URL
- b) Domain name
- c) Webpage
- d) None of the above
- 3. A set of information on the Internet
 - a) URL
 - b) Website
 - c) Search Engine
 - d) None of the above
- 4. Messages exchanged digitally
 - a) Internet
 - b) Webpage
 - c) E-mail
 - d) None of the above

- Notes for Facilitation 📋

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.









4. Assist in Performing Software Construction and Software Testing Entry-Level Tasks in the IT Service Industry

Unit 4.1 – C Programming Unit 4.2 – PHP Unit 4.3 – MYSQL Unit 4.4 – SQL using Oracle



Key Learning Outcomes

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

- 1. Create algorithms for solving problems
- 2. Draw flowcharts for solving problems
- 3. State the features of C language
- 4. State the different data types available in C
- 5. Explain Operators and Expressions in C
- 6. Write a simple program in C
- 7. Code a C Program in Turbo C Editor
- 8. Compile and fix errors
- 9. Run or execute the program
- 10. Write a program in 'C' using the "if else" construct
- 11. Write a program in 'C' using the "switch case" construct
- 12. Repeat a set of instructions using Loops
- 13. Define Functions
- 14. State the need for Functions
- 15. Use functions in 'C' Programs
- 16. Construct an Array
- 17. Access Array elements
- 18. Use Array in function
- 19. Use String as an Array of characters
- 20. Use Structures to handle a collection of related dissimilar Data Types
- 21. Explain PHP
- 22. Explain basic syntax and usage of PHP
- 23. Practice basic coding in PHP
- 24. Explain the basic built in functions in PHP
- 25. Explain Classes Objects in Object Oriented Programming
- 26. Explain the basics of Relational Databases
- 27. Learn simple SQL commands using MySQL
- 28. Explain Persistence using MySQL
- 29. Explain how to create a basic web application using PHP & MySQL
- 30. Get an overview of DBMS concepts
- 31. Explain basics of Structure Query Language
- 32. Explain simple Data Manipulation
- 33. Explain basic SQL operations

UNIT 4.1: C Programming

Unit Objectives 🎯

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

- 1. Create algorithms for solving problems
- 2. Draw flowcharts for solving problems
- 3. State the features of C language
- 4. State the different data types available in C
- 5. Explain Operators and Expressions in C
- 6. Write a simple program in C
- 7. Code a C Program in Turbo C Editor
- 8. Compile and fix errors
- 9. Run or execute the program
- 10. Write a program in 'C' using the "if else" construct
- 11. Write a program in 'C' using the "switch case" construct
- 12. Repeat a set of instructions using Loops
- 13. Define Functions
- 14. State the need for Functions
- 15. Use functions in 'C' Programs
- 16. Construct an Array
- 17. Access Array elements
- 18. Use Array in function
- 19. Use String as an Array of characters
- 20. Use Structures to handle a collection of related dissimilar Data Types

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

-Do 🗸

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about C Programming.

Ask 📾

- Give participants an overview of the unit.
- Tell participants about the basic principles of programming.
- Make participant break in groups to discuss the basics of C programming.
- Ask participants what they know about Turbo C editor.

Say 🔓

- An Algorithm (pronounced AL-go-rith-um) is a procedure or formula for solving a problem. The word derives
 from the name of the mathematician, Mohammed ibn-Musa al-Khwarizmi, who was part of the royal court
 in Baghdad and lived from about AD 780 to 850.
- A flow chart is a graphical or symbolic representation of a process. Each step in the process is represented by a different symbol and contains a short description of the process step.
- C is a high-level programming language designed and written by the scientist "Dennis Ritchie" at AT and T Bell Laboratories USA, in 1972.
- C Keywords are the reserved words that convey special meaning to the compiler. Reserved words cannot be used as identifier names while declaring variables or constants in C.
- Variables represent named storage locations, whose values can be manipulated during the execution of the program. These locations can contain integer, real or character constants depending upon the data type that is being used while declaring them.
- The turbo C Editor is an integrated tool to edit and compile c Program. A compiler is a program that translates readable source code in to machine code. This code can be then executed many times.

Explain

- Explain first C Program.
- Explain decision making and branching.
- What are Loops and Functions?
- Explain Arrays and Structures.

- Exercise 📝

- 1. Which of the following special symbol is allowed in a variable name?
 - a) * (asterisk)
 - b) | (pipeline)
 - c) (hyphen)
 - d) _ (underscore)
- 2. Array is a kind of
 - a) Fundamental data type
 - b) Integer
 - c) Derived data type
 - d) None of the above
- 3. The expession if (x=='y') in 'C' means
 - a) Assign value y to x
 - b) Compare if x is equal to y
 - c) Assign value x to y
 - d) None of the above
- 4. What is the shortcut key to c program in the Turbo C Editor?
 - a) F9
 - b) F8
 - c) Alt + F9
 - d) Ctrl + F9
- 5. Under which Menu do the breakpoints appear?
 - a) File
 - b) Run
 - c) Options
 - d) Debug
- 6. What is the file extension name of a "C" program source code?
 - a) .C
 - b) .Turbo
 - c) .Source
 - d) .None of the above
- 7. What is the Shortcut Key to Run a C Program in the Turbo C Editor?
 - a) F9
 - b) F8
 - c) Alt + F9
 - d) Ctrl + F9

- 8. The condition in a While is checked at the
 - a) Top of the loop
 - b) End of the loop
 - c) Inside the loop
 - d) None of the above
- 9. When the condition becomes false the control comes
 - a) To the start of the loop again
 - b) Out of the loop
 - c) End of the program
 - d) None of the above
- 10. All Functions necessarily, generate a result or process any value which is called:
 - a) Arguments

b) Return value

- c) Data type
- d) None of the above
- 11. The Argument passed in the Call by Reference method holds

a) The address of the variable

- b) The value of the variable
- c) The return value
- d) None of the above
- 12. The condition in a While is checked at the
 - a) Top of the loop
 - b) End of the loop
 - c) Inside the loop
 - d) None of the above
- 13. When the condition becomes false the control comes
 - a) To the start of the loop again
 - b) Out of the loop
 - c) End of the program
 - d) None of the above
- 14. All Functions necessarily, generate a result or process any value which is called:
 - a) Arguments
 - b) Return value
 - c) Data type
 - d) None of the above

- 15. The Argument passed in the Call by Reference method holds
 - a) The address of the variable
 - b) The value of the variable
 - c) The return value
 - d) None of the above
- 16. What will happen if in a C program you assign a value to an Array element whose subscript exceeds the size of Array?
 - a) The element will be set to 0.
 - b) The compiler would report an error.
 - c) The program may crash if some important data gets overwritten.
 - d) The Array size would appropriately grow.
- 17. Which of the following statements mentioning the name of the Array begins DOES NOT yield the base address?
 - a) When Array name is used with the sizeof operator.
 - b) When Array name is operand of the & operator.
 - c) When Array name is passed to scanf() function.
 - d) When Array name is passed to printf() function.
- 18. Which of the following statements are correct about 6 used in the program?
 - a) In the first statement 6 specifies a particular element, whereas in the second statement it specifies a type.
 - b) In the first statement 6 specifies an Array size, whereas in the second statement it specifies a particular element of Array.
 - c) In the first statement 6 specifies a particular element, whereas in the second statement it specifies an Array size.
 - d) In both the statements 6 specifies Array size.
- 19. The Structure elements can be accessed using the
 - a) %s format specifier
 - b) object and dot operator
 - c) %struct
 - d) None of the above
- 20. Each variable declared in the Structure is
 - a) A member of the structure
 - b) A special variable
 - c) A pointer
 - d) None of the above

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

UNIT 4.2: Analyze Various Concepts of PHP

Unit Objectives 🞯

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

- 1. Explain PHP
- 2. Explain basic syntax and usage of PHP
- 3. Practice basic coding in PHP
- 4. Explain the basic built in functions in PHP
- 5. Explain Classes Objects in Object Oriented Programming

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do |

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about PHP.

Ask 🐟

- Give participants an overview of the unit.
- Tell participants about the PHP.
- Make participant break in groups to discuss the Array.
- Ask participants about the operators.
- Ask participants about classes and object.

Say 뎗

- PHP is open source software that is used for Server side scripting language.
- PHP can be used to create a highly interactive web application that can be used by many users over the internet. PHP file contains PHP code apart from the normal HTML text. The PHP code is executed on the server side before generating a response page to the end user.
- Comments can be used to document and explain the code for better readability. The PHP interpreter ignores the statements within the comments. PHP supports single and multi-line comments.
- An array represents a collection of key/value pairs, where keys (or indexes) are mapped to values. An array
 index must be an Integral or String value whereas the value of an array can be of any type, including other
 arrays.
- Operators are meant to act on variables/constants and the data associated with them. Operators acting on
 a single operand are termed as Unary operators. Operators working on two operands are termed as binary
 operators and operators working on three operands are termed as ternary operators.
- The fundamental perspective of OOP is solving problems using decomposition units called as "Objects". Object is any real world entity with interest within the domain or project perspective. An Object is a cohesive entity that has attributes, behaviour and state.
- Class is defined as a blueprint or a template to describe real world object with a well-defined structure and behavior. In Object Oriented programming perspective, a class is a programmatic representative of a real world entity or object.
- In PHP, a class is a well-defined collection of attributes or variables, defined using the keyword "var" and methods using the keyword "function".

Explain

- Explain the basic syntax of PHP.
- What are variables and constants?
- Explain different types of operators?
- Give example of classes and object.

Activity

- 1. Write a program to check whether a given character is vowel or not.
- 2. Write a program to print whether a given number is even or odd.
- 3. Write a program to print the number from1 to 100.
- 4. Write a program to extract each character from a string.
- 5. Write a program to extract each word from a string.
- 6. Write a program to design a calculator, which perform only addition, subtraction, multiplication, and division. The operation should happen based on the user choice.

- 7. Write a program to accept the string from the user and count the number of vowels and white spaces.
- 8. Write a function to generate the employeeid. The function should generate the employeeid in a sequential manner.
- 9. Write a function to calculate the tax for an employee. To calculate the tax, the user should provide the salary amount and the function should return the tax amount.

Income	% of tax
>	180000 10
>	400000 20
<	180000 Nil

- 10. Write a function to reverse a string. Modification should be made in the original string and temporary string variables should not be used.
- 11. Write a function to swap two string values using:
 - a) callby value
 - b) call by reference
- 12. Write a function to calculate the average for a student. The user should provide marks for 5 subjects and the function should return the average. Based on the average the grade is assigned. Also write another function to find the grade. The user should receive only the grade as output.

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

- Exercise 📝

- 1. Write a program to check whether a given character is vowel or not.
- 2. Write a program to print whether a given number is even or odd.
- 3. Write a program to print the number from1 to 100.
- 4. Write a program to extract each character from a string.

- 5. Write a program to extract each word from a string.
- 6. Write a program to design a calculator, which perform only addition, subtraction, multiplication, and division. The operation should happen based on the user choice.
- 7. Write a program to accept the string from the user and count the number of vowels and white spaces.
- 8. Write a function to generate the employeeid. The function should generate the employeeid in a sequential manner.
- 9. Write a function to calculate the tax for an employee. To calculate the taxthe user should provide the salary amount and the function should return the tax amount.

Income	% of tax
>180000	10
>400000	20
<180000	Nil

- 10. Write a function to reverse a string. Modification should be made in the original string and temporary string variables should not be used.
- 11. Write a function to swap two string values using:
 - a) Call by value
 - b) Call by reference

UNIT 4.3: Introduction to MYSQL

Unit Objectives 🞯

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

- 1. Explain the basics of Relational Databases
- 2. Discuss simple SQL commands using MySQL
- 3. Explain Persistence using MySQL
- 4. Explain how to create a basic web application using PHP & MySQL

Resources to be used 🧬

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about MYSQL.

-Ask 🔤

- Give participants an overview of the unit.
- Tell participants about database.
- Make participant break in groups to discuss the persistence using PHP and MYSQL.

Say S

- A database is a repository of well-organized information that can be used for effective storage and manipulation.
- Relational Database is one of the database models that can be used for storing and managing the data in a table format.

- MYSQL is a relational database management system that is used to manage and manipulate data in a tabular format.
- SQL is an ANSI standard to query and manipulate data that is stored in the database.
- Persistence refers to the ability of storing the object's state permanently even after the creator seizes to exist.

Explain

- Explain the data types which are supported by MYSQL.
- Explain the steps of using PHP and MYSQL.

Activity

Create a PHP Web application for Employee Management System which has the following functionalities;

- Add Employee
- Modify Employee Details
- Delete Employee
- View Employee by Id
- View All Employee Details
- View Employee By Designation
- View Employee By Salary

The Manager should be able to perform all operations in the system and view the entire details of all employees.

The Tech Lead should be able to view the details of Employee by id and designation. The salary detail of an employee should not be displayed to the tech lead.

All the pages should display a welcome message along with the name of the manager or tech lead depending on whoever has logged into the system.

The Following details about an employee should be stored inside the system;

- Employee Id
- Employee Name
- Age
- Designation
- Salary

All the Details of an Employee can be updated except the Employee Id.

An Employee is deleted from the system, given the Employee Id. Before deletion the system should ask for confirmation to delete.

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

UNIT 4.4: SQL using Oracle

Unit Objectives 🞯

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

- 1. Get an overview of DBMS concepts
- 2. Explain basics of Structure Query Language
- 3. Explain simple Data Manipulation
- 4. Explain basic SQL operations

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do |

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn SQL using Oracle.

Ask 💽

- Give participants an overview of the unit.
- Ask participants about Database Management System.
- Ask participants what they know about Data Manipulation Language (DML).

-Say 🗣

- A database is a collection of logically related data. The set of programs which is used to manage databases is called Database Management System (DBMS).
- DBMS is a collection of programs which helps in access, retrieval, security, creation and sharing of database among its users or other applications.

- DBMS allows concurrent access by multiple users. Controlled Concurrent access is needed for increased performance.
- DBMS stands for Relational Database Management System. RDBMS serves as the basis for SQL, and for modern databases like MS SQL Server, DB2, Oracle, MySQL, and Microsoft Access.
- Data Manipulation Language (DML) is a part of the SQL statements that helps us in the access, retrieval and manipulation of the data in existing schema objects.

Explain

- Explain the features of SQL.
- Explain the steps of using PHP and MYSQL.
- Explain the SELECT, UPDATE and DELETE Statement.

Activity/Exercies

Create the following table structure Table Structure: COURSE CourseID (4) – Primary Key Name Varchar2(20) Course Duration Number Fees Number(7,2) Table Structure: STUDENT Studid Number(4) – Primary Key FisrtName Varchar2(20) LastName Varchar2(20) Street Varchar2(20) City Varchar2(20) DOB Date Table Structure: REGISTRATION CourseID Number(4) - Foreign Key Studid Number(4) - Foreign Key DOJ Date

Activity 2 🕬

- 1. Add a field Age Number(2) to the Student table.
- 2. Add a constraint in course table to check the fees entered is greater than zero.
- 3. Calculate the value of the age field using the DOB Field.
- 4. Decrease the fees by Rs. 500/- whose duration is lesser than or equal to 3 months
- 5. Delete the student record whose last name is David and the city is Chennai
- 6. Display first name, last name and concentrate them to display as full name from student table.
- 7. Display the details of course C++ from the course table.
- 8. Display the details from the course table which has a fess of more than 4000.
- 9. Display the details from the course table which has a duration of 2 to 4 months.
- 10. Display the student details whose birthday lies in the months between apr and sep
- 11. Display course details, which has duration of 2 months and has a fees of more than 3000
- 12. Display the details of the students whose lds are 3002, 3004 and 3005 from student table
- 13. Display the details from the student table who has last name as Kumar
- 14. Display the details from student table whose first name starts with A
- 15. Display the details from the student who come from Bangalore and last name as Kumar
- 16. Display the details from the student whose street name ends with nagar.
- 17. Display the details of students Dileep and Abdul from the student table.
- 18. Display details of eldest student.
- 19. Display the details of students whose id is other than 3004 and 3006 from student table.
- 20. Display maximum, minimum and average fees from course table.

Notes for Facilitation 📋 -

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







IT - ITeS SSC

5. Manage Work to Meet Requirements

Unit 5.1 – Self and Work Management



Key Learning Outcomes

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

- 1. Discuss how to understand your work to meet requirements.
- 2. Explain the code of conduct of a Junior Software Developer.
- 3. Discuss organisational procedures and policies.

UNIT 5.1: Hazards at Workplace

- Unit Objectives 🎯

At the end of the unit, you will be able to make the students understand:

- 1. Discuss how to understand your work to meet requirements
- 2. Explain the code of conduct of a Junior Software Developer
- 3. Discuss organisational procedures and policies

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 📐

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about Self and Work Management.

Ask 🔍

- Give participants an overview of the unit and its structure.
- Ask participants what they know about code of conduct of a CCE.
- Ask participants about organizational procedures and policies.

Say G

 Your code of conduct requires you to behave like a professional. Everyone observes the way you conduct yourself, how you dress, your grooming, how neat or untidy your work area is, etc. This session briefly tells you how to conduct yourself at work, professionally.

- People are usually judged first by their appearance, which is why it is important to be well groomed. As a Junior Software Developer there are a lot of parameters to take care of.
- Compliance with organisations safety policies is the responsibility of every employee. A Junior Software Developer would be usually trained in compliance related matters by the company appointer specialist or his supervisor.

- Explain 📑

- How to manage work requirements?
- Explain organizational procedures and policies.
- Explain time management.

Activity 🖉

- Take the print out of the worksheets on the next page and distribute the worksheets to the class
- Ask class to perform the activity genuinely.

Work Sheet

Prioritizing and Analyzing

Think about the activities you do every week. Complete the two worksheets listed below by filling in your activities in the appropriate columns. At the same time, you are prioritizing your activities and filling in the first worksheet, consider and answer the questions on the second exercise.

Prioritizing Worksheet

Daily Required	Periodic & Required	Variable & Required	Recommended	Planning/ Reflection	Unplanned/ Emergency

Self-Analysis

Answer the following questions to help you understand your own likes and dislikes as you set your priorities. Ask yourself the following questions, and then answer them honestly.

- 1. What do you think are your most important tasks and responsibilities?
- 2. List the things you should do everyday. Circle the things you really do everyday.
- 3. What things do you really enjoy doing? Why?
- 4. What things do you really hate to do? Why?
- 5. What things can you be smarter about?
- 6. What things can you eliminate, reorganize, combine, simplify, or delegate?
- 7. What time of day do you work most efficiently? What location means "work" versus "play?"
- 8. How much time do you spend planning your schedule?
- 9. What distracts you? What helps you concentrate?
- 10. What order do you choose to do things do you complete the tasks you dislike first, or do you postpone them? Would reversing this pattern help you to manage your time?
- 11. What personal signs and signals tell you that your schedule and projects are getting out of control?
- 12. How do you handle interruptions?

- Exercise 📝

1. Why is following a code of conduct important for a CCE?

Solution:

- Code of conduct is a central guide and reference for employees in supporting day-to-day decision making
- Everyone observes the way you conduct yourself, how you dress, your grooming etc & helps in earning respect of your peers
- Code of conduct helps in eliminating workplace errors
- 2. Write down some measures for respecting the workplace resources

Solution:

- log out and shut down the computer every day to save power
- Keep your workstation neat and tidy & use the keyboard and the mouse carefully
- Always take proper physical care of the equipment at your disposal
- Do not use the processor as a foot rest
- Properly dispose secure information
- Ensure that all the paperwork of the whole day is stacked nicely before leaving the office
- 3. What are your time robbers?

