





Transforming the skill landscape



Facilitator Guide







Sector Electronics

Sub-Sector LED Lighting

Occupation

LED Light Testing and Quality Assurance

Reference ID: ELE/Q9302, Version 1.0

NSFQ Level: 4

LED Light Repair Technician

Published by

All Rights Reserved, First Edi on, March 2017

Printed in India at

Copyright © 2017

Electronic Sector Skills Council of India (ESSCI) 602-608, 6th Floor, Ansal Chambers-II. Bhikaji Cama Place, New Delhi-110066 Email: info@essc-india.org Website: www.essc-india.org Phone: +91-11-46035050

Disclaimer

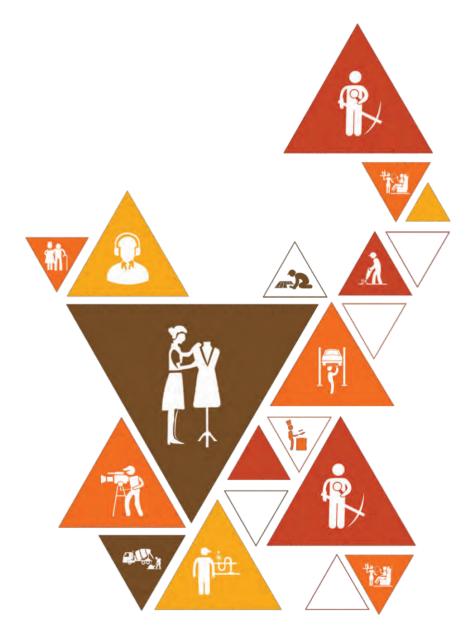
The informa on contained herein has been obtained from sources reliable to ESSCI. ESSCI disdaims all warran es to the accuracy, completeness or adequacy of such informa on. ESSCI shall have no liability for errors, omissions, or inadequacies, in the informa on contained herein, or for interpreta ons thereof. Every e ort has been made to trace the owners of the copyright material included in the book. The publishers would be grateful for any omissions brought to their no ce for acknowledgements in future edi ons of the book. No en ty in ESSCI shall be responsible for any loss whatsoever, sustained by any person who relies on this material. The material in this publica on is copyrighted. No parts of this publica on may be reproduced, stored or distributed in any form or by any means either on paper or electronic media, unless authorized by the ESSCI.





Shri Narendra Modi Prime Minister of India





Acknowledgements -

The need for having a standard curriculum for the Job Role based Qualifica on Packs under the Na onal Skills Qualifica on Framework was felt necessary for achieving a uniform skill based training manual in the form of a Par cipant Handbook.

I would like to take the opportunity to thank everyone who contributed in developing this Handbook for the QP LED Light Repair Technician.

The Handbook is the result of reless pursuit to develop an e ec ve tool for imparing the Skill Based training in the most e ec ve manner.

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

CEO

Electronics Sector Skills Council of India

About this Book

This Par cipant Handbook is designed to enable training for the specific Qualifica on Pack (QP). Each Na onal Occupa onal (NOS) is covered across Unit/s.

Key Learning Objec ves for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

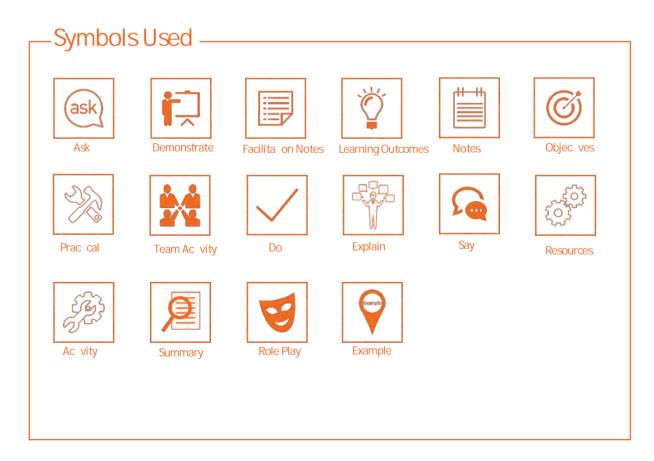
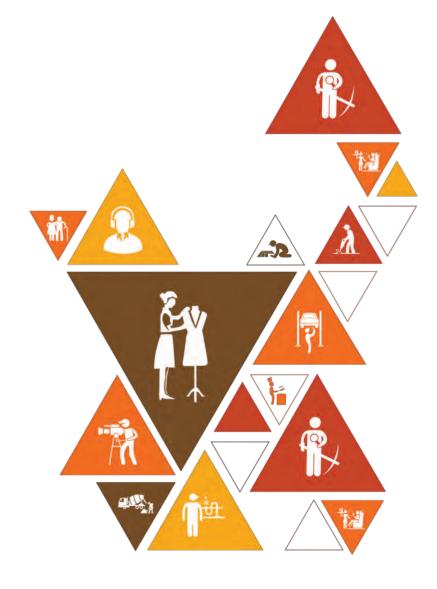


Table of Contents

S. No.	Modules and Units	Page No.
1.	Basics of Electronics and LED (ELE/N9302)	1
	Unit 1.1 – Basic of Electronic Components and Electricity	3
	Unit 1.2 – Basics of Electricity	7
	Unit 1.3 – Manual Soldering	12
	Unit 1.4 – LED Basics	16
	Unit 1.5 – Basic Parameters of LED	21
	Unit 1.6 – LED Power Sources	23
	Unit 1.7 – Thermal Management of LEDs	25
	Unit 1.8 – LED Configura on	28
2	LED Luminary Assembly (ELE/N9302)	31
	Unit 2.1 – LED Luminary Assembly	33
	Unit 2.2 – Selec on of LED Drivers	39
	Unit 2.3 – Diagnosing and Repairing LED Light	41
3.	Thermal Management, 5S, ESD, Safety Standards (ELE/N9920)	45
	Unit 3.2 – Electro Sta c Discharge (ESD)	47
	Unit 3.3 – Safety Standards	50
	Unit 3.4 – Importance of 5S on Produc vity & Management	52
4.	So Skill (ELE/N9919)	55
	Unit 4.1 – Interac on with Superior, Company Policies and Safety Procedures	57
5.	Employability & Entrepreneurship Skills	63
	Unit 5.1 – Personal Strengths & Value Systems	67
	Unit 5.2 – Digital Literacy – A Recap	101
	Unit 5.3 – Money Maers	110
	Unit 5.4 – Preparing for Employment & Self Employment	128
	Unit 5.5 – Understanding Entrepreneurship	146
	Unit 5.6 – Preparing to be an Entrepreneur	175
6.	Annexures	197
	Annexure 1 – Training Delivery Plan	198
	Annexure 2 – Assessment Criteria	205
) 🚯 🙆 👘 📢 🐜 🏟 🕼 🕼 👘 🦚 👘	









Transforming the skill landscape



1. Basics of Electronics and LED

- Unit 1.1 Basics of Electronic Components and Electricity
- Unit 1.2 Basics of Electricity
- Unit 1.3 Manual Soldering
- Unit 1.4 LED Basics
- Unit 1.5 Basic Parameters of LED
- Unit 1.6 LED Power Sources
- Unit 1.7 Thermal Management of LEDs
- Unit 1.8 LED Configura on



Key Learning Outcomes

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

- · Iden fy basic electronic components and its func ons
- List the uses of current, voltage, power and energy in LED Lighing products
- Demonstrate the process of soldering
- Explain about LED working principle
- List the parameter which a ect the overall life of LED
- Iden fy the LED power sources
- Describe series and parallel connec on of LED
- Explain the passive thermal design and heat transfer procedure in an LED
- Describe constant current of LED Driver

UNIT 1.1: Basics of Electronic Components and Electricity

Unit Objec ves 🦉

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

- · Iden fy basic electronic components
 - Explain the func on of electronic components

Resources to be Used

- Available objects such as a duster, pen, notebook and so on
- Electronic components such as a diode, capacitors, resistors, transistors and so on

Ask 🧟

Ask the par cipants if they can tell a few examples of electronic devices.

Explain

- · Explain to the par cipants about electronic components.
- Explain the di erent types of electronic components.