Solution: Time robbers are those activities which create interruption at the workplace. These activities create a deviation from the objectives which needs to be achieved.

Time Robbers could be:

- Poor personal planning and scheduling
- Interruptions by people
- Poor delegation
- Poor use of the media: Telephone, Mobile, e-mail, and fax etc.
- Reading junk mail
- Lack of concern for good time management
- Lack of clear priorities
- 4. What will you do to plan and organise effectively

Solution:

- Analyse data and activities The Junior Software Developer should analyse all the work related data and activities involved for maintaining records
- **Goal setting** It is very important to organize work by setting the required goals and manage the time. Further, all the targets set according to these goals should be time driven
- **Time Management** Time management is about effective scheduling of time, goal setting, prioritising and choosing what to do and what not to do
- 5. List down your activities for a day. Then arrange them on the basis of their priority. Identify what is important and what is not so urgent

Solution: This matrix will help to plan and organize your targets and your schedule to help you meet the company's expectation.

This matrix helps you understand:

- 1. What should be done?
- 2. What should be planned?
- 3. What should be resisted?
- 4. What should be rejected?

The Urgent and the important tasks	The Non-Urgent but important tasks
DO NOW	PLAN TO DO THEM
Emergencies, complaints and crisis issues Demands from seniors Planned tasks or project work now due Meetings with superiors/ colleagues	Planning, preparation Scheduling Designing, testing, Thinking, creating, modelling the data

The Non-Important but Urgent tasks	The Non-Important and Non-Urgent tasks
REJECT AND EXPLAIN	RESIST AND CEASE
	Comfort activities Computer games, net surfing Excessive cigarette breaks Personal Chat, gossips, social communications Communications Reading irrelevant and useless material

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







IT - ITeS SSC

6. Work Effectively with Colleagues

Unit 6.1 – Team Work and Communication



Key Learning Outcomes

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

- 1. Explain how to work effectively in a team
- 2. Explain how to communicate clearly, concisely and accurately with colleagues

UNIT 6.1: Team Work and Communication

- Unit Objectives 🎯

At the end of the unit, you will be able to make the students understand:

- 1. Explain how to work effectively in a team
- 2. Explain how to communicate clearly, concisely and accurately with colleagues

-Resources to be used 🖉

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do | ~

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about Team Work and Communication.

Ask 🔍

- Give participants an overview of the unit and its structure.
- Ask participants what they know about working effectively in a team.
- Ask participants about the professional skills.

Say 뎗

- A Junior Software Developer is not only an individual contributor; he is also a team player.
- Being a good team player is crucial for the role. Every day you will come across situations where you will require the co-operation of your team members. A good teamwork will be the key to your success.
- Decision making helps you to prioritise your work and deliver work efficiently and in time. It helps you decide which task to go for first and deciding its importance.

Explain 🦞

- What is the purpose of keeping others updated with the progress of your work?
- How to communicate effectively with colleagues.

Activity

Objective: To allow participants to get to know and appreciate one another better, through discovering both common and unique interests and experiences. To help level the playing field within a group through making human connections that aren't related to either organizational or power structures. To help people begin to be more comfortable talking and listening with one another.

Time Required: Each person will take about 3-5 minutes

Instructions:

- 1. Tell participants that they must introduce themselves to the group, coming up with two true statements/facts about themselves and one lie.
- 2. Ask for a volunteer to start with their two truths and a lie have them share all three with the group.
- 3. Whoever guesses the correct lie, will go next.
- 4. Some participants may want to expand on their truth statements, depending upon how elaborate they are!

Exercise 📝

1. Describe how seeking guidance from your team can help growth of the team?

Solution:

- Seeking guidance from teams helps in understanding team dynamics & work culture
- It gives an insight about team members workload & setting up of deadlines
- Taking guidance from right people helps in completing the task on time and also help in improving the quality of work done
- 2. Explain the following terms:

Solution:

- Collaboration Collaboration in the workplace is when two or more people (often groups) work together through idea sharing and thinking to accomplish a common goal. It is simply teamwork taken to a higher level. Teamwork is often a physical joining of two people or a group to accomplish a task.
- Cooperation Cooperation or co-operation, refers to the practice of people or greater entities working in common with commonly agreed upon goals and possibly methods, instead of working separately in competition.
- Team A team is a group of individuals working together to achieve a goal. Teams normally have members with complementary skills and generate synergy through a coordinated effort. Team members
 - » operate with a high degree of interdependence
 - » share authority and responsibility for self-management
 - » are accountable for the collective performance
 - » work toward a common goal and shared rewards(s).

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







IT - ITeS SSC

7. Maintain a Healthy, Safe and Secure Working Environment

Unit 7.1 – Hazards at Workplace Unit 7.2 – Dealing with Emergencies



Key Learning Outcomes

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

- 1. Discuss how to deal with occupational hazards.
- 2. Explain what is an emergency evacuation.
- 3. Discuss the evacuation procedure.

UNIT 7.1: Hazards at Workplace

- Unit Objectives 🎯

At the end of the unit, you will be able to make the students understand:

1. Discuss how to deal with occupational hazards

- Resources to be used 🖉

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do 🗸

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about hazards at workplace.

Ask ask

- Give participants an overview of the unit and its structure.
- How to recognize physical hazards.
- Ask participants how to deal with occupational hazards.
- What are the norms and services of government agencies?

Say 痛

- The organization can face some health hazard that could put the lives of the employees in danger. Hazards can be of different types depending on the industry and the environment in which the employees work.
- Occupational hazards are problems that a worker faces due to his or her occupation. For users who habitually
 use display screen equipment as a significant part of their work, have come across certain occupational
 hazards. These lead to health problems like repetitive strain injury, eye strain, back pain and stress.

- Norms and Services of the Government Agencies include:
 - » Wiring required for the generator backup and for connecting the various devices used for enrolment neatly organized.
 - » Power generator kept sufficiently away from the enrolment stations.
 - » Local Emergency Help numbers available at the centre and are Operators aware of them. All the electrical equipment are properly earthed.

Explain

- What is the checklist for workstation?
- What is the checklist for work environment?

Activity

- Ask the students to make pairs. To complete the following activity.
- Take the printout of the worksheet given in next page and distribute it to the class.
- Give participants enough time to complete the task.
- Once the participants are done with the worksheet, discuss their answers in the class.

Work Sheet

WORKPLACE SA	LOOK! What is the hazard ?	THINK! Can the hazard harm someone?	DO! OHS strategy?
2.			

5. HAZARD/ ACCIDENT	LOOK! What is the hazard ?	THINK! Can the hazard harm someone?	DO! OHS strategy?	
Prove Prove				
6.				
C ()				
R.				
8. A	_			
3				
9.				

- Exercise 📝

- 1. Your back has been hurting due to a bad backrest of your chair. What do you do?
 - a) Complain about it to everyone you meet
 - b) Write an email to your TI telling them how inefficient they are
 - c) Join yoga classes
 - d) Ask your TI to change your chair and stretch your back as much as possible during work hours
- 2. You have developed glasses due to prolonged use of the computer. You have a bad habit of sitting too close to the screen. What do you do now?
 - a) Resign and tell your TL that It is his or her fault
 - b) Cry about it. Nothing more you can do Li
 - c) Develop a healthier habit of maintaining safe distance from the screen
 - d) Continue to sit close to the screen. It is a sign of being intelligent to have glasses

- 3. What kind of keyboard should you use?
 - a) A modern, brand new keyboard
 - b) Old, second-hand keyboard
 - c) One that allows you to work comfortably and alter your position
 - d) The one that your TL is using

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.

UNIT 7.2: Dealing with Emergencies

- Unit Objectives 🎯

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

- 1. Explain what is an emergency evacuation
- 2. Demonstrate the evacuation procedure

-Resources to be used 🧬

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

– Do |~

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn how to deal with emergencies.

Ask (ask)

- Give participants an overview of the unit and its structure.
- Ask participants what they know about the emergencies at workplace.
- Ask participants what to do when the person is in shock and fainting.
- Ask participants about the fracture and dislocation.

Say 뎗

- Every organization has an evacuation procedure. Every organization also has an assembly point, within the
 organization compound or outside it, where all employees are expected to gather in case of an emergency
 evacuation.
- If a team member does not reach the safe area on time, the team leader is responsible his or her team member's safety.

- A person suffers from shock when the circulatory system fails and insufficient amount of oxygen reaches the tissues. If it is not treated quickly, vital organs can fail that ultimately cause death. Shock is made worse by fear and pain.
- A fracture is a break or crack in the continuity of the bone.
- A dislocation is the displacement of one or more bones at a joint. It usually occurs in the shoulders, elbow, thumb, fingers and the lower jaw.

Explain

- How to deal with Medical Emergencies.
- What is the procedure to assist someone who is bleeding?
- How to assist someone who is suffering from strain or sprain?
- What are the early warning signs of an Asthma Attack?
- What precautions should be taken while assisting someone with a nose bleed?

- Exercise 📝

- 1. Unfortunately, a fire broke in your company and everyone is running to the safe area. You were outside the building. What will you do?
 - a) You will run away without informing anyone.
 - b) You will go to the safe area too.
 - c) You will wait for someone to call you and tell you about it.
 - d) You will stand there watching because it doesn't impact you.
- 2. Names are being called out at the safe area by your TL. You realize one of your friend from another team is still in the building but your TI doesn1t know because he is not from your team. What will you do?

a) You will inform your TL

- b) You will run into the building like a hero.
- c) You will call your friend and ask him to come out.
- d) You will wait.
- 3. An assembly point is:
 - a) A place where office supplies are kept
 - b) A place where people come to gossip
 - c) A place where you assemble during emergency evacuation
 - d) The best place in the office
- 4. First aid for bleeding includes:
 - a) Appling direct pressure to the wound with a direct pressure bandage.
 - b) Elevating the wound to slow the bleeding.

c) When necessary, applying additional pressure to help reduce bleeding.

d) All of the above

- 5. What is the first thing you should do when you notice someone who may be suffering from a medical emergency?
 - a) Run away. You do not want to be blamed for it.
 - b) Take charge of the situation and assist the person in need.
 - c) Gather everyone and gossip about it.
 - d) Call your TL. This looks like his job.
- 6. What does R.I.C.E stand for?
 - a) Rest, Ice, Compression, Elevation
 - b) Rejoice, Idealise, Concentrate, Encourage
 - c) Rest, Ice, Compression, Exercise
 - d) Rest, Ice, Call, Elevate

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







IT - ITeS SSC

8. Data and Information Management

Unit 8.1 – Provide Data/Information in Standard Formats



Key Learning Outcomes

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

- 1. Explain the importance of providing qualitative and quantitative data
- 2. Use standard format templates for data/information documentation
- 3. Explain the organisation's procedures and guidelines for data/information entry
- 4. Recognise and adhere to company's policies and procedure for information sharing
- 5. Collect and validate data/information using company specific norms
- 6. Use organisational procedures for updating data in appropriate formats
- 7. Use CRM Database to extract, record and share information
- 8. Recognize the work-scope and time-scales and how to use them to collect and present relevant data

UNIT 8.1: Provide Data/Information in Standard Formats

- Unit Objectives 🧭

At the end of the unit, you will be able to make the students understand:

- 1. Explain the importance of providing qualitative and quantitative data
- 2. Use standard format templates for data/information documentation
- 3. Explain the organisation's procedures and guidelines for data/information entry
- 4. Recognise and adhere to company's policies and procedure for information sharing
- 5. Collect and validate data/information using company specific norms
- 6. Use organisational procedures for updating data in appropriate formats
- 7. Use CRM Database to extract, record and share information
- 8. Recognize the work-scope and time-scales and how to use them to collect and present relevant data

Resources to be used @

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

- Do |

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn how to provide information in standard format.

- Ask 📾

- Give participants an overview of the unit and its structure.
- Ask participants about the performance criteria for Junior Software Developer.

Say 뎗

- To be competent, a Junior Software Developer must be able to execute the following tasks as per the requirements and standards of the organization.
- One of JSD's important tasks is about providing specified both qualitative and quantitative data/information
 related to his work in templates or standard formats to appropriate people like his line manager, members of
 his own work group and people in other work groups in his organization and subject matter experts.
- A Junior Software Developer should strive to fully know and understand the organization's procedures and guidelines for providing data/information in standard formats. He must be aware of the bigger picture and the role he plays in the entire framework of his organization's work.
- The Junior Software Developer should be versatile with the organization's CRM database software and its
 various workflows and processes. Only then, he would be able to record the correct information and retrieve
 the relevant data as and when required by his line managers or people from other work groups who might
 want them for making business decisions based on the information logged and maintained in the CRM
 database.

Explain 🖤

- How to insert the data/information into the agreed formats?
- How to obtain the data/information from reliable sources?

Notes for Facilitation 📋 -

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







IT - ITeS SSC

9. Develop your Knowledge, Skills and Competency

Unit 9.1 – Learning and Self-Development



Key Learning Outcomes

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

- 1. Identify knowledge, skills and abilities needed for an area of work / job role
- 2. Explain how to perform a training needs analysis
- 3. Plan a learning and development program with the help of appropriate stakeholders
- 4. Apply learned skills at the workplace under supervision
- 5. Recognize how to obtain valid feedback and develop a plan of action based on it
- 6. Explain organisation's guidelines as related to learning and development programs
- 7. Use and maintain learning and development logs for continuous improvement

UNIT 9.1: Learning and Self-Development

- Unit Objectives 🎯

At the end of the unit, you will be able to make the students understand:

- 1. Identify knowledge, skills and abilities needed for an area of work / job role
- 2. Explain how to perform a training needs analysis
- 3. Plan a learning and development program with the help of appropriate stakeholders
- 4. Apply learned skills at the workplace under supervision
- 5. Recognize how to obtain valid feedback and develop a plan of action based on it
- 6. Explain organisation's guidelines as related to learning and development programs
- 7. Use and maintain learning and development logs for continuous improvement

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they are going to learn about Self Development.

Ask 🔍

- Give participants an overview of the unit and its structure.
- Ask participants about the Knowledge, Skill and Competences.

Say 🔓

- Your knowledge, skills and competencies provide much needed positive attitude and practical behaviour at the work place. Developing these areas will ensure an up-to-date description of what is needed for the job.
- In order to become more effective at work, one has to truly analyse one's job role and identify the skills one needs in particular to complete his/her tasks effectively.
- The company invests a lot of time and resources in developing your knowledge, skills and competence. Understanding this will help you undertake the training better. Being aware of the fact that this training is important goes a long way in making you a successful worker in the organisation.
- Obtaining feedback on work performance and identifying areas of improvement will help you address those much needed areas where you need to work up.
- Knowing how to use feedback is the most vital step in your career development. It can use feedback to record, plan and review your relevant work activities.

Explain 🖤

- How to identify accurately the knowledge and skills you need for your job role?
- How to apply your new knowledge and skills in the workplace, under supervision?

Activity 🔊

Take a printout of the following given worksheet and distribute it to the whole class.

Once the class is done with the worksheet, discuss their answers in the class

Work Sheet

IDENTIFYING YOUR STRENGTHS WORKSHEET

Instructions: Rate yourself in the following areas by placing a check in corresponding box

1 = not a strength; 2 = developing; 3 = satisfactory; 4 = high; 5 = highest

How well d	1	2	3	4	5
Analytical		1.1			
Artistic					
Budgeting					
Building					
Collaborating					
Computer					
Counseling			1		
Creative					
Critical Thinking					
Customer Service			1		
Decision Making				1	1
Delegating					
Editing		1			
Financial		1	1		
Helping					
Interpersonal					
Investigating		-			
Judgment		-			
Leadership					
Listening					
Management					
Negotiating					
Organizing					
Planning					
Presenting					
Prioritizing					
Problem-solving					
Quick-learner					1.0
Researching			1		
Selling					_
Scheduling	_				
Speaking					
Supervising					
Teaching					
Teamwork					
Time Mgt.	1				
Tenining					

Training

How well d	1	2	3	4	5
Adaptive					
Ambitious					
Confident	1	1			
Conscientious				1	
Creative					
Cooperative			1		
Compassionate					
Dedicated					
Dependable					
Determined	1	1	0.00		
Detail-oriented			-		
Diplomatic		-	-	1	
Efficient	100	2.5	1000	1	
Energetic	-				
Ethical					
Flexible		-		-	
Friendly		1.0	-		
Hard-working				1	
Innovative					
Loyal		1			
Optimistic					
Organized					
Passionate			P		
Patient	11-1			17-2	
Persistent					-
Practical		-	-		
Precise			1	1	
Professional	1	-	-		
Reliable			-		
Resilient				1	
Resourceful			1		
Responsible		-			
Self-starting				-	
Sincere					
Tenacious					-
Versatile	1				
Willing to learn	1				

Marketing Your Strengths to Prospective Employers Workshe	et
FGCU Career Development Services	

After you have completed the "Identifying Your Strengths Worksheet" – for those strengths that you rated yourself a 5, select five strengths from the Skills side and five from the Personal Qualities side that you feel best describe you. Ask people that know you well for their feedback if you have trouble deciding which those are. List each strength below, and then write down two examples of how you have demonstrated it. Since you are using this tool to prepare yourself for the job search process, examples that relate to employment, internships, or school experiences are preferable. Volunteer and extracurricular experiences are acceptable too.

Strength:	
Example #1	
Example #2	
Strength:	
Example #1	
Example #2	
Strength:	
Example #1	
Example #2	
Strength:	
Example #1	
Example #2	
Strength:	
Example #1	
Example #2	
Strength:	
Example #1	
Example #2	
Strength:	
Example #1	
Example #2	

Notes for Facilitation

- Read through the participant manual (PM) and summary reports.
- Think through and discuss with students how you would like the process to go and the outcomes. You would like to achieve from the program– setting a personal vision for the effort.
- Discuss the practical attributes of Domestic Biometric Data Operator in IT-ITeS sector.
- Provide feedback to the group as a whole as to its performance.
- Help participants to complete all the tasks included in the participant manual.
- Assist 'weaker' participants by rephrasing their arguments for them.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Appreciate students for their participation.







Transforming the skill landscape



10. Employability and Entrepreneurship Skills

- Unit 10.1 Personal Strengths & Value Systems
- Unit 10.2 Digital Literacy: A Recap
- Unit 10.3 Money Matters
- Unit 10.4 Preparing for Employment & Self Employment
- Unit 10.5 Understanding Entrepreneurship
- Unit 10.6 Preparing to be an Entrepreneur



Key Learning Outcomes

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

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

- 33. Identify the basic parts of a keyboard
- 34. Recall basic computer terminology
- 35. Recall basic computer terminology
- 36. Recall the functions of basic computer keys
- 37. Discuss the main applications of MS Office
- 38. Discuss the benefits of Microsoft Outlook
- 39. Discuss the different types of e-commerce
- 40. List the benefits of e-commerce for retailers and customers
- 41. Discuss how the Digital India campaign will help boost e-commerce in India
- 42. Explain how you will sell a product or service on an e-commerce platform
- 43. Discuss the importance of saving money
- 44. Discuss the benefits of saving money
- 45. Discuss the main types of bank accounts
- 46. Describe the process of opening a bank account
- 47. Differentiate between fixed and variable costs
- 48. Describe the main types of investment options
- 49. Describe the different types of insurance products
- 50. Describe the different types of taxes
- 51. Discuss the uses of online banking
- 52. Discuss the main types of electronic funds transfers
- 53. Discuss the steps to prepare for an interview
- 54. Discuss the steps to create an effective Resume
- 55. Discuss the most frequently asked interview questions
- 56. Discuss how to answer the most frequently asked interview questions
- 57. Discuss basic workplace terminology
- 58. Discuss the concept of entrepreneurship
- 59. Discuss the importance of entrepreneurship
- 60. Describe the characteristics of an entrepreneur
- 61. Describe the different types of enterprises
- 62. List the qualities of an effective leader
- 63. Discuss the benefits of effective leadership
- 64. List the traits of an effective team
- 65. Discuss the importance of listening effectively
- 66. Discuss how to listen effectively
- 67. Discuss the importance of speaking effectively

- 68. Discuss how to speak effectively
- 69. Discuss how to solve problems
- 70. List important problem solving traits
- 71. Discuss ways to assess problem solving skills
- 72. Discuss the importance of negotiation
- 73. Discuss how to negotiate
- 74. Discuss how to identify new business opportunities
- 75. Discuss how to identify business opportunities within your business
- 76. Understand the meaning of entrepreneur
- 77. Describe the different types of entrepreneurs
- 78. List the characteristics of entrepreneurs
- 79. Recall entrepreneur success stories
- 80. Discuss the entrepreneurial process
- 81. Describe the entrepreneurship ecosystem
- 82. Discuss the government's role in the entrepreneurship ecosystem
- 83. Discuss the current entrepreneurship ecosystem in India
- 84. Understand the purpose of the Make in India campaign
- 85. Discuss the relationship between entrepreneurship and risk appetite
- 86. Discuss the relationship between entrepreneurship and resilience
- 87. Describe the characteristics of a resilient entrepreneur
- 88. Discuss how to deal with failure
- 89. Discuss how market research is carried out
- 90. Describe the 4 Ps of marketing
- 91. Discuss the importance of idea generation
- 92. Recall basic business terminology
- 93. Discuss the need for CRM
- 94. Discuss the benefits of CRM
- 95. Discuss the need for networking
- 96. Discuss the benefits of networking
- 97. Understand the importance of setting goals
- 98. Differentiate between short-term, medium-term and long-term goals
- 99. Discuss how to write a business plan
- 100. Explain the financial planning process
- 101. Discuss ways to manage your risk
- 102. Describe the procedure and formalities for applying for bank finance

UNIT 10.1: Personal Strengths & Value Systems

Unit Objectives 🞯

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

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

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Personal Strengths and value systems.

Say 뎗

• Tell the participants about the Health, Habits and Hygiene. What is Health? As per the World Health Organization (WHO), health is a "State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."

- Elaborate 🎑

Explain – This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough. You also need to think about whether you are feeling calm, relaxed and happy.

Common Health Issues

Some common health issues are:

- Allergies
- Asthma
- Skin Disorders
- Depression and Anxiety
- Diabetes
- Cough, Cold, Sore Throat
- Difficulty Sleeping
- Obesity

Say 뎗

• Give participants some tips to prevent health issues.

Elaborate

Explain – Taking measures to prevent ill health is always better than curing a disease or sickness. You can stay healthy by:

- Eating healthy foods like fruits, vegetables and nuts
- Cutting back on unhealthy and sugary foods
- Drinking enough water everyday
- Not smoking or drinking alcohol
- Exercising for at least 30 minutes a day, 4-5 times a week
- Taking vaccinations when required
- Practicing yoga exercises and meditation

How many of these health standards do you follow? Tick the ones that apply to you.

- Get minimum 7-8 hours of sleep every night.
- Avoid checking email first thing in the morning and right before you go to bed at night.
- Don't skip meals eat regular meals at correct meal times.
- Read a little bit every single day.
- Eat more home cooked food than junk food
- Stand more than you sit.
- Drink a glass of water first thing in the morning and have at least 8 glasses of water through the day.
- Go to the doctor and dentist for regular checkups.
- Exercise for 30 minutes at least 5 days a week.
- Avoid consuming lots of aerated beverages.

Say 痛

• Tell the participants what is hygiene. As per the World Health Organization (WHO), "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases." In other words, hygiene means ensuring that you do whatever is required to keep your surroundings clean, so that you reduce the chances of spreading germs and diseases.

- Elaborate 🌆

Explain – For instance, think about the kitchen in your home. Good hygiene means ensuring that the kitchen is always spick and span, the food is put away, dishes are washed and dustbins are not overflowing with garbage. Doing all this will reduce the chances of attracting pests like rats or cockroaches, and prevent the growth of fungus and other bacteria, which could spread disease.

How many of these health standards do you follow? Tick the ones that apply to you.

- Have a bath or shower every day with soap and wash your hair with shampoo 2-3 times a week.
- Wear a fresh pair of clean undergarments every day.
- Brush your teeth in the morning and before going to bed.
- Cut your fingernails and toenails regularly.
- Wash your hands with soap after going to the toilet.
- Use an anti-perspirant deodorant on your underarms if you sweat a lot.
- Wash your hands with soap before cooking or eating.
- Stay home when you are sick, so other people don't catch what you have.
- Wash dirty clothes with laundry soap before wearing them again.
- Cover your nose with a tissue/your hand when coughing or sneezing.

See how healthy and hygienic you are, by giving yourself 1 point for every ticked statement! Then take a look at what your score means.

Your Score

- 0-7/20: You need to work a lot harder to stay fit and fine! Make it a point to practice good habits daily and see how much better you feel!
- 7-14/20: Not bad, but there is scope for improvement! Try and add a few more good habits to your daily routine.
- 14-20/20: Great job! Keep up the good work! Your body and mind thank you.

Say 뎗

- Tell the participants about the Swatch Bharat Abhiyan. The 'Swachh Bharat Abhiyan' (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in doing exactly this. The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India. You should take the pledge too, and do everything possible to keep our country clean!
- Also tell the participants about the habits.

- Elaborate 🧌

Explain – A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits. Keep in mind the phrase by John Dryden: "We first make our habits, and then our habits make us." This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits.

Some good habits that you should make part of your daily routine are:

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Smiling! Make it a habit to smile as often as possible
- Making time for family and friends
- Going to bed early and waking up early

Some bad habits that you should quit immediately are:

- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food
- Smoking, drinking alcohol and doing drugs
- Spending more money than you can afford
- Worrying about unimportant issues
- Staying up late and waking up late

Do 🗸

Give participants some safety tips to design a safe workplace. Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Use ergonomically designed furniture and equipment to avoid stooping and twisting
- Provide mechanical aids to avoid lifting or carrying heavy objects
- Have protective equipment on hand for hazardous jobs
- Designate emergency exits and ensure they are easily accessible
- Set down health codes and ensure they are implemented
- Follow the practice of regular safety inspections in and around the workplace
- Ensure regular building inspections are conducted
- Get expert advice on workplace safety and follow it

Say 뎗

• Tell the participants about the Negotiable Employee Safety Habits.

- Elaborate і

Tell them – Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Immediately report unsafe conditions to a supervisor
- Recognize and report safety hazards that could lead to slips, trips and falls
- Report all injuries and accidents to a supervisor
- Wear the correct protective equipment when required
- Learn how to correctly use equipment provided for safety purposes
- Be aware of and avoid actions that could endanger other people
- Take rest breaks during the day and some time off from work during the week

Say 痛

- Tell the participants about the Self Analysis. To truly achieve your full potential, you need to take a deep look
 inside yourself and find out what kind of person you really are. This attempt to understand your personality is
 known as self-analysis. Assessing yourself in this manner will help you grow, and will also help you to identify
 areas within yourself that need to be further developed, changed or eliminated.
- Tell the participants about the motivation. Very simply put, motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by many, many different things. We can understand this better by looking at Maslow's Hierarchy of Needs.
- Also tell the participants about the Maslow's Hierarchy of needs.

- Elaborate 🛛

Tell them – Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self- actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs. These needs are usually shown as a pyramid with five levels and are known as Maslow's Hierarchy of Needs.

As you can see from the pyramid, the lowest level depicts the most basic needs. Maslow believed that our behaviour is motivated by our basic needs, until those needs are met. Once they are fulfilled, we move to the next level and are motived by the next level of needs. Let's understand this better with an example:

"Rupa comes from a very poor family. She never has enough food, water, warmth or rest. According to Maslow, until Rupa is sure that she will get these basic needs, she will not even think about the next level of needs – her safety needs. But, once Rupa is confident that her basic needs will be met, she will move to the next level, and her behaviour will then be motivated by her need for security and safety. Once these new needs are met, Rupa will once again move to the next level, and be motivated by her need for relationships and friends. Once this need is satisfied, Rupa will then focus on the fourth level of needs – her esteem needs, after which she will move up to the fifth and last level of needs – the desire to achieve her full potential."

Say 痛

• Tell the participants about the Achievements Motivation. We now know that people are motivated by basic, psychological and self-fulfillment needs. However, certain people are also motivated by the achievement of highly challenging accomplishments. This is known as Achievement Motivation, or 'need for achievement'.

Elaborate 🥘

Tell them – The level of motivation achievement in a person differs from individual to individual. It is important that entrepreneurs have a high level of achievement motivation – a deep desire to accomplish something important and unique. It is equally important that they hire people who are also highly motivated by challenges and success.

Characteristics of Entrepreneurs with Achievement Motivation

- Entrepreneurs with achievement motivation can be described as follows:
- Unafraid to take risks for personal accomplishment
- Love being challenged Future-oriented Flexible and adaptive
- Value negative feedback more than positive feedback
- Very persistent when it comes to achieving goals
- Extremely courageous
- Highly creative and innovative
- Restless constantly looking to achieve more
- Feel personally responsible for solving problems

Think about it:

- How many of these traits do you have?
- Can you think of entrepreneurs who display these traits?

Say 痛

• Tell the participants how to cultivate a positive attitude. The good news is attitude is a choice. So it is possible to improve, control and change our attitude, if we decide we want to!

Elaborate

Tell them – The following tips help foster a positive mindset:

- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what's good in yourself, in your life, and in others
- Stop thinking of yourself as a victim and start being proactive
- Imagine yourself succeeding and achieving your goals

Say 痛

• Tell the participants about the attitude. Now that we understand why motivation is so important for selfanalysis, let's look at the role our attitude plays in better understanding ourselves. Attitude can be described as your tendency (positive or negative), to think and feel about someone or something

Elaborate

Tell them – Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words:

"The only disability in life is a bad attitude."

When you start a business, you are sure to encounter a wide variety of emotions, from difficult times and failures to good times and successes. Your attitude is what will see you through the tough times and guide you towards success. Attitude is also infectious. It affects everyone around you, from your customers to your employees to your investors. A positive attitude helps build confidence in the workplace while a negative attitude is likely to result in the demotivation of your people.

Say 뎗

• Tell the participants about the Honesty and Work Ethics. Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust.

Elaborate

Tell them – A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct. Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

Say 痛

• Tell the participants about the Qualities of Honesty People.

Elaborate

Tell them – Honest individuals have certain distinct characteristics. Some common qualities among honest people are:

- They don't worry about what others think of them. They believe in being themselves they don't bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won't think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are think skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.

They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

- **Honesty and employees:** When entrepreneurs build honest relationships with their employees, it leads to more transparency in the workplace, which results in higher work performance and better results.
- Honesty and investors: For entrepreneurs, being honest with investors means not only sharing strengths but also candidly disclosing current and potential weaknesses, problem areas and solution strategies. Keep

in mind that investors have a lot of experience with startups and are aware that all new companies have problems. Claiming that everything is perfectly fine and running smoothly is a red flag for most investors.

Honesty with oneself: The consequences of being dishonest with oneself can lead to dire results, especially
in the case of entrepreneurs. For entrepreneurs to succeed, it is critical that they remain realistic about their
situation at all times, and accurately judge every aspect of their enterprise for what it truly is.

What are Work Ethics?

Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing. Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company's employee handbook.

Say 뎗

Tell the participants about the Elements of Work Ethics.

Elaborate

Tell them – An entrepreneur must display strong work ethics, as well as hire only those individuals who believe in and display the same level of ethical behavior in the workplace. Some elements of a strong work ethic are:

- **Professionalism:** This involves everything from how you present yourself in a corporate setting to the manner in which you treat others in the workplace.
- **Respectfulness:** This means remaining poised and diplomatic regardless of how stressful or volatile a situation is.
- **Dependability:** This means always keeping your word, whether it's arriving on time for a meeting or delivering work on time.
- **Dedication:** This means refusing to quit until the designated work is done, and completing the work at the highest possible level of excellence.
- **Determination:** This means embracing obstacles as challenges rather than letting them stop you, and pushing ahead with purpose and resilience to get the desired results.
- Accountability: This means taking responsibility for your actions and the consequences of your actions, and not making excuses for your mistakes.
- Humility: This means acknowledging everyone's efforts and had work, and sharing the credit for accomplishments.

Say 痛

• Tell the participants how to foster a good work ethic. As an entrepreneur, it is important that you clearly define the kind of behavior that you expect from each and every team member in the workplace.

Elaborate

Tell them – You should make it clear that you expect employees to display positive work ethics like:

- Honesty: All work assigned to a person should be done with complete honesty, without any deceit or lies.
- Good attitude: All team members should be optimistic, energetic, and positive.
- **Reliability:** Employees should show up where they are supposed to be, when they are supposed to be there.
- **Good work habits:** Employees should always be well groomed, never use inappropriate language, conduct themselves professionally at all times, etc.
- Initiative: Doing the bare minimum is not enough. Every team member needs to be proactive and show initiative.
- **Trustworthiness:** Trust is non-negotiable. If an employee cannot be trusted, it's time to let that employee go.
- **Respect:** Employees need to respect the company, the law, their work, their colleagues and themselves.
- Integrity: Each and every team member should be completely ethical and must display above board behaviour at all times.
- Efficiency: Efficient employees help a company grow while inefficient employees result in a waste of time and resources.

Say 뎗

• Tell the participants about the creativity and innovation.

- Elaborate 📗

What is Creativity?

Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

Characteristics of Highly Creative People

Some characteristics of creative people are:

- They are imaginative and playful
- They see issues from different angles
- They notice small details
- They have very little tolerance for boredom
- They detest rules and routine
- They love to daydream
- They are very curious

What is Innovation?

There are many different definitions of innovation. In simple terms, innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

Characteristics of Highly Innovative People

Some characteristics of highly innovative people are:

- They embrace doing things differently
- They don't believe in taking shortcuts
- They are not afraid to be unconventional
- They are highly proactive and persistent
- They are organized, cautious and risk-averse

Say 뎗

• Tell the participants about the Time Management. Time management is the process organizing your time, and deciding how to allocate your time between different activities. Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).

Elaborate

Tell them – Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations. On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.

Benefits of Time Management

Time management can lead to huge benefits like:

• Greater productivity

- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:

- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

Do

Discuss with the participants about the Traits of effective Time Managers. Some traits of effective time managers are:

- They begin projects early They set daily objectives
- They modify plans if required, to achieve better results
- They are flexible and open-minded
- They inform people in advance if their help will be required
- They know how to say no
- They break tasks into steps with specific deadlines
- They continually review long term goals
- They think of alternate solutions if and when required
- They ask for help when required They create backup plans

Say 뎗

• Tell the participants about the effective time management techniques.

Elaborate 🦉

Tell them – You can manage your time better by putting into practice certain time management techniques. Some helpful tips are:

- Plan out your day as well as plan for interruptions. Give yourself at least 30 minutes to figure out your time plan. In your plan, schedule some time for interruptions.
- Put up a "Do Not Disturb" sign when you absolutely have to complete a certain amount of work.
- Close your mind to all distractions. Train yourself to ignore ringing phones, don't reply to chat messages and disconnect from social media sites.
- Delegate your work. This will not only help your work get done faster, but will also show you the unique skills and abilities of those around you.
- Stop procrastinating. Remind yourself that procrastination typically arises due to the fear of failure or the belief that you cannot do things as perfectly as you wish to do them.
- Prioritize. List each task to be completed in order of its urgency or importance level. Then focus on completing each task, one by one.
- Maintain a log of your work activities. Analyze the log to help you understand how efficient you are, and how much time is wasted every day.
- Create time management goals to reduce time wastage.

Say 痛

• Now tell the participants about the Anger Management.

Elaborate

Tell them – Anger management is the process of:

- Learning to recognize the signs that you, or someone else, is becoming angry
- Taking the best course of action to calm down the situation in a positive way Anger management does not mean suppressing anger.

Importance of Anger Management

Anger is a perfectly normal human emotion. In fact, when managed the right way, anger can be considered a healthy emotion. However, if it is not kept in check, anger can make us act inappropriately and can lead to us saying or doing things that we will likely later regret.

Extreme anger can:

- Hurt you physically: It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.
- Hurt you mentally: It can cloud your thinking and lead to stress, depression and mental health issues.

- Hurt your career: It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.
- **Hurt your relationships:** It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

Say 痛

• Tell the participants about the Anger Management Strategies.

- Elaborate 📓

Tell them – Here are some strategies that can help you control your anger:

Strategy 1: Relaxation

Something as simple as breathing deeply and looking at relaxing images works wonders in calming down angry feelings. Try this simple breathing exercise:

- Take a deep breath from your diaphragm (don't breathe from your chest)
- Visualize your breath coming up from your stomach
- Keep repeating a calming word like 'relax' or 'take it easy' (remember to keep breathing deeply while repeating the word)
- Picture a relaxing moment (this can be from your memory or your imagination)

Follow this relaxation technique daily, especially when you realize that you're starting to feel angry.

Strategy 2: Cognitive Restructuring

Cognitive restructuring means changing the manner in which you think. Anger can make you curse, swear, exaggerate and act very dramatically. When this happens, force yourself to replace your angry thoughts with more logical ones. For instance, instead of thinking 'Everything is ruined' change your mindset and tell yourself 'It's not the end of the world and getting angry won't solve this'.

Strategy 3: Problem Solving

Getting angry about a problem that you cannot control is a perfectly natural response. Sometimes, try as you may, there may not be a solution to the difficulty you are faced with. In such cases, stop focusing on solving the problem, and instead focus on handling and facing the problem. Remind yourself that you will do your best to deal with the situation, but that you will not blame yourself if you don't get the solution you desire.

Strategy 4: Better Communication

When you're angry, it is very easy to jump to inaccurate conclusions. In this case, you need to force yourself to stop reacting, and think carefully about what you want to say, before saying it. Avoid saying the first thing that enters your head. Force yourself to listen carefully to what the other person is saying. Then think about the conversation before responding.

Strategy 5: Changing Your Environment

If you find that your environment is the cause of your anger, try and give yourself a break from your surroundings. Make an active decision to schedule some personal time for yourself, especially on days that are very hectic and stressful. Having even a brief amount of quiet or alone time is sure to help calm you down.



• Tell the participants about the Stress Management. We say we are 'stressed' when we feel overloaded and unsure of our ability to deal with the pressures placed on us. Anything that challenges or threatens our well-being can be defined as a stress.

Elaborate

Tell them – It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

Causes of Stress

Stress can be caused by internal and external factors.