Notes for Facilita on

- Start the session by telling the par cipants that electronics is a branch of science which deals with electrical circuits involving ac ve and passive electronic components.
- Tell them that electronic components are the fundamental building blocks of the electronic or electrical circuit.
- Tell them that ac ve components depend on a source of energy to perform their func ons and passive components don't require external source of energy to perform their func ons.
- Tell them about the basic ac ve and passive components with the help of the following figure and show some of the components to them.

Ac ve Components	Passive Components
• Diodes	Transformer
Transistors	Resistor
 Integrated Circuit(IC) 	Capacitor
• Light Emi ng Diode (LED)	Inductor
Power Sources	Thermistor
Solenoid	

Explain to them about ac ve components using the following points:

- Ac ve components are those components which generate energy in the form of voltage or current are called as ac ve components.
- o In very simple words, it can be said that ac ve components are energy donors.
- Next, explain to the par cipants about passive components using the following points:
 - Passive components are those components which do not require any power source to perform their specific functions.
 - o These components are not capable of controlling current.

Ask 🦻

- · Ask the par cipants if they have heard about resistor colour coding.
- Ask the par cipants if they know how capacitor is constructed.

- Explain

- Explain to the par cipants about colour coding of a resistor.
- Explain the construct on of capacitors.
- Explain
 - o Inductors
 - o Diodes
 - o LED
 - o Transistor
 - o ICs

- Notes for Facilita on

• Tell them that a resistor resists the flow of current in a circuit.

• Explain fixed and variable resistors and draw the symbols of them on the whiteboard:

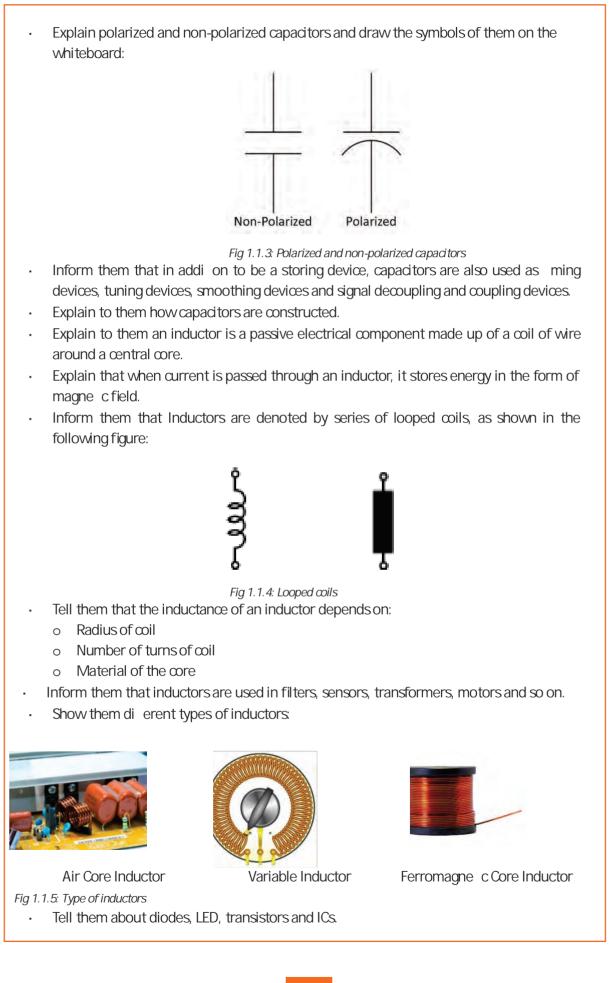
Fixed Resistor

Variable Resistor

Fig 1.1.2: Fixed and variable resistors

Explain colour coding of a resistor and how to calculate them.

- Explain that a capacitor is a passive electronic component that stores electrical energy as a sta c electric field.
- Tell them that a capacitor is made up of two parallel metal plates separated by an insulator known as dielectric.



5

• Inform them that the IC is represented by a rectangle, with pins connected to the sides. Each pin must be labelled with a number and its function, as shown in the following figure:

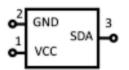


Fig 1.1.6: IC representa on

• Further, tell the applica ons of di erent components with the help of the following table:

Components	Applica on
Resistor	In a low-noise amplifier or a pre-amplifier
	 In heavy-duty industrial high-current
Capacitor	For energy storage
	In digital memory
	 In pulsed power and weapons
	In power condioning
nductors	For energy storage
	In analog circuits and signal processing
IC	In an oscillator
	In an amplifier
	• In a mer
	In a counter, a microprocessor or computer memory
Transistors	As an amplifier
	As a switch
LED	In avia on ligh ng
	In automo ve headlamps
	 In general ligh ng
	 In tra c signals
	In camera flashes
	In lighted wallpaper

UNIT 1.2: Basic of Electricity

Unit Objec ves 🦉

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

- · Iden fy the use of current, voltage, power and energy in LED Ligh ng products
- Explain the di erence between AC and DC

Resources to be Used

Available objects such as a duster, pen, notebook and so on

Ask 🦻

- Ask the par cipants to tell what comes to their mind when they think of electricity.
- Ask the par cipants if they can tell the di erence between electrical and electronic devices.

Notes for Facilita on 🗐

- Start the session by telling the par cipants why it is important for them to know about electricity, a er the par cipants share what they think of electricity.
- Tell them that the di erence between electronic and electrical devices lies in how the devices manipulate electricity to do their work.
- Explain that electrical devices take the energy of the electric current and transform it in simple ways into some other form of energy; most likely light, heat, or mo on.
- Give example that:
 - The hearing elements in a toaster turn electrical energy into heat that allows toasing of bread.
 - The motor in a vacuum cleaner turns electrical energy into mo on that drives a pump, which then sucks the dust out of the carpet.
- Tell that the electronic devices, instead of just conver ng electrical energy into heat, light, or mo on, are designed to manipulate the electrical current into doing interes ng and useful things.
- Give example that:
 - Audio electronic devices add sound informa on to electric current, which then allows someone to listen to music or talk on a cell phone.
 - o Video devices add images to electric current so that one can watch movies.
- Tell them that there is no clear-cut demarca on between electric and electronic devices. Electrical devices o en include some electronic components in them and vice-versa.
- Give example that:
 - o A toaster may contain an electronic thermostat that a empts to keep the heat at

- just the right temperature to make a perfect toast.
- The remote control of a TV set is a complicated li le electronic device that contains simple electrical devices such as ba eries.
- Explain the various terms associated with electricity, such as current, voltage, power, energy.
- Tell them that electricity is a natural force that comes into existence whenever there is a flow of electric charge between any two components.
- Explain that:
 - Voltage is the di erence between the charges at two points. It is measured in Volts and is denoted by the symbol, 'V'.
 - Current is the rate of flow of charge. It is measured in Ampere and is denoted by the symbol, 'A'.
- Explain how to calculate the rate of flow of current or the rate at which electric energy is transferred.
- Tell them that the flow of current can be seen in simple mechanisms used in our day -today life such as switching on a fan or a light bulb.
- Explain Ohm's law with the help of the diagram.
- Draw the following diagram to explain how to calculate the current if voltage (V) and resistance (R)are given:

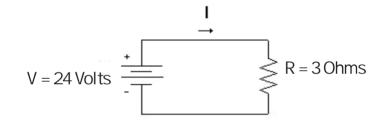
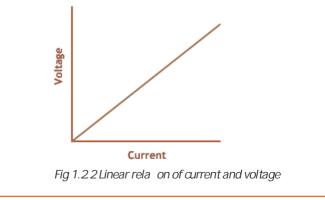


Fig 1.21: Calcula on of current

 Tell them, if V is 24 volts, R is 3 ohms, then I can be calculated as V=IR

I=V/R

- The current, I, flowing in the circuit will be 24/3 = 8 A.
- Then tell them about the linear rela on of current and voltage with the help of the following graph, where X axis represents current and Y axis represents voltage.



- Explain to them that power is the rate at which electrical energy is consumed in a circuit.
- Explain that power depends on voltage and current and is measured in was.
- Tell them that electric power can also be defined as the work done by an electric current in a unit me.
- Explain that the power consumed within a structure is measured with the help of electricity meters provided by the power company such as the one shown in the following figure:



Fig 1.2.3: Electricity meter

- Explain that the consumers are charged for electricity by the amount they use.
- Explain that the unit of measurement of power consumed is wa s-hour, that is the consumer pays for:

Wa s-hour = Total wa s consumed X me in hours

Ask 🔤

- Ask the par cipants if they have heard of the terms, AC and DC.
- Ask them if they know what these terms stand for.