Internal causes of stress:

- Constant worry
- Rigid thinking
- Unrealistic expectations
- Pessimism
- Negative self-talk
- All in or all out attitude

External causes of stress:

- Major life changes
- Difficulties with relationships
- Having too much to do
- Difficulties at work or in school
- Financial difficulties
- Worrying about one's children and/or family



• Tell the participants about the Symptoms of Stress.

- Elaborate 🍥

Tell them – Stress can manifest itself in numerous ways. Take a look at the cognitive, emotional, physical and behavioral symptoms of stress.

Cognitive Symptoms	Emotional Symptoms
Memory problems	Depression
Concentration issues	Agitation
Lack of judgement	• Irritability
Pessimism	• Loneliness
Anxiety	• Anxiety
Constant worrying	• Anger
Physical Symptoms	Behavioral Symptoms
Aches and pain	Increase or decrease in appetite
Diarrhea or constipation	Over sleeping or not sleeping enough
Nausea	Withdrawing socially
Dizziness	Ignoring responsibilities
Chest pain and/or rapid heartbeat	Consumption of alcohol or cigarettes
Frequent cold or flu like feelings	Nervous habits like nail biting, pacing etc.

Do

Give participants Tips for managing Stress. The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.

- Plan your day so that you can manage your time better, with less stress.
- Say no to people and things when required.
- Schedule time to pursue your hobbies and interests.
- Ensure you get at least 7-8 hours of sleep.
- Reduce your caffeine intake.
- Increase the time spent with family and friends.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity 🔊

- Divide the class into two equal groups.
- Tell the participants they have to give a presentation on Work Ethics and Innovation.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

	Skill Practice	Time		Resources
1.	Presentation on work ethics and innovation	2 Hours	•	Charts and markers

UNIT 10.2: Digital Literacy: A Recap

Unit Objectives 🞯

At the end of the unit, students 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 basic computer terminology
- 5. Recall the functions of basic computer keys
- 6. Discuss the main applications of MS Office
- 7. Discuss the benefits of Microsoft Outlook
- 8. Discuss the different types of e-commerce
- 9. List the benefits of e-commerce for retailers and customers
- 10. Discuss how the Digital India campaign will help boost e-commerce in India
- 11. Describe how you will sell a product or service on an e-commerce platform

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Digital Literacy.



Tell the participants about the basic parts of a Computer.

- Elaborate 🚺

- Central Processing Unit (CPU): The brain of the computer. It interprets and carries out program instructions.
- Hard Drive: A device that stores large amounts of data.
- Monitor: The device that contains the computer screen where the information is visually displayed.
- **Desktop:** The first screen displayed after the operating system loads.
- **Background:** The image that fills the background of the desktop.
- Mouse: A hand-held device used to point to items on the monitor.
- **Speakers:** Devices that enable you to hear sound from the computer.
- Printer: A device that converts output from a computer into printed paper documents.
- Icon: A small picture or image that visually represents something on your computer.
- Cursor: An arrow which indicates where you are positioned on the screen.
- **Program Menu:** A list of programs on your computer that can be accessed from the Start menu.
- **Taskbar:** The horizontal bar at the bottom of the computer screen that lists applications that are currently in use.
- **Recycle Bin:** A temporary storage for deleted files.

Do

Discuss with the participants about the basic internet terms.

- The Internet: Avast, international collection of computer networks that transfers information.
- The World Wide Web: A system that lets you access information on the Internet.
- Website: A location on the World Wide Web (and Internet) that contains information about a specific topic.
- Homepage: Provides information about a website and directs you to other pages on that website.
- Link/Hyperlink: A highlighted or underlined icon, graphic, or text that takes you to another file or object.
- Web Address/URL: The address for a website.
- Address Box: A box in the browser window where you can type in a web address.

Say 🖸

- Tell the participants about the basic computer keys.
 - » Arrow Keys: Press these keys to move your cursor.
 - » Space bar: Adds a space.
 - » Enter/Return: Moves your cursor to a new line.
 - » Shift: Press this key if you want to type a capital letter or the upper symbol of a key.

- » Caps Lock: Press this key if you want all the letters you type to be capital letters. Press it again to revert back to typing lowercase letters.
- » Backspace: Deletes everything to the left of your cursor.
- Also tell the participants about the MS office and Email.

- Elaborate 🕌

Tell them – MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

Most Popular Office Products

Some of the most popular and universally used MS Office applications are:

- 1. Microsoft Word: Allows users to type text and add images to a document.
- 2. Microsoft Excel: Allows users to enter data into a spreadsheet and create calculations and graphs.
- 3. Microsoft PowerPoint: Allows users to add text, pictures and media and create slideshows and presentations.
- 4. Microsoft Outlook: Allows users to send and receive email.
- 5. Microsoft OneNote: Allows users to make drawings and notes with the feel of a pen on paper.
- 6. Microsoft Access: Allows users to store data over many tables.

Why Choose Microsoft Outlook

A popular email management choice especially in the workplace, Microsoft Outlook also includes an address book, notebook, web browser and calendar. Some major benefits of this program are:

- Integrated search function: You can use keywords to search for data across all Outlook programs.
- Enhanced security: Your email is safe from hackers, junk mail and phishing website email.
- Email syncing: Sync your mail with your calendar, contact list, notes in One Note and...your phone!
- Offline access to email: No Internet? No problem! Write emails offline and send them when you're connected again.

Say 痛

• Tell the participants about the E-Commerce. E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for "electronic commerce."

- Elaborate 🍓

Tell them – Followings are the examples of E-Commerce:

- Online shopping Online auctions
- Online ticketing
- Electronic payments
- Internet banking

Types of E-Commerce

E-commerce can be classified based on the types of participants in the transaction. The main types of e-commerce are:

- Business to Business (B2B): Both the transacting parties are businesses.
- Business to Consumer (B2C): Businesses sell electronically to end-consumers.
- Consumer to Consumer (C2C): Consumers come together to buy, sell or trade items to other consumers.
- **Consumer-to-Business (C2B):** Consumers make products or services available for purchase to companies looking for exactly those services or products.
- **Business-to-Administration (B2A):** Online transactions conducted between companies and public administration.
- Consumer-to-Administration (C2A): Online transactions conducted between individuals and public

The e-commerce business provides some benefits for retailers and customers.

Benefits for retailers:

- Establishes an online presence
- Reduces operational costs by removing overhead costs
- Increases brand awareness through the use of good keywords
- Increases sales by removing geographical and time constraints

Benefits for customers:

- Offers a wider range of choice than any physical store
- Enables goods and services to be purchased from remote locations
- Enables consumers to perform price comparisons

Do

- Discuss with the participants about the Digital India Campaign. Prime Minister Narendra Modi launched the
 Digital India campaign in 2015, with the objective of offering every citizen of India access to digital services,
 knowledge and information. The campaign aims to improve the country's online infrastructure and increase
 internet connectivity, thus boosting the e-commerce industry.
- Currently, the majority of online transactions come from tier 2 and tier 3 cities. Once the Digital India campaign is in place, the government will deliver services through mobile connectivity, which will help deliver internet

to remote corners of the country. This will help the e-commerce market to enter India's tier 4 towns and rural areas.

E-Commerce Activity

Choose a product or service that you want to sell online. Write a brief note explaining how you will use existing e-commerce platforms, or create a new e-commerce platform, to sell your product or service.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Divide the class into two equal groups.
- Tell the participants they have to demonstration the steps of opening a Bank account and on online banking.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights
 of the activity.

Skill Practice	Time	Resources	
1. Demonstrate the process of opening a bank account and	2 Hours	Charts and markers	
how to use online banking			

UNIT 10.3: Money Matters

Unit Objectives Ø

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

- 1. Discuss the importance of saving money
- 2. Discuss the benefits of saving money
- 3. Discuss the main types of bank accounts
- 4. Describe the process of opening a bank account
- 5. Differentiate between fixed and variable costs
- 6. Describe the main types of investment options
- 7. Describe the different types of insurance products
- 8. Describe the different types of taxes
- 9. Discuss the uses of online banking
- 10. Discuss the main types of electronic funds transfers

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Money Matters.

Say 뎗

• Tell the participants about the Personal Finance. We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important.

- Elaborate 🌆

Tell them – Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

Benefits of Saving

Inculcating the habit of saving leads to a vast number of benefits. Saving helps you:

- **Become financially independent:** When you have enough money saved up to feel secure you can start making your choices, from taking a vacation whenever you want, to switching careers or starting your own business.
- Invest in yourself through education: Through saving, you can earn enough to pay up for courses that will add to your professional experience and ultimately result in higher paying jobs.
- **Get out of debt:** Once you have saved enough as a reserve fund, you can use your savings to pay off debts like loans or bills that have accumulated over time.
- Be prepared for surprise expenses: Having money saved enables you to pay for unforeseen expenses like sudden car or house repairs, without feeling financially stressed.
- **Pay for emergencies:** Saving helps you deal with emergencies like sudden health issues or emergency trips without feeling financially burdened.
- Afford large purchases and achieve major goals: Saving diligently makes it possible to place down payments towards major purchases and goals, like buying a home or a car.
- **Retire:** The money you have saved over the years will keep you comfortable when you no longer have the income you would get from your job.



• Tell the participants about the Types of Bank Accounts.

- Elaborate

Tell them – In India, banks offer four main types of bank accounts. These are:

- Current Accounts
- Savings Accounts
- Recurring Deposit Accounts
- Fixed Deposit Accounts

Current Accounts

Current accounts offer the most liquid deposits and thus, are best suited for businessmen and companies. As these accounts are not meant for investments and savings, there is no imposed limit on the number or amount of transactions that can be made on any given day. Current account holders are not paid any interest on the amounts held in their accounts. They are charged for certain services offered on such accounts.

Savings Accounts

Savings accounts are meant to promote savings, and are therefore the number one choice for salaried individuals, pensioners and students. While there is no restriction on the number and amount of deposits made, there are usually restrictions on the number and amount of withdrawals. Savings account holders are paid interest on their savings.

Recurring Deposit Accounts

Recurring Deposit accounts, also called RD accounts, are the accounts of choice for those who want to save an amount every month, but are unable to invest a large sum at one time. Such account holders deposit a small, fixed amount every month for a pre-determined period (minimum 6 months). Defaulting on a monthly payment results in the account holder being charged a penalty amount. The total amount is repaid with interest at the end of the specified period.

Fixed Deposit Accounts

Fixed Deposit accounts, also called FD accounts, are ideal for those who wish to deposit their savings for a long term in return for a high rate of interest. The rate of interest offered depends on the amount deposited and the time period, and also differs from bank to bank. In the case of an FD, a certain amount of money is deposited by the account holder for a fixed period of time. The money can be withdrawn when the period expires. If necessary, the depositor can break the fixed deposit prematurely. However, this usually attracts a penalty amount which also differs from bank to bank.

Say 뎗

• Tell the participants about Opening a Bank Accounts.

- Elaborate

Tell them – Opening a bank account is quite a simple process. Take a look at the steps to open an account of your own:

Step 1: Fill in the Account Opening Form

This form requires you to provide the following information:

- Personal details (name, address, phone number, date of birth, gender, occupation, address)
- Method of receiving your account statement (hard copy/email)
- Details of your initial deposit (cash/cheque)
- Manner of operating your account (online/mobile banking/traditional via cheque, slip books) Ensure that you sign wherever required on the form.

Step 2: Affix your Photograph

Stick a recent photograph of yourself in the allotted space on the form.

Step 3: Provide your Know Your Customer (KYC) Details

KYC is a process that helps banks verify the identity and address of their customers. To open an account, every individual needs to submit certain approved documents with respect to photo identity (ID) and address proof. Some Officially Valid Documents (OVDs) are:

- Passport
- Driving License
- Voters' Identity Card
- PAN Card
- UIDAI (Aadhaar) Card

Step 4: Submit All your Documents

Submit the completed Account Opening Form and KYC documents. Then wait until the forms are processed and your account has been opened!

Say 痛

• Tell the participants about Fixed and variable costs.

- Elaborate 🥘

Tell them – Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services. A fixed cost does not change with the volume of goods or services a company produces. It always remains the same. A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

Differences between Fixed and Variable Costs

Let's take a look at some of the main differences between fixed and variable costs:

Criteria	Fixed Costs	Variable Costs
Meaning	A cost that stays the same, regardless of the output produced.	A cost that changes when the
Nature	Time related.	Volume related.
Incurred	Incurred irrespective of units being produced.	Incurred only when units are produced.
Unit cost	Inversely proportional to the number of units produced.	Remains the same, per unit.
Examples	Depreciation, rent, salary, insurance, tax etc.	Material consumed, wages, commission on sales, packing expenses, etc.

Say 痛

• Tell the participants about the investment, insurance and taxes.

- Elaborate 🛛

Tell them – Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- **Bonds:** Bonds are instruments used by public and private companies to raise large sums of money too large to be borrowed from a bank. These bonds are then issued in the public market and are bought by lenders.
- Stocks: Stocks or equity are shares that are issued by companies and are bought by the general public.
- Small Savings Schemes: Small Savings Schemes are tools meant to save money in small amounts. Some popular schemes are the Employees Provident Fund, Sukanya Samriddhi Scheme and National Pension Scheme.
- **Mutual Funds:** Mutual Funds are professionally managed financial instruments that invest money in different securities on behalf of investors.
- **Fixed Deposits:** A fixed amount of money is kept aside with a financial institution for a fixed amount of time in return for interest on the money.
- **Real Estate:** Loans are taken from banks to purchase real estate, which is then leased or sold with the aim of making a profit on the appreciated property price.
- Hedge Funds: Hedge funds invest in both financial derivatives and/or publicly traded securities.
- **Private Equity:** Private Equity is trading in the shares of an operating company that is not publicly listed and whose shares are not available on the stock market.
- Venture Capital: Venture Capital involves investing substantial capital in a budding company in return for stocks in that company.

Insurance

There are two types of insurance:

- 1. Life Insurance
- 2. Non-Life or General Insurance.

Life Insurance Products

The main life insurance products are:

- **Term Insurance:** This is the simplest and cheapest form of insurance. It offers financial protection for a specified tenure, say 15 to 20 years. In the case of your death, your family is paid the sum assured. In the case of your surviving the term, the insurer pays nothing.
- **Endowment Policy**: This offers the dual benefit of insurance and investment. Part of the premium is allocated towards the sum assured, while the remaining premium gets invested in equity and debt. It pays a lump sum amount after the specified duration or on the death of the policyholder, whichever is earlier.
- Unit-Linked Insurance Plan (ULIP): Here part of the premium is spent on the life cover, while the remaining amount is invested in equity and debt. It helps develop a regular saving habit.

- Money Back Life Insurance: While the policyholder is alive, periodic payments of the partial survival benefits are made during the policy tenure. On the death of the insured, the insurance company pays the full sum assured along with survival benefits.
- Whole Life Insurance: It offers the dual benefit of insurance and investment. It offers insurance cover for the whole life of the person or up to 100 years whichever is earlier.

General Insurance

General Insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on.

General Insurance Products:

- Motor Insurance: This can be divided into Four Wheeler Insurance and Two Wheeler Insurance.
- **Health Insurance:** The main types of health insurance are individual health insurance, family floater health insurance, comprehensive health insurance and critical illness insurance.
- **Travel Insurance:** This can be categorised into Individual Travel Policy, Family Travel Policy, Student Travel Insurance and Senior Citizen Health Insurance.
- Home Insurance: This protects the house and its contents from risk.
- Marine Insurance: This insurance covers goods, freight, cargo etc. against loss or damage during transit by rail, road, sea and/or air.

Taxes

There are two types of taxes:

- 1. Direct Taxes
- 2. Indirect Taxes.

Direct Tax

Direct taxes are levied directly on an entity or a person and are non-transferrable. Some examples of Direct Taxes are:

- **Income Tax:** This tax is levied on your earning in a financial year. It is applicable to both, individuals and companies.
- **Capital Gains Tax:** This tax is payable whenever you receive a sizable amount of money. It is usually of two types short term capital gains from investments held for less than 36 months and long term capital gains from investments held for longer than 36 months.
- Securities Transaction Tax: This tax is added to the price of a share. It is levied every time you buy or sell shares.
- **Perquisite Tax:** This tax is levied is on perks that have been acquired by a company or used by an employee.
- **Corporate Tax:** Corporate tax is paid by companies from the revenue they earn.

Indirect Tax

Indirect taxes are levied on goods or services. Some examples of Indirect Taxes are:

- Sales Tax: Sales Tax is levied on the sale of a product.
- Service Tax: Service Tax is added to services provided in India.
- Value Added Tax: Value Added Tax is levied at the discretion of the state government. The tax is levied on goods sold in the state. The tax amount is decided by the state.

- **Customs Duty & Octroi:** Customs Duty is a charge that is applied on purchases that are imported from another country. Octroi is levied on goods that cross state borders within India.
- Excise Duty: Excise Duty is levied on all goods manufactured or produced in India.

Say 痛

• Tell the participants about the online banking, NEFT, RTGS etc.

- Elaborate 🍥

Tell them – Internet or online banking allows account holders to access their account from a laptop at any location. In this way, instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

Internet banking can be used to:

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

Electronic Funds Transfers

Electronic funds transfer is a convenient way of transferring money from the comfort of one's own home, using integrated banking tools like internet and mobile banking.

Transferring funds via an electronic gateway is extremely convenient. With the help of online banking, you can choose to:

- Transfer funds into your own accounts of the same bank.
- Transfer funds into different accounts of the same bank.
- Transfer funds into accounts in different banks, using NEFT.
- Transfer funds into other bank accounts using RTGS.
- Transfer funds into various accounts using IMPS.

NEFT

NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank. NEFT can be used by individuals, firms and corporate organizations to transfer funds between accounts.

In order to transfer funds via NEFT, two things are required:

- A transferring bank
- A destination bank

Before you can transfer funds through NEFT, you will need to register the beneficiary who will be receiving the funds. In order to complete this registration, you will require the following

- Recipient's name
- Recipient's account number
- Recipient's bank's name
- Recipient's bank's IFSC code

RTGS

RTGS stands for Real Time Gross Settlement. This is a real time funds transfer system which enables you to transfer funds from one bank to another, in real time or on a gross basis. The transferred amount is immediately deducted from the account of one bank, and instantly credited to the other bank's account. The RTGS payment gateway is maintained by the Reserve Bank of India. The transactions between banks are made electronically.

RTGS can be used by individuals, companies and firms to transfer large sums of money. Before remitting funds through RTGS, you will need to add the beneficiary and his bank account details via your online banking account. In order to complete this registration, you will require the following information:

- Name of the beneficiary
- Beneficiary's account number
- Beneficiary's bank address
- Bank's IFSC code

IMPS

IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India. IMPS enables users to make instant electronic transfer payments using mobile phones through both, Mobile Banking and SMS. It can also be used through ATMs and online banking. IMPS is available 24 hours a day and 7 days a week. The system features a secure transfer gateway and immediately confirms orders that have been fulfilled.

To transfer money through IMPS, the you need to:

- Register for IMPS with your bank
- Receive a Mobile Money Identifier (MMID) from the bank
- Receive a MPIN from the bank

Once you have both these, you can login or make a request through SMS to transfer a particular amount to a beneficiary. For the beneficiary to receive the transferred money, he must:

- Link his mobile number with his respective account
- Receive the MMID from the bank

In order to initiate a money transfer through IMPS, you will need to enter the following information:

- The beneficiary's mobile number
- The beneficiary's MMID

- The transfer amount
- Your MPIN

As soon as money has been deducted from your account and credited into the beneficiary's account, you will be sent a confirmation SMS with a transaction reference number, for future reference.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

UNIT 10.4: Preparing for Employment & Self Employment

Unit Objectives 6

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

- 1. Discuss the steps 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. Discuss basic workplace terminology

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Employment and Self Employment.

Say 🔓

 Tell the participants about the Interview Preparation. The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning.

- Elaborate 🚺

Tell them – Take a look at the steps to follow in order to be well prepared for an interview:

Research the organization that you are having the interview with.

- Studying the company beforehand will help you be more prepared at the time of the interview. Your knowledge
 of the organization will help you answer questions at the time of the interview, and will leave you looking
 and feeling more confident. This is sure to make you stand out from other, not as well informed, candidates.
- Look for background information on the company. Ty and find an overview of the company and its industry profile.
- Visit the company website to get a good idea of what the company does. A company website offers a wealth of important information. Read and understand the company's mission statement. Pay attention to the company's products/services and client list. Read through any press releases to get an idea of the company's projected growth and stability.
- Note down any questions that you have after your research has been completed.

Think about whether your skills and qualifications match the job requirements.

- Carefully read through and analyze the job description.
- Make a note of the knowledge, skills and abilities required to fulfill the job requirements.
- Take a look at the organization hierarchy. Figure out where the position you are applying for fits into this hierarchy.

Go through the most typical interview questions asked, and prepare your responses.

- Remember, in most interviews a mix of resume-based, behavioral and case study questions are asked.
- Think about the kind of answers you would like to provide to typical questions asked in these three areas.
- Practice these answers until you can express them confidently and clearly.

Plan your attire for the interview.

- It is always safest to opt for formal business attire, unless expressly informed to dress in business casual (in which case you should use your best judgement).
- Ensure that your clothes are clean and well-ironed. Pick neutral colours nothing too bright or flashy.
- The shoes you wear should match your clothes, and should be clean and suitable for an interview.
- Remember, your aim is to leave everyone you meet with the impression that you are a professional and highly efficient person.

Ensure that you have packed everything that you may require during the interview.

- Carry a few copies of your resume. Use a good quality paper for your resume print outs.
- Always take along a notepad and a pen.
- Take along any information you may need to refer to, in order to fill out an application form.
- Carry a few samples of your work, if relevant.

Remember the importance of non-verbal communication.

• Practice projecting confidence. Remind yourself to smile and make eye contact. Practice giving a firm handshake.

- Keep in mind the importance of posture. Practice sitting up straight. Train yourself to stop nervous gestures like fidgeting and foot-tapping.
- Practice keeping your reactions in check. Remember, your facial expressions provide a good insight into your true feelings. Practice projecting a positive image.

Make a list of questions to end the interview with.

- Most interviews will end with the interviewer(s) asking if you have any questions. This is your chance to show that you have done your research and are interested in learning more about the company.
- If the interviewer does not ask you this question, you can inform him/her that you have some queries that you would like to discuss. This is the time for you to refer to the notes you made while studying the company.

Some good questions to ask at this point are:

- What do you consider the most important criteria for success in this job?
- How will my performance be evaluated?
- What are the opportunities for advancement?
- What are the next steps in the hiring process?
- Remember; never ask for information that is easily available on the company website.

Say 뎗

• Tell the participants how to prepare an effective resume. A resume is a formal document that lists a candidate's work experience, education and skills. A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a résumé that is effective.

- Elaborate 🖉

Tell them – Take a look at the steps to create an effective resume:

Step 1: Write the Address Section

The Address section occupies the top of your resume. It includes information like your name, address, phone number and e-mail address. Insert a bold line under the section to separate it from rest of your resume.

Example:

Jasmine Watts Breach Candy, Mumbai – India Contact No: +91 2223678270 Email: jasmine.watts@gmail.com

Step 2: Add the Profile Summary Section

This part of your resume should list your overall experiences, achievements, awards, certifications and strengths. You can make your summary as short as 2-3 bullet points or as long as 8-10 bullet points.

Example:

Profile Summary

- A Content Writer graduated from University of Strathclyde having 6 years of experience in writing website copy.
- Core expertise lies in content creation for e-learning courses, specifically for the K-12 segment.

Step 3: Include Your Educational Qualifications

When listing your academic records, first list your highest degree. Then add the second highest qualification under the highest one and so on. To provide a clear and accurate picture of your educational background, it is critical that include information on your position, rank, percentage or CPI for every degree or certification that you have listed.

If you have done any certifications and trainings, you can add a Trainings & Certifications section under your Educational Qualifications section.

Example:

Educational Qualifications

- Masters in International Management (2007) from Columbia University with 8.8 CPI.
- Bachelor of Management Studies (2004) from Mumbai University with 87% marks.
- 10+2 with Math, Stats (2001) from Maharashtra Board with 91% marks.
- High School (1999) from Maharashtra Board with 93% marks.

Step 4: List Your Technical Skills

When listing your technical skills, start with the skills that you are most confident about. Then add the skills that you do not have as good a command over. It is perfectly acceptable to include just one skill, if you feel that particular skill adds tremendous value to your résumé. If you do not have any technical skills, you can omit this step.

Example:

Tec	hnical Skills	
•	Flash	
•	Photoshop	

Step 5: Insert Your Academic Project Experience

List down all the important projects that you have worked on. Include the following information in this section:

Platform used

Example:

- Project title
- Contribution
- Description

Organization

.

Academic Projects

Project Title: Different Communication Skills

Organization: True Blue Solutions

Platform used: Articulate

Contribution: Content writing and graphic visualization

Description: Development of storyboards for corporate induction & training programs

Step 6: List Your Strengths

This is where you list all your major strengths. This section should be in the form of a bulleted list.

Example:

Strengths

- Excellent oral, written and presentation skills
- Action-oriented and result-focused
- Great time management skills

Step 7: List Your Extracurricular Activities

It is very important to show that you have diverse interests and that your life consists of more than academics. Including your extracurricular activities can give you an added edge over other candidates who have similar academic scores and project experiences. This section should be in the form of a bulleted list.

Example:

Extracurricular Activities

- Member of the Debate Club
- Played tennis at a national level
- Won first prize in the All India Camel Contest, 2010

Step 8: Write Your Personal Details

The last section of your résumé must include the following personal information:

- Date of birth
- Gender & marital status
- Nationality
- Languages known

Example:

- Personal Details
 - Date of birth: 25th May, 1981
- Gender & marital status: Female, Single
- Nationality: Indian
- Languages known: English, Hindi, Tamil, French

Say 뎗

• Tell the participants about the interview FAQs.

- Elaborate 🍥

Tell them – Take a look at some of the most frequently asked interview questions, and some helpful tips on how to answer them.

Can you tell me a little about yourself?

Tips to answer:

- Don't provide your full employment or personal history.
- Offer 2-3 specific experiences that you feel are most valuable and relevant.
- Conclude with how those experiences have made you perfect for this specific role.

How did you hear about the position?

Tips to answer:

- Tell the interviewer how you heard about the job whether it was through a friend (name the friend), event or article (name them) or a job portal (say which one).
- Explain what excites you about the position and what in particular caught your eye about this role.

What do you know about the company?

Tips to answer:

- Don't recite the company's About Us page.
- Show that you understand and care about the company's goals.
- Explain why you believe in the company's mission and values.

Why do you want this job?

Tips to answer:

- Show that you are passionate about the job.
- Identify why the role is a great fit for you.
- Explain why you love the company.

Why should we hire you?

- Tips to answer:
- Prove through your words that you can not only do the work, but can definitely deliver excellent results.
- Explain why you would be a great fit with the team and work culture.
- Explain why you should be chosen over any other candidate.

What are your greatest professional strengths?

Tips to answer:

- Be honest share some of your real strengths, rather than give answers that you think sound good.
- Offer examples of specific strengths that are relevant to the position you are applying for.
- Provide examples of how you've demonstrated these strengths.

What do you consider to be your weaknesses?

Tips to answer:

- The purpose of this question is to gauge your self-awareness and honesty.
- Give an example of a trait that you struggle with, but that you're working on to improve.

What are your salary requirements?

Tips to answer:

- Do your research beforehand and find out the typical salary range for the job you are applying for.
- Figure out where you lie on the pay scale based on your experience, education, and skills.
- Be flexible. Tell the interviewer that you know your skills are valuable, but that you want the job and are willing to negotiate.

What do you like to do outside of work?

Tips to answer:

- The purpose of this question is to see if you will fit in with the company culture.
- Be honest open up and share activities and hobbies that interest and excite you.

If you were an animal, which one would you want to be?

Tips to answer:

- The purpose of this question is to see if you are able to think on your feet.
- There's no wrong answer but to make a great impression try to bring out your strengths or personality traits through your answer.

What do you think we could do better or differently?

Tips to answer:

- The purpose of this question is to see if you have done your research on the company, and to test whether you can think critically and come up with new ideas.
- Suggest new ideas. Show how your interests and expertise would help you execute these ideas.

Do you have any questions for us?

Tips to answer:

- Do not ask questions to which the answers can be easily found on the company website or through a quick online search.
- Ask intelligent questions that show your ability to think critically.



Tell the participants about the work readiness.

Elaborate 🛽

Tell them – Every employee should be well versed in the following terms:

- Annual leave: Paid vacation leave given by employers to employees.
- Background Check: A method used by employers to verify the accuracy of the information provided by potential candidates.
- **Benefits:** A part of an employee's compensation package.
- **Breaks:** Short periods of rest taken by employees during working hours.
- **Compensation Package:** The combination of salary and benefits that an employer provides to his/her employees.
- Compensatory Time (Comp Time): Time off in lieu of pay.
- **Contract Employee:** An employee who works for one organization that sells said employee's services to another company, either on a project or time basis.
- **Contract of Employment:** When an employee is offered work in exchange for wages or salary, and accepts the offer made by the employer, a contract of employment exists.
- **Corporate Culture:** The beliefs and values shared by all the members of a company, and imparted from one generation of employees to another.
- **Counter Offer/Counter Proposal:** A negotiation technique used by potential candidates to increase the amount of salary offered by a company.

- **Cover Letter:** A letter that accompanies a candidate's resume. It emphasizes the important points in the candidate's resume and provides real examples that prove the candidate's ability to perform the expected job role.
- **Curriculum Vitae (CV)/Resume:** A summary of a candidate's achievements, educational background, work experience, skills and strengths.
- **Declining Letter:** A letter sent by an employee to an employer, turning down the job offer made by the employer to the employee.
- **Deductions:** Amounts subtracted from an employee's pay and listed on the employee's pay slip.
- **Discrimination:** The act of treating one person not as favourably as another person.
- **Employee:** A person who works for another person in exchange for payment.
- **Employee Training:** A workshop or in-house training that an employee is asked to attend by his or her superior, for the benefit of the employer.
- Employment Gaps: Periods of unemployed time between jobs.
- **Fixed-Term Contract:** A contract of employment which gets terminated on an agreed-upon date.
- Follow-Up: The act of contacting a potential employer after a candidate has submitted his or her resume.
- Freelancer/Consultant/Independent Contractor: A person who works for him or herself and pitches for temporary jobs and projects with different employers.
- Holiday: Paid time-off from work.
- Hourly Rate: The amount of salary or wages paid for 60 minutes of work.
- **Internship:** A job opportunity offered by an employer to a potential employee, called an intern, to work at the employer's company for a fixed, limited time period.
- **Interview:** A conversation between a potential employee and a representative of an employer, in order to determine if the potential employee should be hired.
- Job Application: A form which asks for a candidate's information like the candidate's name, address, contact details and work experience. The purpose of a candidate submitting a job application, is to show that candidate's interest in working for a particular company.
- **Job Offer:** An offer of employment made by an employer to a potential employee.
- Job Search Agent: A program that enables candidates to search for employment opportunities by selecting criteria listed in the program, for job vacancies.
- Lay Off: A lay off occurs when an employee is temporarily let go from his or her job, due to the employer not having any work for that employee.
- Leave: Formal permission given to an employee, by his or her employer, to take a leave of absence from work.
- Letter of Acceptance: A letter given by an employer to an employee, confirming the offer of employment made by the employer, as well as the conditions of the offer.
- Letter of Agreement: A letter that outlines the terms of employment.
- Letter of Recommendation: A letter written for the purpose of validating the work skills of a person.
- Maternity Leave: Leave taken from work by women who are pregnant, or who have just given birth.
- Mentor: A person who is employed at a higher level than you, who offers you advice and guides you in your career.

- Minimum wage: The minimum wage amount paid on an hourly basis.
- **Notice:** An announcement made by an employee or an employer, stating that the employment contract will end on a particular date.
- **Offer of Employment:** An offer made by an employer to a prospective employee that contains important information pertaining to the job being offered, like the starting date, salary, working conditions etc.
- **Open-Ended Contract:** A contract of employment that continues till the employer or employee terminates it.
- **Overqualified:** A person who is not suited for a particular job because he or she has too many years of work experience, or a level of education that is much higher than required for the job, or is currently or was previously too highly paid.
- **Part-Time Worker:** An employee who works for fewer hours than the standard number of hours normally worked.
- Paternity Leave: Leave granted to a man who has recently become a father.
- **Recruiters/Headhunters/Executive Search Firms:** Professionals who are paid by employers to search for people to fill particular positions.
- **Resigning/Resignations:** When an employee formally informs his or her employer that he or she is quitting his or her job.
- Self-Employed: A person who has his or her own business and does not work in the capacity of an employee.
- **Time Sheet:** A form that is submitted to an employer, by an employee, that contains the number of hours worked every day by the employee.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

UNIT 10.5: Understand Entrepreneurship

Unit Objectives 🞯

At the end of the unit, students 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. Understand 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 government's role in the entrepreneurship ecosystem
- 26. Discuss the current entrepreneurship ecosystem in India
- 27. Understand the purpose of the Make in India campaign
- 28. Discuss the relationship between entrepreneurship and risk appetite
- 29. Discuss the relationship between entrepreneurship and resilience
- 30. Describe the characteristics of a resilient entrepreneur
- 31. Discuss how to deal with failure

Resources to be used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Entrepreneurship.

Say 뎗

- Tell the participants about the Entrepreneurship. Anyone who is determined to start a business, no matter what the risk, is an entrepreneur. Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success.
- Tell the participants about the importance and characteristics of Entrepreneurship.

- Elaborate

Tell them – Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

Characteristics of Entrepreneurs

All successful entrepreneurs have certain characteristics in common.

They are all:

- Extremely passionate about their work
- Confident in themselves
- Disciplined and dedicated

- Motivated and driven
- Highly creative
- Visionaries
- Open-minded
- Decisive

Entrepreneurs also have a tendency to:

- Have a high risk tolerance
- Thoroughly plan everything
- Manage their money wisely
- Make their customers their priority
- Understand their offering and their market in detail
- Ask for advice from experts when required
- Know when to cut their losses

Say 뎗

• Tell the participants about the types of enterprises.

Elaborate

Tell them – As an entrepreneur in India, you can own and run any of the following types of enterprises:

Sole Proprietorship

In a sole proprietorship, a single individual owns, manages and controls the enterprise. This type of business is the easiest to form with respect to legal formalities. The business and the owner have no separate legal existence. All profit belongs to the proprietor, as do all the losses- the liability of the entrepreneur is unlimited.

Partnership

A partnership firm is formed by two or more people. The owners of the enterprise are called partners. A partnership deed must be signed by all the partners. The firm and its partners have no separate legal existence. The profits are shared by the partners. With respect to losses, the liability of the partners is unlimited. A firm has a limited life span and must be dissolved when any one of the partners dies, retires, claims bankruptcy or goes insane.

Limited Liability Partnership (LLP)

In a Limited Liability Partnership or LLP, the partners of the firm enjoy perpetual existence as well as the advantage of limited liability. Each partner's liability is limited to their agreed contribution to the LLP. The partnership and its partners have a separate legal existence.

Say 뎗

- Tell the participants about the Leadership and team Work. Leadership means setting an example for others to follow. Setting a good example means t asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company. Leaders believe in doing the right things.
- Also tell the participants about the Leadership qualities that all entrepreneurs needs.

Elaborate

Tell them – Building a successful enterprise is only possible if the entrepreneur in charge possesses excellent leadership qualities. Some critical leadership skills that every entrepreneur must have are:

- Pragmatism: This means having the ability to highlight all obstacles and challenges, in order to resolve issues and reduce risks.
- **Humility:** This means admitting to mistakes often and early, and being quick to take responsibility for your actions. Mistakes should be viewed as challenges to overcome, not opportunities to point blame.
- **Flexibility:** It is critical for a good leader to be very flexible and quickly adapt to change. It is equally critical to know when to adapt and when not to.
- Authenticity: This means showing both, your strengths and your weaknesses. It means being human and showing others that you are human.
- **Reinvention:** This means refreshing or changing your leadership style when necessary. To do this, it's important to learn where your leadership gaps lie and find out what resources are required to close them.
- Awareness: This means taking the time to recognize how others view you. It means understanding how your presence affects those around you.

Say 痛

- Tell the participants about the benefits of effective Leadership. Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:
 - » Gaining the loyalty and commitment of the team members
 - » Motivating the team to work towards achieving the company's goals and objectives
 - » Building morale and instilling confidence in the team members
 - » Fostering mutual understanding and team-spirit among team members
 - » Convincing team members about the need to change when a situation requires adaptability
- Discuss with the participants about the teamwork and teams. Teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.
- Also tell the participants about the importance of team work in entrepreneurial success.

- Elaborate 🚺

Tell them – For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- Unity of purpose: All the team members should clearly understand and be equally committed to the purpose, vision and goals of the team.
- **Great communication skills:** Team members should have the ability to express their concerns, ask questions and use diagrams, and charts to convey complex information.
- The ability to collaborate: Every member should feel entitled to provide regular feedback on new ideas.
- **Initiative:** The team should consist of proactive individuals. The members should have the enthusiasm to come up with new ideas, improve existing ideas, and conduct their own research.
- **Visionary members:** The team should have the ability to anticipate problems and act on these potential problem before they turn into real problems.
- **Great adaptability skills:** The team must believe that change is a positive force. Change should be seen as the chance to improve and try new things.
- **Excellent organizational skills:** The team should have the ability to develop standard work processes, balance responsibilities, properly plan projects, and set in place methods to measure progress and ROI.

Say 痛

- Tell the participants about the communication skills. Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.
- Also tell the participants how to listen effectively.

Elaborate

Tell them – To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient

- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

How to Listen Effectively

How successfully a message gets conveyed depends entirely on how effectively you are able to get it through. An effective speaker is one who enunciates properly, pronounces words correctly, chooses the right words and speaks at a pace that is easily understandable. Besides this, the words spoken out loud need to match the gestures, tone and body language used.

What you say, and the tone in which you say it, results in numerous perceptions being formed. A person who speaks hesitantly may be perceived as having low self-esteem or lacking in knowledge of the discussed topic. Those with a quiet voice may very well be labelled as shy. And those who speak in commanding tones with high levels of clarity, are usually considered to be extremely confident. This makes speaking a very critical communication skill.

Say 뎗

• Tell the participants how to speak effectively.