Explain L

Explain to the par cipants about electric circuit, AC and DC.

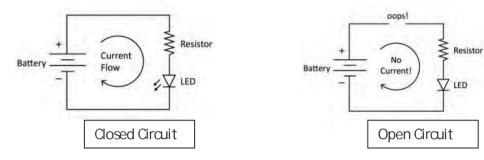
- Notes for Facilita on

- Tell the par cipants that a circuit is a closed loop through which electricity can flow. A circuit is a path which starts and stops at the same place.
- Explain that an electrical circuit is an interconnec on of the following:

- Power source, such as a ba ery which provides energy for the current to flow through the circuit.
- Load, which is any device that draws power from the circuit such as a light bulb, a TV, a computer and so on.
- o Electronic components such as resistors, capacitors and so on.
- Wires that connect various components.

• Explain that a circuit is of two types

- Closed circuit: Allows uninterrupted flow of electricity from the source to the load and then back to the star ng point.
- Open circuit: Does not conduct electricity as the circuit is not complete and the flow of current gets broken.
- Explain the concept of closed and open circuits with the help of the following diagram:



- Fig 1.2 4: Closed and open circuit
- Inform them that there is another type of circuit called short circuit. It refers to a circuit which does not have a load. However, the current in a short circuit can flow at very high levels and can damage electronic components or even cause a fire.
- Explain that in a series circuit, the load, which is depicted by lamps, is connected to one a er another, as shown in the following image:



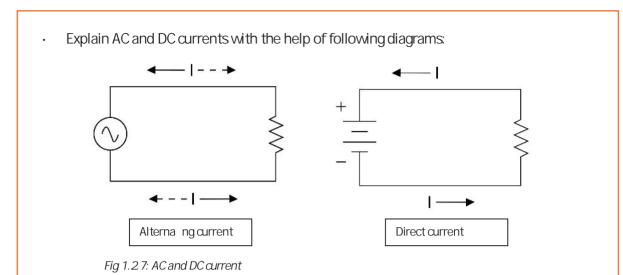
Fig 1.25: Connec on of lamp in series

• Further, tell them that in a parallel circuit, both the lamps are connected to the source, parallel to each other, as shown in the following image:



Fig 1.26: Connec on of lamp in parallel

- Explain that there are two types of currents:
 - o AC or alterna ng current
 - o DC or direct current



• Further, explain the di erence between the features of AC and DC currents with the help of the following table:

Parameter	AC	DC
Direc on	It reverses its direc on while flowing in a circuit.	It flows in one direc on in the circuit.
Current	It is the current of magnitude varying with me	It is the current of constant magnitude.
Obtained from	A.C Generator and mains.	Cell or Baery.
Passive Parameters	Impedance	Resistance
Power Factor	Between O and 1	It is always 1
Types	Sinusoidal, Trapezoidal, Triangular, Square	Pure and pulsa ng

UNIT 1.3: Manual Soldering

Unit Objec ves 🦉

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

- Explain the process of soldering
- · Iden fy the types of solder and flux
- Describe the working of solder iron
- · List the selec on criteria of a suitable p

Resources to be Used

Available objects such as a duster, pen, notebook and so on

Ask 🦻

- · Ask the par cipants if they know the importance of soldering.
- · Ask them, if they know about types of solder.
- · Ask them, if they know about use of sponge in soldering process.

Explain

- · Explain soldering.
- Explain the use of solder.
- Explain the use of correct iron ps.
- Explain:
 - o Wand
 - o Base
 - o Stand
 - o Sponge.

Notes for Facilita on

- Start the session by telling the par cipants that soldering is done to join two or more items (generally metal) by mel ng a filler metal into the joint.
- Explain that the filler metal is called solder and it has mel ng point lower than the adjoining items.
- Tell them about two types of solder:
 - o Tin-Lead solder
 - o Lead free solder, for example n-zinc, cadmium-silver and zinc-aluminium.

Explain the specifica on of n-lead solder with the help of following chart:

% of Tin-Lead	Mel ng Point
63-37	183 °C (361 °F)
60-40	183–190 °C (361–374 °F)
50-50	183–215 °C (361–419 °F)

Fig 1.3.1: Specifica on of n lead solder

.

Explain the applica ons of di erent types of lead free solder with the help of following chart:

Туре	Applica on
Tin-Zinc	Joining aluminium
Cadmium-Silver	For providing strength at high
	temperatures
Zinc-Aluminium	Aluminium and corrosion resistance
Tin-Silver	Electronics manufacturing
Tin-Bismuth	Electronics manufacturing

Fig 1.3.2: Applica on of type of lead free solder

• Tell them that lead -free solders are becoming popular because of environmental reasons.

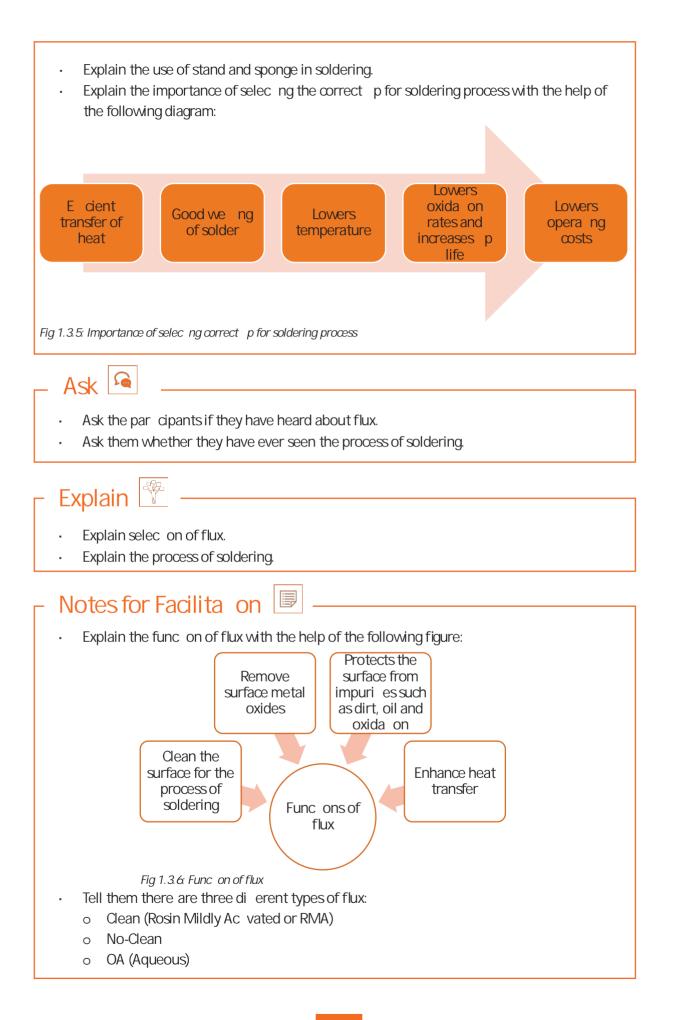
• Explain di erent parts of a soldering iron:



Fig 1.3.3: Parts of soldering iron

• Tell them about a few types of iron ps used in soldering, such as:





- Explain that the selec on of flux depends on:
 - o Flux performance
 - o Flux characteris cs that include:
 - § Materials of composi on (Rosin, Resin, Organic and Inorganic)
 - § Flux type
 - § Flux form (Solid, Paste and Liquid).
- Explain the process of soldering.
- Briefly explain the do's and don'ts of the soldering process with the help of the following table:

		Don'ts
ind when id	n idle.	Leave the soldering iron una ended
o to keep	ep	A dirty rusty surface will not transfer the
		heat.
water for	r	Use sandpaper, files or normal water for
		deaning the iron p.
		Use excessive ac ve flux.