Elaborate

Tell them – To speak effectively you should:

- Incorporate body language in your speech like eye contact, smiling, nodding, gesturing etc.
- Build a draft of your speech before actually making your speech.
- Ensure that all your emotions and feelings are under control.
- Pronounce your words distinctly with the correct pitch and intensity. Your speech should be crystal clear at all times.
- Use a pleasant and natural tone when speaking. Your audience should not feel like you are putting on an accent or being unnatural in any way.
- Use precise and specific words to drive your message home. Ambiguity should be avoided at all costs.
- Ensure that your speech has a logical flow.
- Be brief. Don't add any unnecessary information.
- Make a conscious effort to avoid irritating mannerisms like fidgeting, twitching etc.
- Choose your words carefully and use simple words that the majority of the audience will have no difficulty understanding.
- Use visual aids like slides or a whiteboard.

- Speak slowly so that your audience can easily understand what you're saying. However, be careful not to speak too slowly because this can come across as stiff, unprepared or even condescending.
- Remember to pause at the right moments

Say 뎗

Tell the participants about the problem solving and negotiation skills. As per The Concise Oxford Dictionary (1995), a problem is, "A doubtful or difficult matter requiring a solution". All problems contain two elements:

- Goals
- Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals

• Also tell the participants how to solve the problems.

- Elaborate 🥘

Tell them – Solving a problem requires a level of rational thinking. Here are some logical steps to follow when faced with an issue:

- Step 1: Identify the problem
- Step 2: Study the problem in detail
- Step 3: List all possible solutions
- Step 4: Select the best solution
- Step 5: Implement the chosen solution
- Step 6: Check that the problem has really been solved

Do

Discuss with the participants about the important traits for problem solving. Highly developed problem solving skills are critical for both, business owners and their employees. The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking

- Having a positive attitude
- Focusing on the right problem

Say 뎗

• Tell the participants about the negotiation. Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people.

- Elaborate 🛛

Tell them – Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

Why Negotiate

Starting a business requires many, many negotiations. Some negotiations are small while others are critical enough to make or break a startup. Negotiation also plays a big role inside the workplace. As an entrepreneur, you need to know not only know how to negotiate yourself, but also how to train employees in the art of negotiation.

How to Negotiate

Take a look at some steps to help you negotiate:

- **Step 1:** Pre-Negotiation Preparation: Agree on where to meet to discuss the problem, decide who all will be present and set a time limit for the discussion.
- Step 2: Discuss the Problem: This involves asking questions, listening to the other side, putting your views forward and clarifying doubts.
- Step 3: Clarify the Objective: Ensure that both parties want to solve the same problem and reach the same goal.
- **Step 4:** Aim for a Win-Win Outcome: Try your best to be open minded when negotiating. Compromise and offer alternate solutions to reach an outcome where both parties win.
- **Step 5:** Clearly Define the Agreement: When an agreement has been reached, the details of the agreement should be crystal clear to both sides, with no scope for misunderstandings.
- **Step 6:** Implement the Agreed Upon Solution: Agree on a course of action to set the solution in motion.



• Now tell the participants about the Business opportunities Identification.

- Elaborate 🚺

Tell them – The ability to identify business opportunities is an essential characteristic of an entrepreneur.

What is an Opportunity?

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances.

A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

Common Questions Faced by Entrepreneurs

A critical question that all entrepreneurs face is how to go about finding the business opportunity that is right for them.

Some common questions that entrepreneurs constantly think about are:

- Should the new enterprise introduce a new product or service based on an unmet need?
- Should the new enterprise select an existing product or service from one market and offer it in another where it may not be available?
- Should the enterprise be based on a tried and tested formula that has worked elsewhere?

It is therefore extremely important that entrepreneurs must learn how to identify new and existing business opportunities and evaluate their chances of success.

When is an Idea an Opportunity?

An idea is an opportunity when:

- It creates or adds value to a customer
- It solves a significant problem, removes a pain point or meets a demand
- Has a robust market and profit margin
- Is a good fit with the founder and management team at the right time and place

Factors to Consider When Looking for Opportunities

- Consider the following when looking for business opportunities:
- Economic trends Changes in funding
- Changing relationships between vendors, partners and suppliers
- Market trends
- Changes in political support
- Shift in target audience

Ways to Identify New Business Opportunities

- Identify Market Inefficiencies: When looking at a market, consider what inefficiencies are present in the market. Think about ways to correct these inefficiencies.
- Remove Key Hassles: Rather than create a new product or service, you can innovatively improve a product, service or process.
- Create Something New: Think about how you can create a new experience for customers, based on existing business models.

- Pick a Growing Sector/Industry: Research and find out which sectors or industries are growing and think about what opportunities you can tap in the same.
- Think About Product Differentiation: If you already have a product in mind, think about ways to set it apart from the existing ones.

Ways to Identify Business Opportunities Within Your Business

SWOT Analysis: An excellent way to identify opportunities inside your business is by creating a SWOT analysis. The acronym SWOT stands for strengths, weaknesses, opportunities, and threats. SWOT analysis framework:

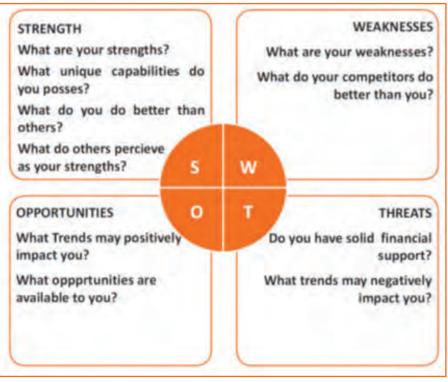


Fig.10.5.1: SWOT Analysis

Consider the following when looking for business opportunities:

By looking at yourself and your competitors using the SWOT framework, you can uncover opportunities that you can exploit, as well as manage and eliminate threats that could derail your success.

Establishing Your USP

Establish your USP and position yourself as different from your competitors. Identify why customers should buy from you and promote that reason.

Opportunity Analysis

Once you have identified an opportunity, you need to analyze it. To analyze an opportunity, you must:

- Focus on the idea
- Focus on the market of the idea
- Talk to industry leaders in the same space as the idea
- Talk to players in the same space as the idea

Say 뎗

• Now tell the participants about the Entrepreneurship Support eco-system.

Elaborate 🍥

Tell them – An entrepreneur is a person who

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

Types of Entrepreneurs

There are four main types of entrepreneurs:

- The Traditional Entrepreneur: This type of entrepreneur usually has some kind of skill they can be a carpenter, mechanic, cook etc. They have businesses that have been around for numerous years like restaurants, shops and carpenters. Typically, they gain plenty of experience in a particular industry before they begin their own business in a similar field.
- The Growth Potential Entrepreneur: The desire of this type of entrepreneur is to start an enterprise that will grow, win many customers and make lots of money. Their ultimate aim is to eventually sell their enterprise for a nice profit. Such entrepreneurs usually have a science or technical background.
- **The Project-Oriented Entrepreneur:** This type of entrepreneur generally has a background in the Arts or psychology. Their enterprises tend to be focus on something that they are very passionate about.
- The Lifestyle Entrepreneur: This type of entrepreneur has usually worked as a teacher or a secretary. They are more interested in selling something that people will enjoy, rather than making lots of money.

Characteristics of an Entrepreneur

- Successful entrepreneurs have the following characteristics:
- They are highly motivated
- They are creative and persuasive
- They are mentally prepared to handle each and every task
- They have excellent business skills they know how to evaluate their cash flow, sales and revenue
- They are willing to take great risks
- They are very proactive this means they are willing to do the work themselves, rather than wait for someone else to do it
- They have a vision they are able to see the big picture
- They are flexible and open-minded
- They are good at making decisions

Do 🗸

Discuss with the participants about the Entrepreneur Success Stories.

Dhiru Bhai Ambani

Dhirubhai Ambani began his entrepreneurial career by selling "bhajias" to pilgrims in Mount Girnar on weekends. At 16, he moved to Yemen where he worked as a gas-station attendant, and as a clerk in an oil company. He returned to India with Rs. 50,000 and started a textile trading company. Reliance went on to become the first Indian company to raise money in global markets and the first Indian company to feature in Forbes 500 list.

Dr. Karsanbhai Patel

Karsanbhai Patel made detergent powder in the backyard of his house. He sold his product door-to-door and offered a money back guarantee with every pack that was sold. He charged Rs. 3 per kg when the cheapest detergent at that time was Rs.13 per kg. Dr. Patel eventually started Nirma which became a whole new segment in the Indian domestic detergent market.

Say 痛

• Now tell the participants about the Entrepreneurial Process.

Elaborate

Tell them – Let's take a look at the stages of the entrepreneurial process.

- **Stage 1:** Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.
- Stage 2: Germination or Recognition. In this stage a possible solution to the identified problem is thought of.
- **Stage 3:** Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.
- **Stage 4:** Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.
- **Stage 5:** Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.
- **Stage 6:** Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.
- Stage 7: Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Take a look at the diagram below to get a better idea of this process.

Say 痛

Now tell the participants about the Entrepreneur. The entrepreneurship support ecosystem signifies the
collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of
the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment
or 'ecosystem' made of private and public participants.

- Elaborate

Tell them – These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

An entrepreneurship ecosystem comprises of the following six domains:

- **Favourable Culture:** This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- Facilitating Policies & Leadership: This includes regulatory framework incentives and existence of public research institutes.
- Financing Options: Angel financing, venture capitalists and micro loans would be good examples of this.
- Human Capital: This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- Conducive Markets for Products & Services: This refers to an existence or scope of existence of a market for the product/service.
- Institutional & Infrastructural Support: This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

These domains indicate whether there is a strong entrepreneurship support ecosystem and what actions should the government put in place to further encourage this ecosystem. The six domains and their various elements have been graphically depicted.

Every entrepreneurship support ecosystem is unique and all the elements of the ecosystem are interdependent. Although every region's entrepreneurship ecosystem can be broadly described by the above features, each ecosystem is the result of the hundred elements interacting in highly complex and particular ways.

Entrepreneurship ecosystems eventually become (largely) self-sustaining. When the six domains are resilient enough, they are mutually beneficial. At this point, government involvement can and should be significantly minimized. Public leaders do not need to invest a lot to sustain the ecosystem. It is imperative that the entrepreneurship ecosystem incentives are formulated to be self-liquidating, hence focusing on sustainability of the environment.

Say 痛

Now tell the participants about the Government's role in the Entrepreneurship Ecosystem. Encouraging
new ventures is a major focus for policymakers. Governments across the world are recognizing that new
businesses flourish in distinctive types of supportive environments.

Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- Policymakers should avoid regulations that discourage new entrants and work towards building efficient methods for business startups. Policies and regulations that favour existing, dominant firms over entrepreneurial ventures restrict competition and obstruct entry for new companies.
- Instead of developing policies conceptually intended to correct market failures, policymakers should interact with entrepreneurs and understand the challenges faced by them. The feedback should be used to develop policies that incite idea exploration, product development and increased rates of deal flow.
- Entrepreneurial supporters should create a database that enables identifying who the participants in the ecosystem are and how they are connected. These ecosystem maps are useful tools in developing engagement strategies.
- Disruptions are unavoidable in economic and social life. However, it's important to note that economic disruption gives rise to entrepreneurial opportunities. Architects of the entrepreneurship ecosystems (entrepreneurs, mentors, policymakers and consumers,) should anticipate these dips, thus capitalizing on the opportunities they create.

The need for effective strategies to enable local entrepreneurship support ecosystems is a practical one. Better understanding of the actual ecosystems provides a framework within which policy makers can ask relevant questions, envisage more efficient approaches, and assess ensuing outcomes.

Say 痛

Now tell the participants about the Snapshot of the Entrepreneurship Ecosystem in India. Entrepreneurship has
earned a newfound respect in India. Many Indians, with exposure to the world of business, who traditionally
would have opted for a job, are setting up their own ventures. Many elements of the entrepreneurship
ecosystem are beginning to come together. For example, increase in venture capitalists, government schemes
and incubators, academia industry linkages, and emerging clusters and support to rural economy.

Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- We need to review our attitude towards failures and accept them as learning experiences.
- We must encourage the educated to become entrepreneurs and provide students in schools and colleges with entrepreneurship skills.
- Universities, research labs and the government need to play the role of enablers in the entrepreneurship support ecosystem.
- Policymakers need to focus on reducing the obstacles such as corruption, red tape and bureaucracy.
- We need to improve our legal systems and court international venture capital firms and bring them to India.

• We must devise policies and methods to reach the secondary and tertiary towns in India, where people do not have access to the same resources available in the cities.

Today, there is a huge opportunity in this country to introduce innovative solutions that are capable of scaling up, and collaborating within the ecosystem as well as enriching it.

Say 뎗

• Now tell the participants about the Make in India Campaign.

- Elaborate 🍥

Tell them – Every entrepreneur has certain needs. Some of their important needs are:

- To easily get loans
- To easily find investors
- To get tax exemptions
- To easily access resources and good infrastructure
- To enjoy a procedure that is free of hassles and is quick
- To be able to easily partner with other firms

The Make in India campaign, launched by Prime Minister Modi aims to satisfy all these needs of young, aspiring entrepreneurs. Its objective is to:

- Make investment easy
- Support new ideas
- Enhance skill development
- Safeguard the ideas of entrepreneurs
- Create state-of-the-art facilities for manufacturing goods

Say 뎗

• Now tell the participants about the Risk Appetite and Resilience.

Elaborate 🜆

Entrepreneurship and Risk

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

What is Risk Appetite?

Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

The levels of risk appetite can be broadly categorized as "low", "medium" and "high." The company's entrepreneur(s) have to evaluate all potential alternatives and select the option most likely to succeed. Companies have varying levels of risk appetites for different objectives. The levels depend on:

- The type of industry
- Market pressures
- Company objectives

For example, a startup with a revolutionary concept will have a very high risk appetite. The startup can afford short term failures before it achieves longer term success. This type of appetite will not remain constant and will be adjusted to account for the present circumstances of the company.

Risk Appetite Statement

Companies have to define and articulate their risk appetite in sync with decisions made about their objectives and opportunities. The point of having a risk appetite statement is to have a framework that clearly states the acceptance and management of risk in business. It sets risk taking limits within the company. The risk appetite statement should convey the following:

- The nature of risks the business faces.
- Which risks the company is comfortable taking on and which risks are unacceptable.
- How much risk to accept in all the risk categories.
- The desired tradeoff between risk and reward.
- Measures of risk and methods of examining and regulating risk exposures.

Entrepreneurship and Resilience

Entrepreneurs are characterized by a set of qualities known as resilience. These qualities play an especially large role in the early stages of developing an enterprise. Risk resilience is an extremely valuable characteristic as it is believed to protect entrepreneurs against the threat of challenges and changes in the business environment.

What is Entrepreneurial Resilience?

Resilience is used to describe individuals who have the ability to overcome setbacks related to their life and career aspirations. A resilient person is someone who is capable of easily and quickly recovering from setbacks. For the entrepreneur, resilience is a critical trait. Entrepreneurial resilience can be enhanced in the following ways:

- By developing a professional network of coaches and mentors
- By accepting that change is a part of life
- By viewing obstacles as something that can be overcome

Characteristics of a Resilient Entrepreneur

The characteristics required to make an entrepreneur resilient enough to go the whole way in their business enterprise are:

- A strong internal sense of control
- Strong social connections
- Skill to learn from setbacks
- Ability to look at the bigger picture
- Ability to diversify and expand
- Survivor attitude
- Cash-flow conscious habits
- Attention to detail

Say 痛

• Now tell the participants about the Success and Failures. Understanding Successes and Failures in Entrepreneurship.

- Elaborate 🍥

Tell them – Shyam is a famous entrepreneur, known for his success story. But what most people don't know, is that Shyam failed numerous times before his enterprise became a success. Read his interview to get an idea of what entrepreneurship is really about, straight from an entrepreneur who has both, failed and succeed

Interviewer: Shyam, I have heard that entrepreneurs are great risk-takers who are never afraid of failing. Is this true?

Shyam: Ha ha, no of course it's not true! Most people believe that entrepreneurs need to be fearlessly enthusiastic. But the truth is, fear is a very normal and valid human reaction, especially when you are planning to start your own business! In fact, my biggest fear was the fear of failing. The reality is, entrepreneurs fail as much as they succeed. The trick is to not allow the fear of failing to stop you from going ahead with your plans. Remember, failures are lessons for future success!

Interviewer: What, according to you, is the reason that entrepreneurs fail?

Shyam: Well, there is no one single reason why entrepreneurs fail. An entrepreneur can fail due to numerous reasons. You could fail because you have allowed your fear of failure to defeat you. You could fail because you are unwilling to delegate (distribute) work. As the saying goes, "You can do anything, but not everything!" You could fail because you gave up too easily – maybe you were not persistent enough. You could fail because you were focusing your energy on small, insignificant tasks and ignoring the tasks that were most important. Other reasons for failing are partnering with the wrong people, not being able to sell your product to the right customers at the right time at the right price... and many more reasons!

Interviewer: As an entrepreneur, how do you feel failure should be looked at?

Shyam: I believe we should all look at failure as an asset, rather than as something negative. The way I see it, if you have an idea, you should try to make it work, even if there is a chance that you will fail. That's because not trying is failure right there, anyway! And failure is not the worst thing that can happen. I think having regrets because of not trying, and wondering 'what if' is far worse than trying and actually failing.

Interviewer: How did you feel when you failed for the first time?

Shyam: I was completely heartbroken! It was a very painful experience. But the good news is, you do recover from the failure. And with every subsequent failure, the recovery process gets a lot easier. That's because you start to see each failure more as a lesson that will eventually help you succeed, rather than as an obstacle that you cannot overcome. You will start to realize that failure has many benefits.

Interviewer: Can you tell us about some of the benefits of failing?

Shyam: One of the benefits that I have experienced personally from failing is that the failure made me see things in a new light. It gave me answers that I didn't have before. Failure can make you a lot stronger. It also helps keep your ego in control.

Interviewer: What advice would you give entrepreneurs who are about to start their own enterprises?

Shyam: I would tell them to do their research and ensure that their product is something that is actually wanted by customers. I'd tell them to pick their partners and employees very wisely and cautiously. I'd tell them that it's very important to be aggressive – push and market your product as aggressively as possible. I would warn them that starting an enterprise is very expensive and that they should be prepared for a situation where they run out of money.

I would tell them to create long term goals and put a plan in action to achieve that goal. I would tell them to build a product that is truly unique. Be very careful and ensure that you are not copying another startup. Lastly, I'd tell them that it's very important that they find the right investors.

Interviewer: That's some really helpful advice, Shyam! I'm sure this will help all entrepreneurs to be more prepared before they begin their journey! Thank you for all your insight!

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

UNIT 10.6: Preparing to be an Entrepreneur

Unit Objectives 🞯

At the end of the unit, students 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. Understand 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 your own enterprise
- 16. List important questions that every entrepreneur should ask before starting an enterprise

Resources to be used 🔗 _____

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual.
- Copies of Handouts.

Do 🗸

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Preparing to be an Entrepreneur.

Say 痛

• Tell the participants about the market study.

Elaborate

Understanding Market Research

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

Market research involves two types of data:

- Primary information. This is research collected by yourself or by someone hired by you.
- Secondary information. This is research that already exists and is out there for you to find and use.

Primary research

Primary research can be of two types:

- Exploratory: This is open-ended and usually involves detailed, unstructured interviews.
- **Specific:** This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

Secondary research

Secondary research uses outside information. Some common secondary sources are:

- **Public sources:** These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- **Commercial sources:** These offer valuable information but usually require a fee to be paid. Examples are research and trade associations, banks and other financial institutions etc.
- Educational institutions: These offer a wealth of information. Examples are colleges, universities, technical.

Say 뎗

• Tell the participants about the 4 Ps of marketing.

- Elaborate 🚺

Tell them – The 4 Ps of marketing are:

- Product,
- Price,
- Promotion and
- Place.

Let's look at each of these 4 Ps in detail.

Product

A product can be:

- A tangible good
- An intangible service

Whatever your product is, it is critical that you have a clear understanding of what you are offering, and what its unique characteristics are, before you begin with the marketing process.

Some questions to ask yourself are:

- What does the customer want from the product/service?
- What needs does it satisfy?
- Are there any more features that can be added?
- Does it have any expensive and unnecessary features?
- How will customers use it?
- What should it be called?
- How is it different from similar products?
- How much will it cost to produce?
- Can it be sold at a profit?

Price

Once all the elements of Product have been established, the Price factor needs to be considered. The Price of a Product will depend on several factors such as profit margins, supply, demand and the marketing strategy.

Some questions to ask yourself are:

- What is the value of the product/service to customers?
- Do local products/services have established price points?
- Is the customer price sensitive?
- Should discounts be offered?
- How is your price compared to that of your competitors?

Promotion

Once you are certain about your Product and your Price, the next step is to look at ways to promote it. Some key elements of promotion are advertising, public relations, social media marketing, email marketing, search engine marketing, video marketing and more.

Some questions to ask yourself are:

- Where should you promote your product or service?
- What is the best medium to use to reach your target audience?
- When would be the best time to promote your product?
- How are your competitors promoting their products?

Place

According to most marketers, the basis of marketing is about offering the right product, at the right price, at the right time. For this reason, selecting the best possible location is critical for converting prospective clients into actual clients.

Some questions to ask yourself are:

- Will your product or service be looked for in a physical store, online or both?
- What should you do to access the most appropriate distribution channels?
- Will you require a sales force?
- Where are your competitors offering their products or services?
- Should you follow in your competitors' footsteps?
- Should you do something different from your competitors?

Importance of an IDEA

Ideas are the foundation of progress. An idea can be small or ground-breaking, easy to accomplish or extremely complicated to implement. Whatever the case, the fact that it is an idea gives it merit. Without ideas, nothing is possible. Most people are afraid to speak out their ideas, out for fear of being ridiculed. However, if are an entrepreneur and want to remain competitive and innovative, you need to bring your ideas out into the light.

Some ways to do this are by:

- Establishing a culture of brainstorming where you invite all interested parties to contribute
- Discussing ideas out loud so that people can add their ideas, views, opinions to them
- Being open minded and not limiting your ideas, even if the idea who have seems ridiculous
- Not discarding ideas that you don't work on immediately, but instead making a note of them and shelving them so they can be revisited at a later date.



• Tell the participants about the Business entity concepts. If your aim is to start and run a business, it is crucial that you have a good understanding of basic business terms.

- Elaborate 🧌

Tell them – Every entrepreneur should be well versed in the following terms:

- Accounting: A systematic method of recording and reporting financial transactions.
- Accounts payable: Money owed by a company to its creditors.
- Accounts Receivable: The amount a company is owed by its clients.
- Assets: The value of everything a company owns and uses to conduct its business.
- Balance Sheet: A snapshot of a company's assets, liabilities and owner's equity at a given moment.
- Bottom Line: The total amount a business has earned or lost at the end of a month.
- Business: An organization that operates with the aim of making a profit.
- Business to Business (B2B): A business that sells goods or services to another business.
- Business to Consumer (B2C): A business that sells goods or services directly to the end user.
- Capital: The money a business has in its accounts, assets and investments. The two main types of capital are debt and equity.
- Cash Flow: The overall movement of funds through a business each month, including income and expenses.
- Cash Flow Statement: A statement showing the money that entered and exited a business during a specific period of time.
- Contract: A formal agreement to do work for pay.
- Depreciation: The degrading value of an asset over time.
- Expense: The costs that a business incurs through its operations.
- Finance: The management and allocation of money and other assets.
- Financial Report: A comprehensive account of a business' transactions and expenses.
- Fixed Cost: A one-time expense.
- Income Statement (Profit and Loss Statement): Shows the profitability of a business during a period of time.
- Liabilities: The value of what a business owes to someone else.
- Marketing: The process of promoting, selling and distributing a product or service.
- Net Income/Profit: Revenues minus expenses.
- Net Worth: The total value of a business.
- Payback Period: The amount of time it takes to recover the initial investment of a business.
- Profit Margin: The ratio of profit, divided by revenue, displayed as a percentage.
- Return on Investment (ROI): The amount of money a business gets as return from an investment.
- Revenue: The total amount of income before expenses are subtracted.
- Sales Prospect: A potential customer.
- Supplier: A provider of supplies to a business.
- Target Market: A specific group of customers at which a company's products and services are aimed.
- Valuation: An estimate of the overall worth of the business.

Say 痛

• Tell the participants about the CRM. CRM stands for Customer Relationship Management. Originally the expression Customer Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

- Elaborate 📗

The Need for CRM

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

Benefits of CRM

CRM has a number of important benefits:

- It helps improve relations with existing customers which can lead to:
- Increased sales
- Identification of customer needs
- Cross-selling of products
- It results in better marketing of one's products or services
- It enhances customer satisfaction and retention
- It improves profitability by identifying and focusing on the most profitable customers



• Tell the participants about the Networking. In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts.

Elaborate

Tell them – Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

The Need for Networking

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem. This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that. Benefits of Networking

Networking offers numerous benefits for entrepreneurs. Some of the major benefits are:

- Getting high quality leads
- Increased business opportunities
- Good source of relevant connections
- Advice from like-minded entrepreneurs
- Gaining visibility and raising your profile
- Meeting positive and enthusiastic people
- Increased self-confidence
- Satisfaction from helping others
- Building strong and lasting friendships

Say 뎗

• Tell the participants about the Business Plans. Setting goals is important because it gives you long-term vision and short-term motivation. Goals can be short term, medium term and long term.

Elaborate 🍥

Tell them – Short-Term Goals

- These are specific goals for the immediate future. Example: Repairing a machine that has failed. Medium-Term Goals
- These goals are built on your short term goals.
- They do not need to be as specific as your short term goals.

Example: Arranging for a service contract to ensure that your machines don't fail again.

Long-Term Goals

These goals require time and planning. They usually take a year or more to achieve.

Example: Planning your expenses so you can buy new machinery

Why Create a Business Plan

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountable and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues. A business plan is also a very important tool for getting the interest of key employees or future investors.

A business plan typically comprises of eight elements.

Say 뎗

• Tell the participants about the Elements of a Business Plans. The executive summary follows the title page. The summary should clearly state your desires as the business owner in a short and businesslike way. It is an overview of your business and your plans. Ideally this should not be more than 1-2 pages.

- Elaborate 🛛

Tell them – Your Executive Summary should include:

- The Mission Statement: Explain what your business is all about.
- Example: Nike's Mission Statement
- Nike's mission statement is "To bring inspiration and innovation to every athlete in the world."
- Company Information: Provide information like when your business was formed, the names and roles of the founders, the number of employees, your business location(s) etc.
- Growth Highlights: Mention examples of company growth. Use graphs and charts where possible.
- Your Products/Services: Describe the products or services provided.
- Financial Information: Provide details on current bank and investors.
- Summarize future plans: Describe where you see your business in the future.

Business Description

The second section of your business plan needs to provide a detailed review of the different elements of your business. This will help potential investors to correctly understand your business goal and the uniqueness of your offering.

Your Business Description should include:

- A description of the nature of your business
- The market needs that you are aiming to satisfy
- The ways in which your products and services meet these needs
- The specific consumers and organizations that you intend to serve

• Your specific competitive advantages

Market Analysis

The market analysis section usually follows the business description. The aim of this section is to showcase your industry and market knowledge. This is also the section where you should lay down your research findings and conclusions.

Your Market Analysis should include:

- Your industry description and outlook
- Information on your target market
- The needs and demographics of your target audience
- The size of your target market
- The amount of market share you want to capture
- Your pricing structure
- Your competitive analysis
- Any regulatory requirements

Organization & Management

This section should come immediately after the Market Analysis. Your Organization & Management section should include:

- Your company's organizational structure
- Details of your company's ownership
- Details of your management team
- Qualifications of your board of directors
- Detailed descriptions of each division/department and its function
- The salary and benefits package that you offer your people
- The incentives that you offer

Service or Product Line

The next section is the service or product line section. This is where you describe your service or product, and stress on their benefits to potential and current customers. Explain in detail why your product of choice will fulfill the needs of your target audience.

Your Service or Product Line section should include:

- A description of your product/service
- A description of your product or service's life cycle
- A list of any copyright or patent filings
- A description of any R&D activities that you are involved in or planning

Marketing & Sales

Once the Service or Product Line section of your plan has been completed, you should start on the description of the marketing and sales management strategy for your business.

Your Marketing section should include the following strategies:

- **Market penetration strategy:** This strategy focuses on selling your existing products or services in existing markets, in order to increase your market share.
- **Growth strategy:** This strategy focuses on increasing the amount of market share, even if it reduces earnings in the short-term.
- Channels of distribution strategy: These can be wholesalers, retailers, distributers and even the internet.
- Communication strategy: These can be written strategies (e-mail, text, chat), oral strategies (phone calls, video chats, face-to-face conversations), non-verbal strategies (body language, facial expressions, tone of voice) and visual strategies (signs, webpages, illustrations).

Your Sales section should include the following information:

- A salesforce strategy: This strategy focuses on increasing the revenue of the enterprise.
- A breakdown of your sales activities: This means detailing out how you intend to sell your products or services

 will you sell it offline or online, how many units do you intend to sell, what price do you plan to sell each
 unit at, etc.

Funding Request

This section is specifically for those who require funding for their venture. The Funding Request section should include the following information:

- How much funding you currently require.
- How much funding you will require over the next five years. This will depend on your long- term goals.
- The type of funding you want and how you plan to use it. Do you want funding that can be used only for a specific purpose, or funding that can be used for any kind of requirement?
- Strategic plans for the future. This will involve detailing out your long-term plans what these plans are and how much money you will require to put these plans in motions.
- Historical and prospective financial information. This can be done by creating and maintaining all your financial records, right from the moment your enterprise started, to the present day. Documents required for this are your balance sheet which contains details of your company's assets and liabilities, your income statement which lists your company's revenues, expenses and net income for the year, your tax returns (usually for the last three years) and your cash flow budget which lists the cash that came in, the cash that went out and states whether you had a cash deficit (negative balance) or surplus (positive balance) at the end of each month.

Financial Planning

Before you begin building your enterprise, you need to plan your finances. Take a look at the steps for financial planning:

- **Step 1:** Create a financial plan. This should include your goals, strategies and timelines for accomplishing these goals.
- **Step 2**: Organize all your important financial documents. Maintain a file to hold your investment details, bank statements, tax papers, credit card bills, insurance papers and any other financial records.
- Step 3: Calculate your net worth. This means figure out what you own (assets like your house, bank accounts, investments etc.), and then subtract what you owe (liabilities like loans, pending credit card amounts etc.) the amount you are left with is your net worth.

- **Step 4:** Make a spending plan. This means write down in detail where your money will come from, and where it will go.
- **Step 5:** Build an emergency fund. A good emergency fund contains enough money to cover at least 6 months' worth of expenses.
- **Step 6:** Set up your insurance. Insurance provides long term financial security and protects you against risk

Risk Management

As an entrepreneur, it is critical that you evaluate the risks involved with the type of enterprise that you want to start, before you begin setting up your company. Once you have identified potential risks, you can take steps to reduce them. Some ways to manage risks are:

- Research similar business and find out about their risks and how they were minimized.
- Evaluate current market trends and find out if similar products or services that launched a while ago are still being well received by the public.
- Think about whether you really have the required expertise to launch your product or service.
- Examine your finances and see if you have enough income to start your enterprise.
- Be aware of the current state of the economy, consider how the economy may change over time, and think about how your enterprise will be affected by any of those changes.
- Create a detailed business plan.

Say 뎗

• Tell the participants what Information Should Entrepreneurs Offer Banks for Funding. When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information.

- Elaborate 🚪

Tell them – It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

General Credentials

This is where you, as an entrepreneur, provide the bank with background information on yourself. Such information includes:

- Letter(s) of Introduction: This letter should be written by a respected business person who knows you well enough to introduce you. The aim of this letter is set across your achievements and vouch for your character and integrity.
- Your Profile: This is basically your resume. You need to give the bank a good idea of your educational achievements, professional training, qualifications, employment record and achievements.

- **Business Brochure:** A business brochure typically provides information on company products, clients, how long the business has been running for etc.
- Bank and Other References: If you have an account with another bank, providing those bank references is a good idea.
- **Proof of Company Ownership or Registration:** In some cases, you may need to provide the bank with proof of company ownership and registration. A list of assets and liabilities may also be required.

Financial Situation

Banks will expect current financial information on your enterprise. The standard financial reports you should be prepared with are:

- Balance Sheet
- Profit-and-Loss Account
- Cash-Flow Statement
- Projected Sales and Revenues
- Business Plan
- Feasibility Study

Guarantees or Collaterals

Usually banks will refuse to grant you a loan without security. You can offer assets which the bank can seize and sell off if you do not repay the loan. Fixed assets like machinery, equipment, vehicles etc. are also considered to be security for loans.

Say 痛

• Tell the participants about the landing criteria of banks.

- Elaborate 🍥

Tell them – Your request for funding will have a higher chance of success if you can satisfy the following lending criteria:

- Good cash flow
- Adequate shareholders' funds
- Adequate security
- Experience in business
- Good reputation

The Procedure

To apply for funding the following procedure will need to be followed.

- Submit your application form and all other required documents to the bank.
- The bank will carefully assess your credit worthiness and assign ratings by analyzing your business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.
- The bank will make a decision as to whether or not you should be given funding.

Say 痛

• Tell the participants about the Enterprise Management. To manage your enterprise effectively you need to look at many different aspects, right from managing the day-to-day activities to figuring out how to handle a large scale event.

- Elaborate 🛛

Tell them – Let's take a look at some simple steps to manage your company effectively.

Step 1: Use your leadership skills and ask for advice when required.

Let's take the example of Ramu, an entrepreneur who has recently started his own enterprise. Ramu has good leadership skills – he is honest, communicates well, knows how to delegate work etc. These leadership skills definitely help Ramu in the management of his enterprise. However, sometimes Ramu comes across situations that he is unsure how to handle. What should Ramu do in this case? One solution is for him to find a more experienced manager who is willing to mentor him. Another solution is for Ramu to use his networking skills so that he can connect with managers from other organizations, who can give him advice on how to handle such situations.

Step 2: Divide your work amongst others - realize that you cannot handle everything yourself.

Even the most skilled manager in the world will not be able to manage every single task that an enterprise will demand of him. A smart manager needs to realize that the key to managing his enterprise lies in his dividing all his work between those around him. This is known as delegation. However, delegating is not enough. A manager must delegate effectively if he wants to see results. This is important because delegating, when done incorrectly, can result in you creating even more work for yourself. To delegate effectively, you can start by making two lists. One list should contain the things that you know you need to handle yourself. The second list should contain the things that you are confident can be given to others to manage and handle. Besides incorrect delegation, another issue that may arise is over-delegation. This means giving away too many of your tasks to others. The problem with this is, the more tasks you delegate, the more time you will spend tracking and monitoring the work progress of those you have handed the tasks to. This will leave you with very little time to finish your own work.

Step 3: Hire the right people for the job.

Hiring the right people goes a long way towards effectively managing your enterprise. To hire the best people suited for the job, you need to be very careful with your interview process. You should ask potential candidates the right questions and evaluate their answers carefully. Carrying out background checks is always a good practice. Running a credit check is also a good idea, especially if the people you are planning to hire will be handling your money. Create a detailed job description for each role that you want filled and ensure that all candidates have a clear and correct understanding of the job description. You should also have an employee manual in place, where

you put down every expectation that you have from your employees. All these actions will help ensure that the right people are approached for running your enterprise.

Step 4: Motivate your employees and train them well.

Your enterprise can only be managed effectively if your employees are motivated to work hard for your enterprise. Part of being motivated involves your employees believing in the vision and mission of your enterprise and genuinely wanting to make efforts towards pursuing the same. You can motivate your employees with recognition, bonuses and rewards for achievements. You can also motivate them by telling them about how their efforts have led to the company's success. This will help them feel pride and give them a sense of responsibility that will increase their motivation.

Besides motivating your people, your employees should be constantly trained in new practices and technologies. Remember, training is not a one-time effort. It is a consistent effort that needs to be carried out regularly.

Step 5: Train your people to handle your customers well.

Your employees need to be well-versed in the art of customer management. This means they should be able to understand what their customers want, and also know how to satisfy their needs. For them to truly understand this, they need to see how you deal effectively with customers. This is called leading by example. Show them how you sincerely listen to your clients and the efforts that you put into understand their requirements. Let them listen to the type of questions that you ask your clients so they understand which questions are appropriate.

Step 6: Market your enterprise effectively.

Use all your skills and the skills of your employees to market your enterprise in an effective manner. You can also hire a marketing agency if you feel you need help in this area.

Now that you know what is required to run your enterprise effectively, put these steps into play, and see how much easier managing your enterprise becomes!

Say 뎗

• Tell the participants about Considering Entrepreneurship.

Elaborate

Tell them – Questions to Ask Yourself before Considering Entrepreneurship:

- Why am I starting a business?
- What problem am I solving?
- Have others attempted to solve this problem before? Did they succeed or fail?
- Do I have a mentor1 or industry expert that I can call on?
- Who is my ideal customer2?
- Who are my competitors3?

- What makes my business idea different from other business ideas?
- What are the key features of my product or service?
- Have I done a SWOT4 analysis?
- What is the size of the market that will buy my product or service?
- What would it take to build a minimum viable product5 to test the market?
- How much money do I need to get started?
- Will I need to get a loan?
- How soon will my products or services be available?
- When will I break even6 or make a profit?
- How will those who invest in my idea make a profit?
- How should I set up the legal structure7 of my business?
- What taxes8 will I need to pay?
- What kind of insurance9 will I need?
- Have I reached out to potential customers for feedback

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.