Fig 1.3.7: Dos and don'ts of soldering process

Facilitator Guide

UNIT 1.4: LED Basics

Unit Objec ves 🦉

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

- Explain the evolu on of High Power LED
- Demonstrate LED working principle
- List the parameter which a ect the overall life of LED
- · Iden fy various types of LED
- · List the advantages of LED light product

- Resources to be Used

Available objects such as a duster, pen, notebook and so on

Di erent colours of LEDs

. Ask 🖻

Do

- · Ask the par cipants if they know how LED works.
- Ask them, if they can tell a few advantages of LED technology.

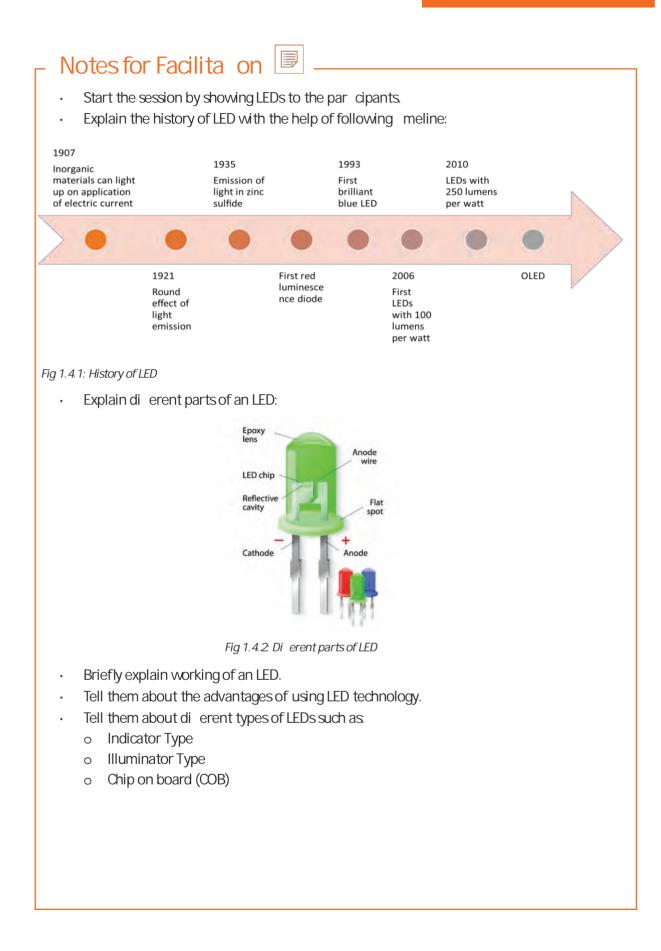




Fig 1.4.1: LED s of di erent colour

Explain

- Briefly explain the history of LED.
- Explain working principle of an LED.
- Explain the advantages of LED technology.
- Explain di erent types of LED and the factors a ec ng the life of an LED.



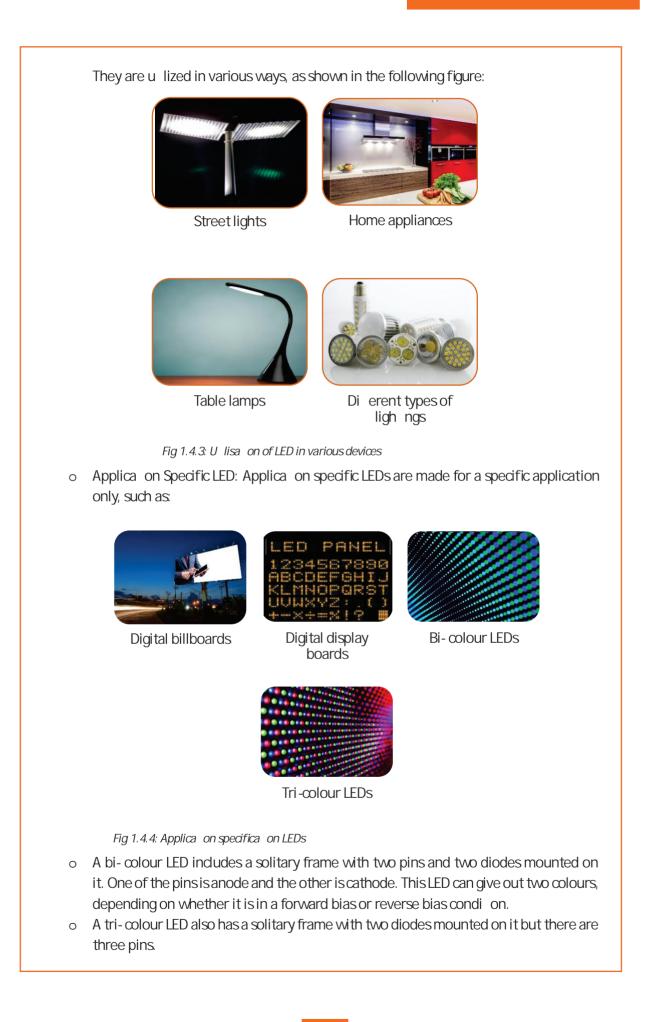
- Explain that in addi on to these three, there are other types of LEDs such as:
 - LED Strips LED strips contain high-powered LEDs which are placed on a thin PCB on a flexible strip. The back of the strip is covered with an adhesive. When power is supplied to the LED strip, the strip LEDs lit up over the strip. These strips are simple to install and very economical.



Fig 1.4.2: LED strips

Some types of LED strip lights include are as follows:

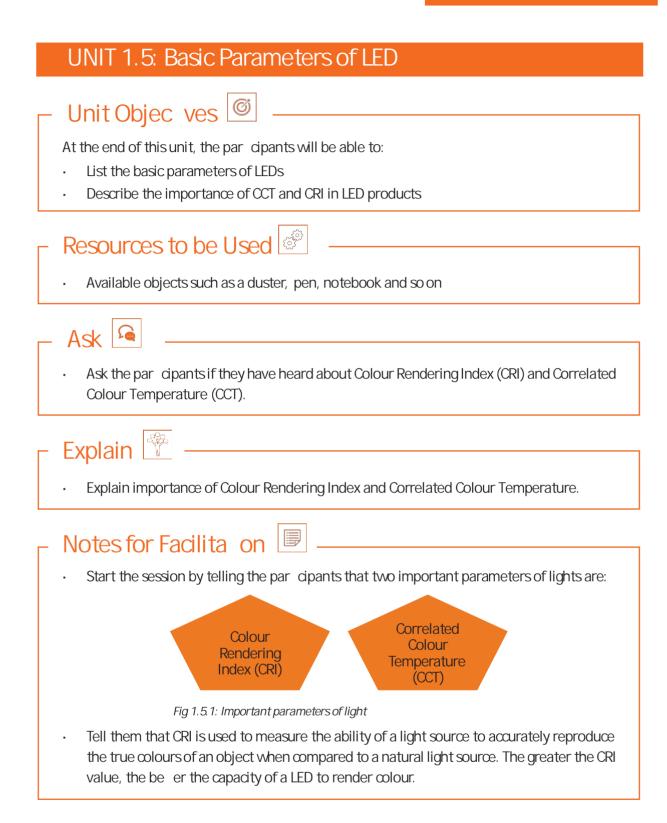
- § RGB LED strip- Digital
- § Flashing lights- Rhythm following
- § LED strip- Flexible
- § SMD LED strip- Waterproof
- § Self- adhesive LED strip- Decora ve blue- coloured
- § Self-adhesive LED strip-Decora ve red-coloured
- § Self-adhesive LED strip-Decora ve white-coloured
- § Hit lights ribbon LED strip- Red flexible
- Miniature LED: These are usually single LEDs u lized as indicators. They are available in sizes ranging from 2mm to 8mm and come in hole and surface mount packaging. They o en do not u lize any separate heat sink. The usual current ranges from 1Ma to over 20Ma. The ny size of the LEDs helps set the upper limit on the power consump on by itself because of the heat generated by high current density and the requirement of a heat sink. The shape of the packages can be:
 - § Round with a dome shaped or flat top
 - § Rectangular having flat top
 - § Triangular or square having a flat top.
- To enhance the viewing angle and contrast, clear or nted encapsula on might be provided.
- High Power LED: High-power LEDs (HP-LEDs) or high-output LEDs (HO-LEDs) have the capability to be driven at high currents ranging from mA to an ampere. They have tremendous output and come in various shapes and sizes. These LEDs require heat sinks due to heat dissipa on. They can func on for more than 60,000 hours.

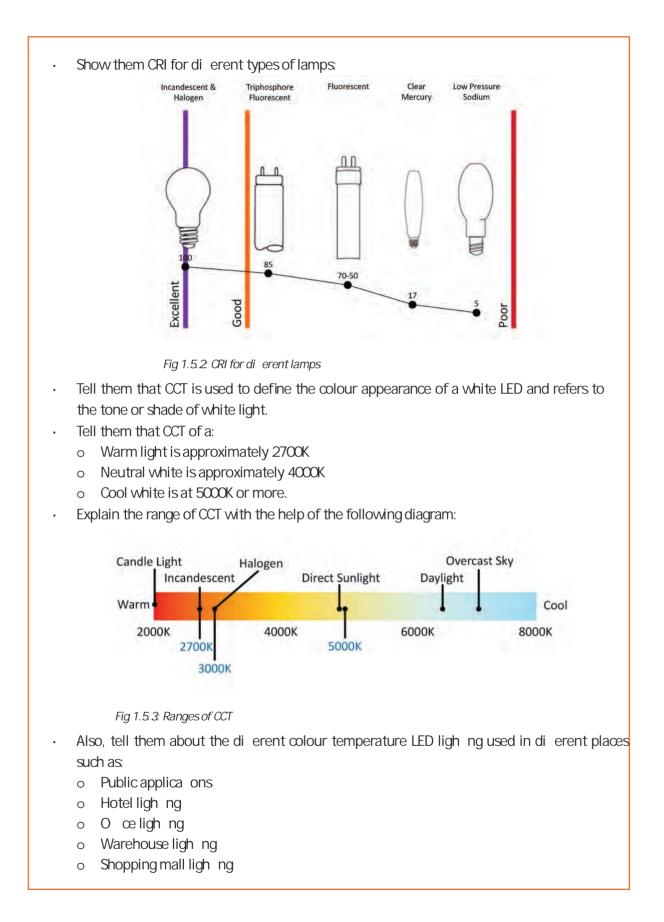


Facilitator Guide

• Explain the factors that a ect the life of an LED such as:

- o Current
- o Temperature
- o Radia on and light
- o Dampness
- o Mechanical influence
- o Chemical influence





UNIT 1.6: LED Power Sources

Unit Objec ves 🦉

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

- Iden fy the LED power sources
- List components used in power supply
- Describe series and parallel connec on of LED

- Resources to be Used 🖉

Available objects such as a duster, pen, notebook and so on

Ask 🤷

Ask the par cipants if they can tell about the unit of light output.

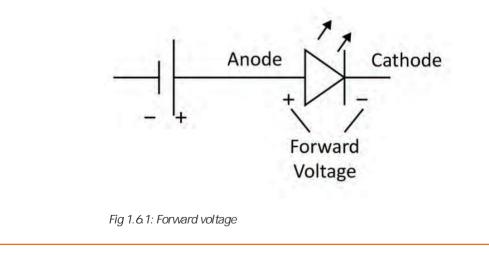
- Explain 🗋

• Explain di erent types of LED power sources.

Explain the types of LED connec on in a circuit.

Notes for Facilita on

- Start the session by explaining to the par cipants, the di erence between powering an LED and other electronics product.
- Tell them the characteris cs of LED power sources.
- Draw the following diagram and tell them that in order for a LED to turn on, a voltage must be applied across its leads, from anode to cathode. This voltage is known as forward voltage (V_F).



• Also, tell them that typical V_{LED} values are:

Туре	Voltage (V)
Non-high-brightness red	1.7
High-brightness low-current red	1.9
Orange and yellow	2
Green	21
Bright white and blue	3.4 to 3.6

Fig 1.6.2: Voltage for di erent type of LED

- Briefly explain the working of LED power sources.
- Explain that the LEDs can either be connected in series or parallel.
- Explain the advantages and disadvantages to connec ng LEDs in series and in parallel in a circuit.



Unit Objec ves

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

- Explain the heat transfer procedure in an LED .
- Describe the passive thermal design
- Iden fy the use of heat sink

Resources to be Used

Available objects such as a duster, pen, notebook and so on

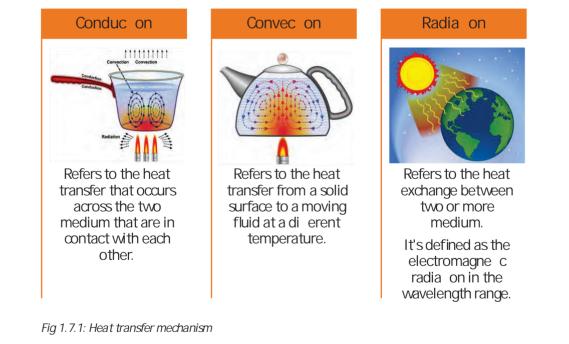
Explain

Explain heat transfer procedure in a LED Luminary.

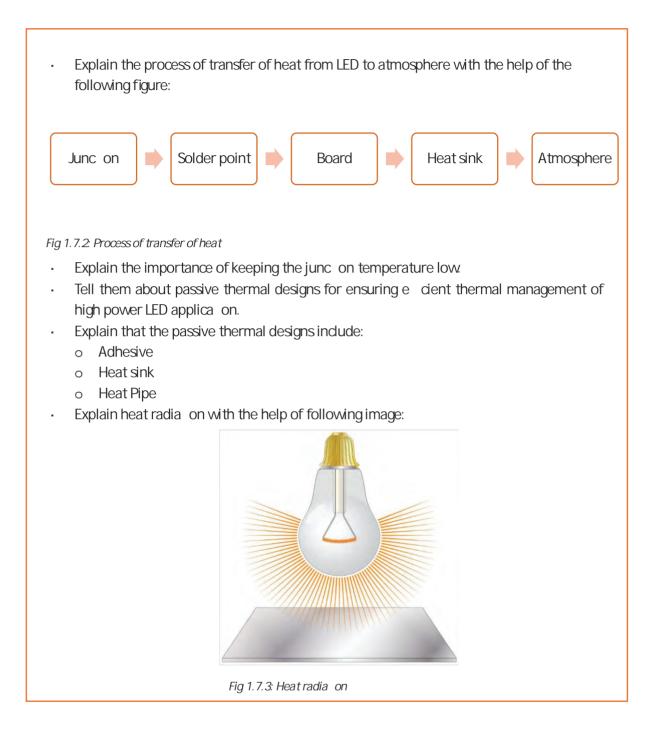
Notes for Facilita on

Start the session by telling the par cipants about the heat transfer mechanism: 0

- Conduc on
- Convec on 0
- Radia on 0
- Explain the three mechanisms with the help of the following diagram







- Also, show them the following image of heat sink and explain how the following characteris cs of heat sink a lect the e ciency of heat transfer:
 - o Material
 - o Shape
 - o Surface Finish
 - o Method of Moun ng



Fig 1.7.4: Heat Sink

- Tell them about heat pipes and vapour chambers.
- Tell them about Metal Core PCBs.



UNIT 1.8: LED Configura ons

Unit Objec ves 🦉

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

- Describe constant current of LED Driver
 - Iden fy the needs of LED Driver parameters

Resources to be Used

Available objects such as a duster, pen, notebook and so on

Explain

Explain di erent LED configura on.