APPAREL MADE-UPS HOME FURNISHING

11. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria









Annexure I

	Training Delivery Pla	n											
Program Name:	Junior Software Developer												
Qualification Pack Name & Ref. ID	Junior Software Developer & SSC/Q0508	unior Software Developer & SSC/Q0508											
Version No.	1.0	Version Update Date	31/03/2016										
Pre-requisites to Training	10th Standard												
Training	By the end of this program, the participants v	will be able to:											
Outcomes	 Assist in performing software constructio IT Services industry 	n and software testing	entry-level tasks in the										
	2. Manage your work to meet requirements	5											
	3. Work effectively with colleagues												
	4. Maintain a healthy, safe and secure working environment												
	5. Provide data/information in standard formats												
	6. Develop your knowledge, skills and comp	petence											

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SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Introduction	Introduction to IT-ITeS Sector	 Explain IT in detail. Discuss about ITeS in detail. 	Bridge Module	 Power-point presentation Facilitator-led discussion Audio-visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	3:00 Hrs.
		Introduction to the Training Program	 Explain the purpose of the training program. Explain roles and responsibilities of a Junior Software Developer. Explain personal attributes of a JSD. 	Bridge Module	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	3:00 Hrs.
2.	Core/Generic Skills	Communication Skills	 Explain Verbal Communication. Explain barriers to communication 	Bridge Module	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	3:00 Hrs.
		Team Work	 Explain what Teamwork is. Explain characteristics of an effective team. 	Bridge Module	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	2:00 Hrs.
3.	Basics of IT	Basic Computer Skills	 Explain the important characteristic of computers. List application of computers. Identify different components of computers. Describe files and folders. 	SSC/N0506 PC1, KB1	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	4:00 Hrs.
			 Demonstrate: Application of computer Components of computer Input/output devices 	SSC/N0506 PC1, KB1	Practical Lab	Pen, Pencil, Note Pad, Desktop/Laptop	8:00 Hrs.
			 Start a computer Turnoff the computer Demonstrate the Windows Operating Syste 	SSC/N0506 PC1, KB1	Practical Lab	Pen, Pencil, Note Pad, Desktop/Laptop	8:00 Hrs.







		Internet	 State the features of computer network State the functions of the Internet Browse the Web State the uses of E-mail 	SSC/N0506 PC1, KB2	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	3:00 Hrs.
			Demonstrate Network and internet	SSC/N0506 PC1, KB2	Practical Lab	Pen, Pencil, Note Pad, Desktop/ Laptop with internet connection	4:00 Hrs.
4.	Assist in Performing Software Construction and Software Testing Entry-Level Tasks in the IT Services Industry	C Programming	 Explain Basic Principles of Programming Learn about flow chart symbols and their usage Learn basics of C programming 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	4:00 Hrs.
			 Demonstrate the need for Algorithm Draw a Flowchart Demonstrate the structure of a C program, C Character Set and C Keywords 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
			 Discuss Variables Demonstrate Data Types in C Perform Arithmetic Operators, Logical Operators and Conditional Operators 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
			 Learn first C Program Define Turbo C Editor Learn about decision making and branching Explain Loops 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	4:00 Hrs.







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	 Perform Input Functions Declare and define variables Demonstrate the parts of Turbo CIDE 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
	 Prepare a decision making flow chart Perform a Loop Program 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
	 Define Functions Define Arrays Define Structures 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	4:00 Hrs.
	 Demonstrate how return value of function works Write Functions in C Perform Function Calls 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
	 Demonstrate the types of Arrays Run an Array program Demonstrate the format of a Structure 	SSC/N0506 PC2, PC3, PC4, PC5, PC6, KB3, KB4	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.







	Analyse Various Concepts of PHP	1. 2. 3. 4.	Explain PHP Explain Array Explain Operators Explain Classes and Object	SSC/N0506 KB3, KB4, KB5,	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	5:00 Hrs.
		•	Discuss about basic syntax and usage of PHP Practice basic coding in PHP	SSC/N0506	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
		•	Demonstrate Operators and their types Run a program using Operators Demonstrate classes and object	SSC/N0506	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
	Introduction to MYSQL	1. 2.	Define Database Identify persistence using PHP and MYSQL	SSC/N0506 KB6, KB7, KB8	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	4:00 Hrs.
		•	Demonstrate Relational Database and data types supported by MYSQL	SSC/N0506 KB6, KB7, KB8	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.







		Perform steps for PHP to communicate to database	SSC/N0506 KB6, KB7, KB8	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
		 Provide an overview of Database Management Systems. Identify the features of SQL. Learn about Data Manipulation Language (DML). 	SSC/N0506 KB9	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	5:00 Hrs.
	SQL using Oracle	 Demonstrate Database Management System Demonstrate the features of SQL and Data types in SQL 	SSC/N0506 KB9	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	5:00 Hrs.
		Create a Table in SQL	SSC/N0506 KB9	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.
		 Demonstrate the Data Manipulation Language Create a Table using DML 	SSC/N0506 KB9	Practical Lab	Computer Lab with 1:1 PC : trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, chat tools, HTML, C++ / Java, IDE, Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets	8:00 Hrs.







5.	Manage Your Work to Meet Requirement	Self and Work Management	1. 2.	Discuss how to understand your work to meet requirements Explain the code of conduct of a Junior Software Developer	SSC/N9001 PC1, PC2, PC3, PC4, PC5	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	5:00 hrs.
			•	Demonstrate the code of conduct of a JSD	SSC/N9001 PC1, PC2, PC3, PC4, PC5	Practical Lab	Note Pad, Pen, Marker, Sheets	5:00 Hrs.
			1. 2.	Discuss organisational procedures and policies Learn about Planning and Organising	SSC/N9001 PC6, PC7, PC8, PC9	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	5:00 hrs.
			•	Demonstrate organisational procedures and policies	SSC/N9001 PC6, PC7, PC8, PC9	Practical Lab	Note Pad, Pen, Marker, Sheets	5:00 Hrs.
			•	Demonstrate planning and organising	SSC/N9001 PC6, PC7, PC8, PC9	Practical Lab	Note Pad, Pen, Marker, Sheets	5:00 Hrs.
6.	Work Effectively with Colleagues	Team Work and Communication	1.	Explain how to work effectively in a team	SSC/N9002 PC2, PC4	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	6:00 Hrs.
			1.	Explain how to communicate clearly, concisely and accurately with colleagues Learn about professional skills	SSC/N9002 PC1, PC3, PC5, PC6, PC7, PC8	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	6:00 Hrs.
			•	Demonstrate Team Work	SSC/N9002 PC1, PC3, PC5, PC6, PC7, PC8	Practical Lab	Note Pad, Pen, Marker, Sheets	6:00 Hrs.
			•	Perform a Role Play on effective communication	SSC/N9002 PC1, PC3, PC5, PC6, PC7, PC8	Practical Lab	Note Pad, Pen, Marker, Sheets	6:00 Hrs.
			•	Demonstrate Professional Skills	SSC/N9002 PC1, PC3, PC5, PC6, PC7, PC8	Practical Lab	Note Pad, Pen, Marker, Sheets	6:00 Hrs.
7.	Maintain a Healthy, Safe and Secure Working Environment	Hazards at Workplace	1.	Provide an introduction of Hazards at workplace Learn to deal with occupational hazards	SSC/N9003 PC1, PC2, PC3, PC7	 Power-point presentation Facilitator-led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	6:00 Hrs.

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	 Prepare Checklist for WorkStation 	SSC/N9003 PC1, PC2, PC3, PC7	Practical Lab	White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 Hrs.
Emergencies	 Explain what an emergency evacuation is Demonstrate the evacuation procedure 	SSC/N9003 PC4, PC5, PC6	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	6:00 Hrs.
	 Discuss about emergencies at workplace Discuss how to deal with medical emergencies 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs	5:00 Hrs.
	 Perform the procedure to assist someone who is bleeding. 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Perform the procedure to assist someone who has fainted 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Perform the procedure to assist someone who is in shock. 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Perform the procedure to assist someone who is suffering from muscle cramps. 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Demonstrate the steps to be followed when assisting someone suffering from strain or sprain 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Demonstrate the steps to be followed when assisting someone suffering from a fracture or dislocation. 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Perform the procedure to assist someone suffering from an asthma attack. 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.
	 Perform the procedure to assist someone who has been bitten by an animal 	SSC/N9003 PC4, PC5, PC6	Practical Lab	Note Pad, Pen, Marker, Sheets, First Aid Kit, PPEs, Mannequin	8:00 Hrs.







8.	Data and Information Management	Provide Data/ Information in Standard Formats	1. 2. 3.	Explain the importance of providing qualitative and quantitative data Use standard format templates for data/ information documentation Explain the organisation's procedures and guidelines for data/information entry	SSC/N9004 PC1, PC2, PC3, PC4	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	8:00 Hrs.
			1. 2. 3.	Recognise and adhere to company's policies and procedure for information sharing Collect and validate data/ information using company specific norms Use organisational procedures for updating data in appropriate formats	SSC/N9004 PC5, PC6, PC7	 Power-point presentation Facilitator- led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	8:00 Hrs.
			1. 2.	Use CRM Database to extract, record and share information Recognize the work-scope and time-scales and how to use them to collect and present relevant data	SSC/N9004 PC8, PC9	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	8:00 Hrs.
			•	Demonstrate the Performance criteria for a Junior Software Developer	SSC/N9004 PC1, PC2, PC3, PC4	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	5:00 Hrs.
			•	Demonstrate the importance of maintaining Logs	SSC/N9004 PC5, PC6, PC7	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	6:00 Hrs.
			•	Prepare Logs	SSC/N9004 PC5, PC6, PC7	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	6:00 Hrs.
			•	Maintain an Inventory of all Logs	SSC/N9004 PC8, PC9	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	6:00 Hrs.
			•	Maintain new stock arriving	SSC/N9004 PC8, PC9	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	6:00 Hrs.
			•	Handle situation if some products have reached minimum stock level	SSC/N9004 PC8, PC9	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	6:00 Hrs.

Junior Software Developer







9.	Develop your Knowledge, Skills and Competence	Learning and Self Development	1. 2. 3. 4. 5. 6. 7.	Identify knowledge, skills and abilities needed for an area of work / job role Explain how to perform a training needs analysis Plan a learning and development program with the help of appropriate stakeholders Apply learned skills at the workplace under supervision Recognize how to obtain valid feedback and develop a plan of action based on it Explain organisation's guidelines as related to learning and development programs Use and maintain learning and development logs for continuous improvement	SSC/N9005 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	5:00 Hrs.
			•	Demonstrate what knowledge, skills and competences are needed for an area of work/job role	SSC/N9005 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	4:00 Hrs.
			•	Perform Dashboard Activity	SSC/N9005 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	8:00 Hrs.
			•	Perform Feedback Figure Activity	SSC/N9005 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Practical Lab	Note Pad, Pen, Marker, Sheets, Desktop/Laptop with internet connection	8:00 Hrs.







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Digital Literacy: A Recap Money Matters	 Identify the basic parts of a computer Identify the basic parts of a keyboard Recall basic computer terminology Recall basic computer terminology Recall the functions of basic computer keys Discuss the main applications of MS Office Discuss the benefits of Microsoft Outlook Discuss the 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 Discuss the benefits of saving money Discuss the main types of bank accounts Describe the process of opening a bank account Differentiate between fixed and variable costs Describe the different types of insurance products Describe the different types of insurance products Discuss the uses of online banking Discuss the anin types of invest the different types of taxes Describe the different types of taxes Discuss the uses of online banking Discuss the main types of insurance products 	Bridge Module	 Power-point presentation Facilitator-led - discussion Audio- visuals Images Power-point presentation Facilitator-led - discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	
Preparing for Employment & Self Employment	 Discuss the steps to prepare for an interview Discuss the steps to create an effective Resume Discuss the most frequently asked interview questions Discuss how to answer the most frequently asked interview questions Discuss basic workplace terminology 	Bridge Module	 Power-point presentation Facilitator- led discussion Audio- visuals Images 	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	







Understanding Entrepreneurship	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28.	Discuss the concept of entrepreneurship Describe the characteristics of an entrepreneur Describe the different types of enterprises List the qualities of an effective leader Discuss the benefits of effective leadership List the traits of an effective team Discuss the importance of listening effectively Discuss the importance of speaking effectively Discuss how to listen effectively Discuss how to speak effectively Discuss how to speak effectively Discuss how to solve problems List important problem solving traits Discuss the importance of speaking effectively Discuss how to solve problems List important problem solving traits Discuss how to assess problem solving skills Discuss how to identify new business opportunities Discuss how to identify new business opportunities Discuss how to identify new business Understand the meaning of entrepreneur Describe the different types of entrepreneurs List the characteristics of entrepreneurs List the characteristics of entrepreneurs Discuss the entrepreneurial process Describe the entrepreneurial process Describe the entrepreneurship ecosystem Discuss the government's role in the entrepreneurship ecosystem in India Understand the purpose of the Make in India campaign Discuss the relationship between entrepreneurship and	Bridge Module	•	Power-point presentation Facilitator- led - discussion Audio- visuals Images	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	
		Understand the purpose of the Make in India campaign					
	30. 31.	between entrepreneurship and resilience Describe the characteristics of a resilient entrepreneur Discuss how to deal with failure					

Junior Software Developer







t	o be an Entrepreneur 2 2 3 4 5 6 7 8 7 8 1 1 1	 Discuss how market research is carried out Describe the 4 Ps of marketing Discuss the importance of idea generation Recall basic business terminology Discuss the need for CRM Discuss the benefits of CRM Discuss the heed for networking Discuss the benefits of networking Understand the importance of setting goals Differentiate between short-term, medium-term and long-term goals Discuss how to write a business plan 	Bridge Module	•	Power-point presentation Facilitator- led - discussion Audio- visuals Images	White Board, Markers and Eraser, Projector with screen, Flip chart with markers, Faculty's PC/ Laptop with latest configuration and internet connection	
	1	 Differentiate between short-term, medium-term and long-term goals Discuss how to write a 					
	1	 planning process Discuss ways to manage your risk Describe the procedure and formalities for applying for bank finance Discuss how to manage your own enterprise 					
	1	16. List important questions that every entrepreneur should ask before starting an enterprise Total Duration					400 Hrs.

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Junior Software Developer						
Job Role Junior S		Junior Software Developer				
Qualification Pack SSC/Q0508		SSC/Q0508				
Sector Ski	ll Council	IT-ITeS				
Sr. No.	Guidelines for Assessment					
1		ion Pack (QP) will be created by the Sector Skill Council e assigned Theory and Skill/Practical marks proportional				
2	The assessment will be conducted online t	nrough assessment providers authorised by SSC.				
3	Format of questions will include a variety of styles suitable to the PC being tested such as multiple choice questions, fill in the blanks, situational judgment test, simulation and programming test.					
4	To pass a QP, a trainee should pass each individual NOS. Standard passing criteria for each NOS is 70%.					
5	For more and latest details on the assessment criteria, please visit www.sscnasscom.com.					

			12.1	Marks Allocation	
Assessment Outcomes	Assessment Criteria for Outcomes	Total Mark	Out of	Theory	Skills Practica
1.SSC/N0506 (Assist in performing software construction and software testing entry- level tasks in the IT Services Industry)	PC 1. demonstrate basic computer and internet literacy including operating a computer, describing its major components and how they work, using Windows and Linux OS, operating a browser, searching the internet, managing mails and using social internet media.	100	10	0	10
	PC 2. demonstrate aptitude for analyzing information and making logical conclusions.		25	10	15
	PC 3. demonstrate knowledge of the foundational mathematical concepts in computing.		20	5	15
	PC 4. design algorithms to solve problems and convert them into code using the appropriate programming language constructs.		30	10	20
	PC 5. read and execute a test case and record the outcome in the appropriate template.		10	5	5
	PC 6. be able to communicate effectively with appropriate people w.r.t. assigned roles in simple English – both oral and written.		5	0	5
		Total	100	30	70
3.NOS/N9001 (Manage your work to meet requirements)	PC1. establish and agree your work requirements with appropriate people		6.25	0	6.25
	PC2. keep your immediate work area clean and tidy	100	12.5	6.25	6.25
	PC3. utilize your time effectively		12.5	6.25	6.25

	PC4. use resources correctly and efficiently		18,75	6.25	12.5
	PC5. treat confidential information correctly		6.25	0	6.25
	PC6. work in line with your organization's policies				
	and procedures		12.5	0	12.5
	PC7. work within the limits of your job role		6.25	0	6.25
	PC8. obtain guidance from appropriate people, where necessary		6.25	0	6.25
	PC9. ensure your work meets the agreed		10.75	C 35	40.5
	requirements	10.00	18.75	6.25	12.5
A cost human and a		Total	100	25	75
4.SSC/N9002 (Work effectively with colleagues)	PC1. communicate with colleagues clearly, concisely and accurately		20	0	20
concegues	PC2. work with colleagues to integrate your work		20		20
	effectively with theirs		10	0	10
	PC3. pass on essential information to colleagues in				
	line with organizational requirements		10	10	0
	PC4. work in ways that show respect for colleagues	100	20	0	20
	PC5. carry out commitments you have made to colleagues		10	0	10
	PC6. let colleagues know in good time if you cannot			1.000	1
	carry out your commitments, explaining the reasons		10	10	0
	PC7. identify any problems you have working with colleagues and take the initiative to solve these problems		10	Ø	10
	PC8. follow the organization's policies and		100		1 100
	procedures for working with colleagues		10	0	10
		Total	100	20	80
5.SSC/N9003 (Maintain a healthy, safe and secure working environment)	PC1. comply with your organization's current health, safety and security policies and procedures	100	20	10	10
	PC2. report any identified breaches in health, safety, and security policies and procedures to the designated person		10	0	10
	PC3. identify and correct any hazards that you can deal with safely, competently and within the limits of your authority		20	10	10
	PC4. report any hazards that you are not competent to deal with to the relevant person in line with organizational procedures and warn other people who may be affected		10	0	10
	PC5. follow your organization's emergency procedures promptly, calmly, and efficiently		20	10	10
	PC6. identify and recommend opportunities for improving health, safety, and security to the designated person		10	0	10

and the second second	PC7. complete any health and safety records legibly		22	10	6.5
	and accurately	No. 4	10	0	10
		Total	100	30	70
6.SSC/N9004 (Provide data/information in standard formats)	PC1. establish and agree with appropriate people the data/information you need to provide, the formats in which you need to provide it, and when you need to provide it		12.5	12.5	Ō
	PC2. obtain the data/information from reliable sources		12.5	0	12.5
	PC3. check that the data/information is accurate, complete and up-to-date		12.5	6.25	6.25
1	PC4. obtain advice or guidance from appropriate people where there are problems with the data/information	100	6.25	Q	6.25
P. (PC5. carry out rule-based analysis of the data/information, if required	100	25	0	25
	PC6. insert the data/information into the agreed formats		12.5	0	12.5
	PC7. check the accuracy of your work, involving		1		1.1.1
	colleagues where required		6.25	0	6.25
	PC8. report any unresolved anomalies in the data/information to appropriate people		6.25	6.25	0
	PC9. provide complete, accurate and up-to-date data/information to the appropriate people in the required formats on time		6.25	0	6.25
		Total	100	25	75
7.SSC/N9005 (Develop your knowledge, skills and competence)	PC1. obtain advice and guidance from appropriate people to develop your knowledge, skills and competence	100	10	0	10
	PC2. identify accurately the knowledge and skills you need for your job role		10	0	10
12	PC3. identify accurately your current level of knowledge, skills and competence and any learning and development needs		20	10	10
	PC4. agree with appropriate people a plan of learning and development activities to address your learning needs		10	0	10
	PC5. undertake learning and development activities in line with your plan		20	10	10
	PC6. apply your new knowledge and skills in the workplace, under supervision		10	0	10
	PC7. obtain feedback from appropriate people on your knowledge and skills and how effectively you apply them		10	0	10
	PC8. review your knowledge, skills and competence regularly and take appropriate action	5.1	10	0	10
		Total	100	20	80

Do

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



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