- Notes for Facilita on

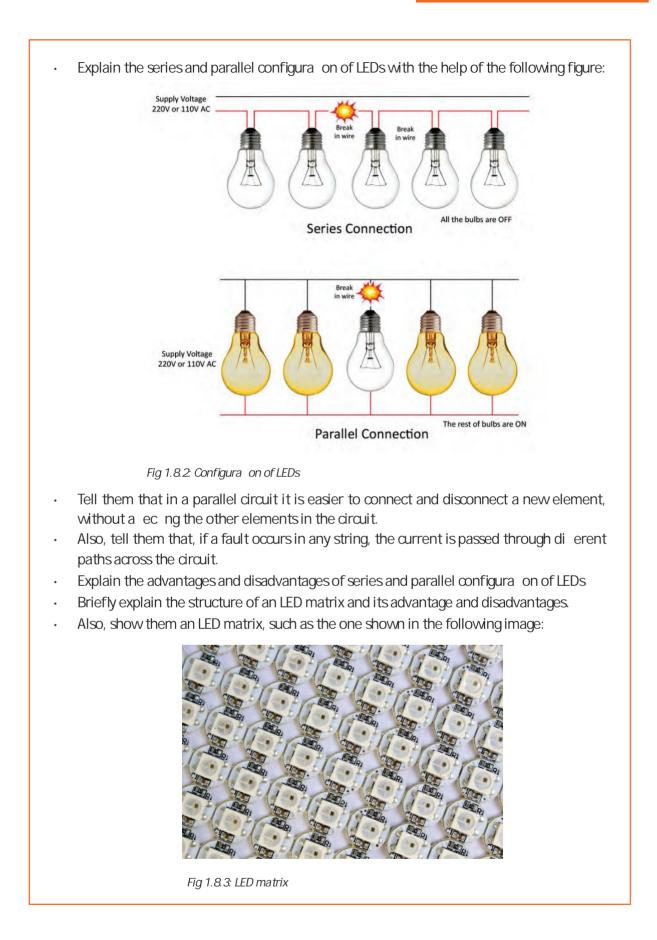
• Start the session by introducing two types of LED drivers to the par cipants, as shown in the following figure:

Constant current LED driver

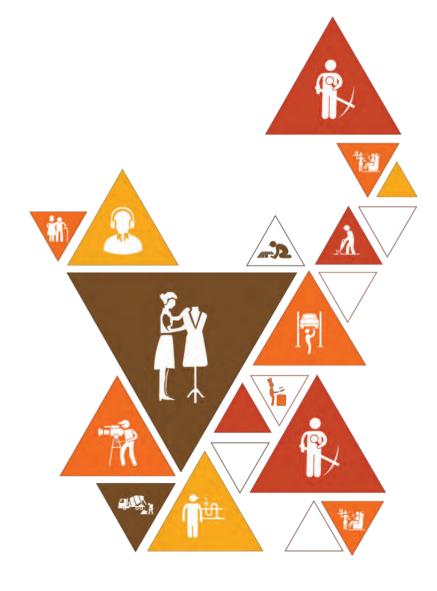
Constant voltage LED driver

Fig 1.8.1: Type of LED drivers

- Tell them that constant current LED drivers are used for a fixed output current and a range of output voltages. This type of driver varies the voltage across the circuit allowing a constant current across the device.
- Also, tell them that the current beyond the raining of the LED is known as thermal -runaway and it leads to reduced life-span of the LED and premature burn out.
- Tell them that these are generally used for commercial LED displays, signs and backligh ng as consistent brightness as well as constant level of current are maintained.



29







GOVERNMENT OF INDIA MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP N S·D·C National Skill Development Corporation

Transforming the skill landscape



2. LED Luminary Assembly

Unit 2.1 – LED Luminary Assembly Unit 2.2 – Selec on of LED Drivers Unit 2.3 – Diagnose and Repair LED Light



Key Learning Outcomes 🦉

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

- Demonstrate basic knowledge of product assembly
- · Iden fy the tools required for LED product assembly
- Explain di erent types of drivers
- Demonstrate driver selec on according to the LED

UNIT 2.1: LED luminary Assembly

Unit Objec ves 🦉

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

- Demonstrate basic knowledge of product assembly
- Iden fy the tools required for LED product assembly
- List the materials used in LED product assembly

Resources to be Used

Available objects such as a duster, pen, notebook and so on

- Ask 🖻

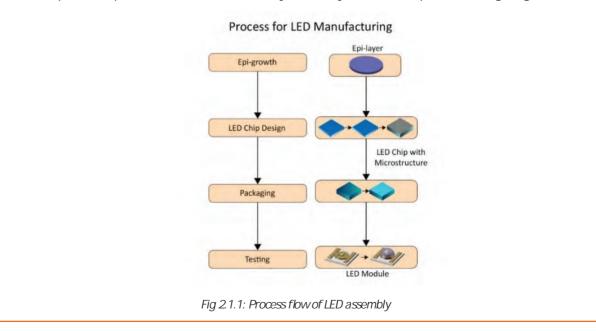
Ask the par cipants if they can tell a few components of LED luminaire assembly.

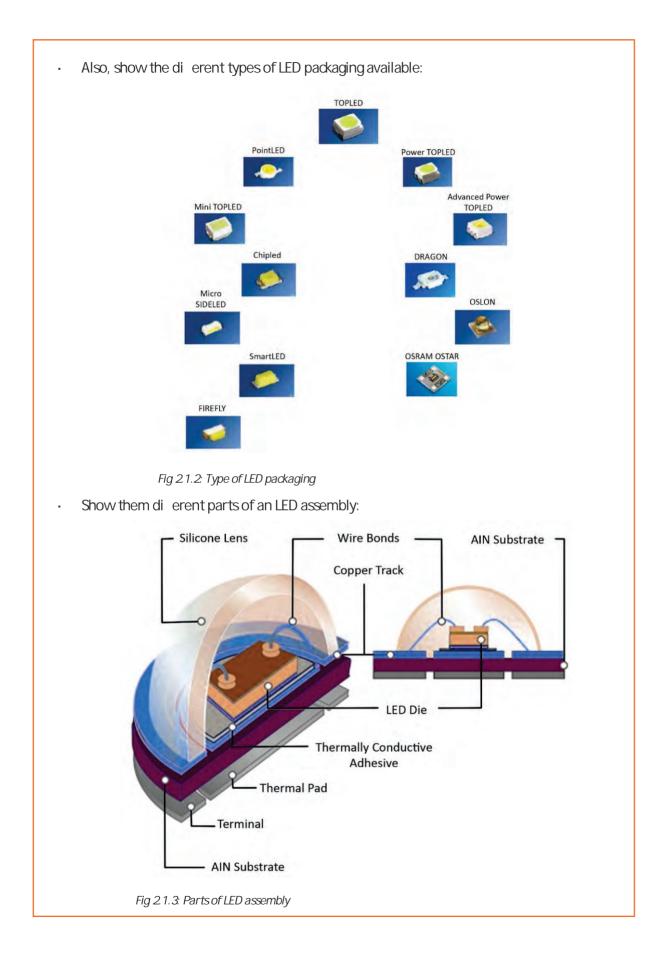
Explain

- · Explain the components of an LED assembly.
- Explain the assembly of dierent LED products.

- Notes for Facilita on

- Start the session by telling the par cipants that a transparent material such as silicone or epoxy is used to encapsulate LEDs. A blue LED in a broadband, white appearing spectrum is converted into a white LED by adding phosphor.
- Explain the process flow of LED luminary assembly with the help of following diagram:





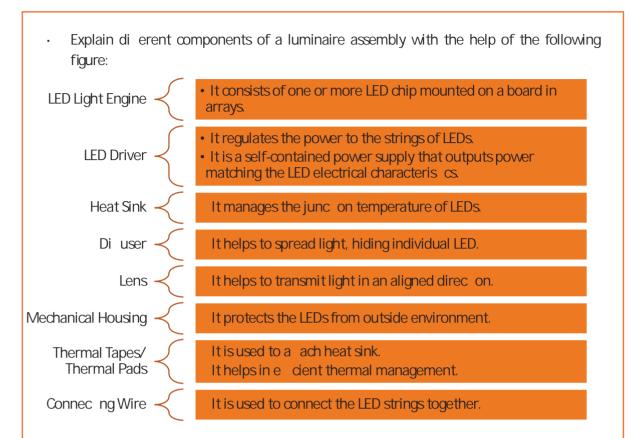


Fig 2.1.4: Components of luminary assembly

- Tell them about various thermal interface materials that facilitate heat dissipa on:
 - Thermal grease: It eliminates air gaps that act as thermal insulator, between two parts, and maximizes heat transfer.
 - Thermal glue: It allows a bond line between two parts like grease, but unlike the grease it also provides mechanical strength to the joint a er curing.
 - Thermal gap filler: It allows a bond line, thicker than the thermal grease a er curing. But, it allows easy disassembly since it has limited adhesiveness.
 - Thermal pad: Thermal pads are so and solid and are made of silicone or silicone-like material. It requires higher force to press the heat sink on the heat source to conform to the bonded surfaces.
 - o Thermal adhesive: It is like a thermal pad that has adhesive proper es.
- Tell them about di erent tools required for luminaire assembly:

Tool and equipment	Descrip on	Image
Needle-nose pliers	 Used to bend, re- posi on and snip wire 	
	 Help in reaching areas where fingers or any other tool/instrument is less likely to reach 	

Facilitator Guide

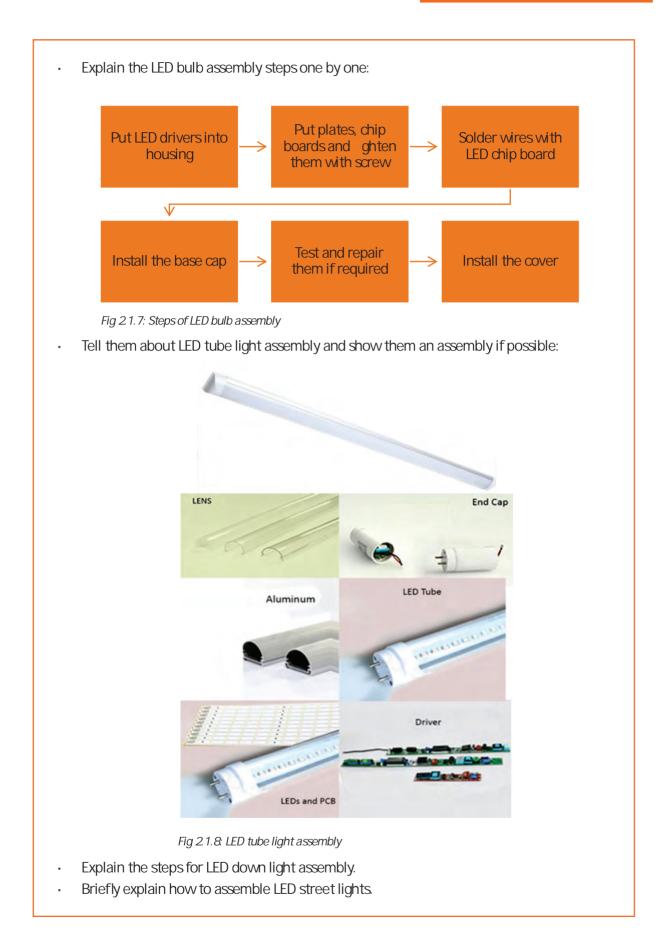
Wire strippers	Used to strip the insula on part from electric wires	
Wire cuer	Used for cuing wires	
Screwdriver	Used to turn or remove screws	
Spanner	Used to grip and turn a nut or a bolt	
g 2.1.5: Di erent tools re	equired for luminary assembly	
	of di erent LED products assem sic steps of the luminaire assem	-

Assemble the base components
 • Assemble the heat management components

Fig 2.1.6: Basic steps of luminary assembly

• Explain the spotlight assembly steps one by one.

• Join the base assembly and heat sink assembly



- Tell them that the burn -in test is done to test electronic components.
- Explain the steps for round panel assembly and square panel light assembly.
- Tell them that, during burn-in test, the system components are exercised before they are assembled or placed in service. This process will force certain failures of the components under supervised condi ons so that load capacity of the product can be es mated.
- Also, tell them that burn-in is conducted for electronic components at elevated temperature and voltage.
- Explain IP code or IP raing to the parcipants.
- Tell them what the digits and le ers in the code actually mean.

UNIT 2.2: Selec on of LED Drivers



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

- Explain di erent types of drivers
- Demonstrate driver selec on according to the LED

Resources to be Used

Available objects such as a duster, pen, notebook and so on

• Ask the par cipants if they can remember the types of LED drivers.

Explain

Ask

- Explain the criteria for the selec on of LED driver.
- Explain constant current and constant voltage driver.

- Notes for Facilita on 🗐

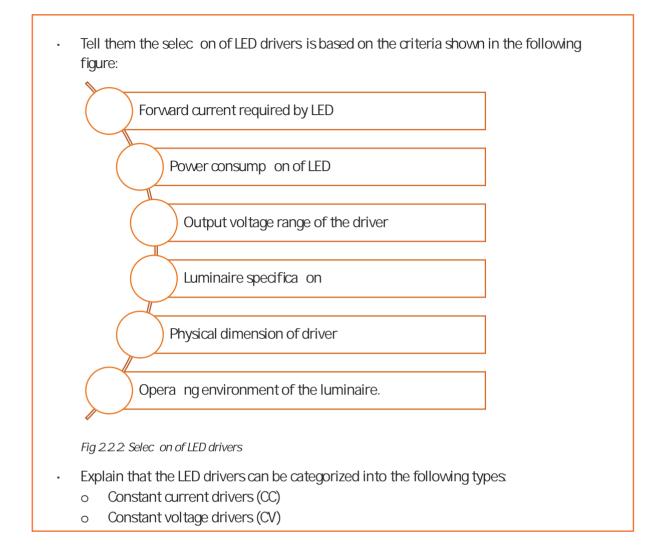
- Start the session by telling the par cipants that LED drivers are the source of power for LEDs.
- Explain the features of LED drivers with the help of the following figure:

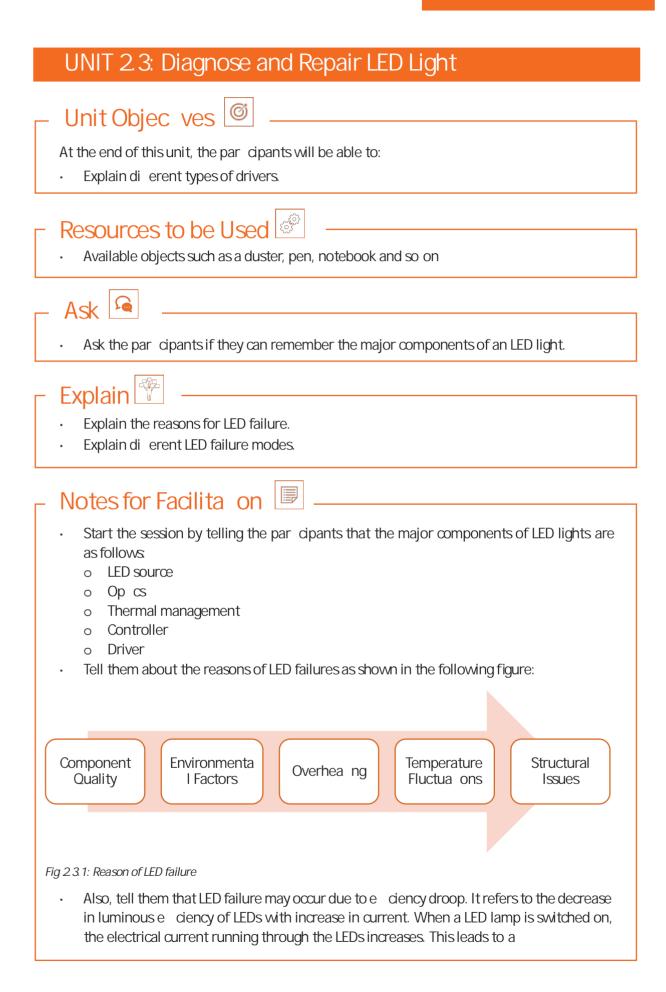
Isolate the ligh ng systems from high voltage

Minimize the shock hazard

Regulate system power to face line -voltage fluctua ons that can damage the LEDs

Fig 2.2.1: Features of LED drivers





drop of up to 20% in the luminouse cacy of the LEDs. So, higher the amount of electricity running through LED lamp, higher is the impact on the e diency droop.

• Explain the di erent failure modes of LED luminaire assembly shown in the following figure:

Packaging related failure

Metal and semiconductor related failure

Stress-related failure such as thermal runaway

Secondary Op cs failure

Thermal Management System failure

Driver failure

Fig 2.3.2: Failure mode of LED luminary assembly

- Tell them that the op cal performance of LEDs decreases gradually with me because of growing defects in the epitaxy layers.
- Also, tell them that a 30% or 50% decrease in performance may be expected, while the expected opera on life is 20,000-100,000 h.
- Briefly explain that the following adverse factors can result in loss in LED e ciency within a period lower than es mated life me:
 - o Low quality of epitaxy layers
 - o Excess junc on temperature
 - o Penetra on of humidity or other contaminants
 - o Latent Electro Sta c Discharge (ESD) damage
 - o Instable power supply.
- Tell them that any obstruc on in the path of the current causes frequent failures that reduce light emission.
- Tell them that during soldering, thermal overload can cause cracks, detachments or delamina on across the joints as a result of di erent expansion rates of the materials.
- Tell them that failure analysis is done to find the possible root cause and to show a way to avoid it.

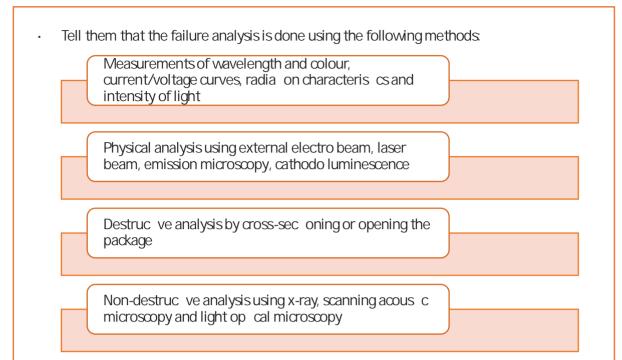


Fig 2 3.3: Failure analysis methods

• Explain the various types of errors that are detected and the root cause analysis that is carried out in each case, with the help of the following table:

Detec on of Error	Analysis
Impuries of the light eming area	Radia on characteris cs
Problems in thermal coupling	Measurements of thermal resistance
Detachment of bond wire	X-ray microscope
Delamina on on the interface layer	Scanning acous c microscopy
Localise failures inside the LED	Cross-sec oning of encapsula on materials
Failures at the interfaces	Op cal or Scanning electron microscope (SEM) microscopy
Impuri es in corrosion e ects	Material analysis with Energy Dispersive X- Ray (EDX)
Reveal dark spots or dark lines and other	Cathode luminescence by localized
defec ve areas on the chip	s mula on of light emission,
	Electron Beam-Induced Current (EBIC) or
	Op cal Beam-Induced Current (OBIC)
Light emi ed leakage current	Emission microscopy
Detail analysis of epitaxy layer failures	Transmission Electron Microscopy (TEM) and Fused Ion Beam (FIB)

Fig 2.3.4: Various type of errors

- Explain the connec on and working of LED driver.
- Briefly explain the steps for diagnosing LED faults.
- Tell them that to diagnose the fault, they should know.
 - o Opera ng environment of the LED/Module
 - o The driving mode used
 - o For how long the LEDs were opera ng

- Tell them that if the voltage increases in the forward direc on, it points to a disturbance in the current path. Further, if there is an increase in current leakage in reverse bias, it points to a severe disorder in the epitaxy layers, caused, for example, by ESD.
- Explain that they need to compare the structures of the current/voltage curve between failed and working LEDs to be able to di eren ate between the various causes of errors.







Transforming the skill landscape



3. Safety Standards

Unit 3.1 - Electro Sta c Discharge (ESD)

Unit 3.2 - Safety Standards

Unit 3.3 – Importance of 5S on Produc vity & Management



Key Learning Outcomes

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

- Interpret basic knowledge of ESD
- How to prevent ESD Damage
- Balancing an ESD Control Plan

UNIT 3.1: Electro Sta c Discharge (ESD)

Unit Objec ves

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

- Interpret basic knowledge of ESD
- Explain how to prevent ESD Damage
- Describe balancing of an ESD Control Plan

🛛 Resources to be Used 🖾

Available objects such as a duster, pen, notebook and so on

- Ask 🖻

Ask the par cipants if they can tell what ESD is.

Explain

- Explain to the par cipants about ESD.
- Explain ESD related damages.

- Notes for Facilita on 🗐

- Start the session by telling the par cipants that, while manufacturing electronic products, ESD is one of the issues that arise as it can cause damage to the electronic devices and components.
- Tell them that ESD is the sudden build-up of sta celectricity when two di erently charged objects are brought together.
- Tell them that ESD may occur when an electrically charged object is kept near a conduc ve object which is isolated from the ground.
- Explain the reasons of ESD with the help of the following figure:



produc on, while shipping, during assembly of the device and in the finished device. Also, tell them about the safety gears for ESD protec on:

- o Wire Strap
- o Gloves
- o Safety Clothes
- Tell them about ESD sensa on level of a human being.
- Tell them a few examples of ESD in daily life, such as
 - o Rubbing a balloon against a sweater
 - o Walking on a rug
 - Removing plas c packaging
 - o Rubbing comb against dry hair
 - o Rapid movement of air near electronic devices
- Tell them that ESD can cause severe damage to components such as microchips. Grounding is impera ve for ESD preven on. An ESD Simulator having special output circuit called human body model (HBM), is generally u lized to test the vulnerability of electronic devices to ESD from human contact.
- Tell them that ESD damage can occur due to any of the three causes:
 - o Discharge to the device
 - o Discharge from the device
 - o Charge transfers from electrosta c fields.
- Explain the types of ESD failures:
 - Catastrophic damage causes the device to stop function oning immediately. The device is permanently damage. This type of failure is usually found during the testing process.
 - Parametric failure alters the parameters of a device, such as resistance of resistors, which causes a shi in the required tolerance.
 - Latent defect causes unno ceable damage to the device, and the device seems to func on properly. But over me, it may a ect the expected life of the device or its func oning. This failure passes tes ng process, but the device may fail at customer site.

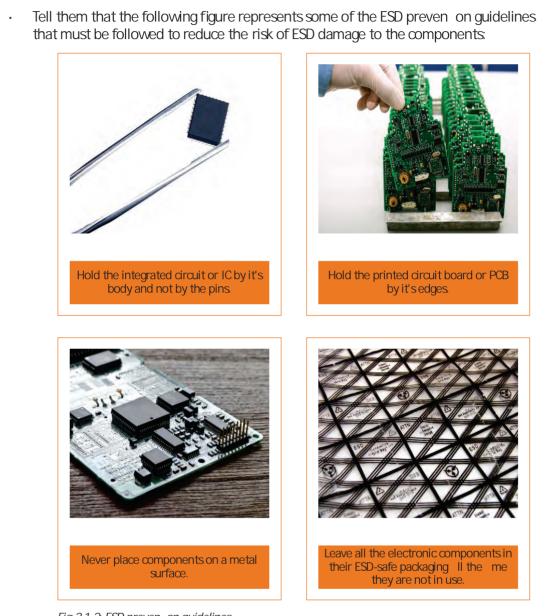


Fig 3.1.2: ESD preven on guidelines

- Explain the measures that should be taken to minimize the risk of ESD.
- Explain the steps of ESD process control in assembly environment.
 - Explain ESD control plan along with the following steps:
 - o Define the devices to be protected.
 - o Become familiar with standards for ESD control.
 - Select a bonding system for grounding.
 - o Determine personnel grounding method for operators.
 - o Iden fy and Set up & ESD Protected Area (s) EPA (s).
 - o Choose ESD control items to be used in the EPA.
 - Develop Packaging Plan for handling and storing ESD materials.
 - o Use proper labels for ESD suscep ble items, system or packaging.
 - o Ensure that a Compliance Verifica on Plan is in place.
 - o Develop Training Plan.

.

• Ensure that the ESD Control Plan is an integral part of internal quality system requirements.



UNIT 3.2: Safety Standards

Unit Objec ves 🞯

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

- Iden fy ESD causes and safety gear
- Iden fy company rules on PPE
- Explain precau ons for ESD product tes ng

- Resources to be Used

Available objects such as a duster, pen, notebook and so on

- Ask 🔎

- Ask the par cipants if they remember the causes of ESD.
- Ask them if they remember the safety gears used for ESD protec on.

- Explain 🖤

- Explain to the par cipants about ESD.
- Explain ESD related damages.

- Notes for Facilita on

- Start the session by asking the par cipants about ESD. A er they come with answers, make a recap of the causes and safety gears for protec on.
- Tell them about precau ons to be taken to avoid ESD.
- Also, tell them that they should use ESD-protec ve floor mats, ESD-protec ve packaging and handling material to avoid ESD damage.
- Tell them to keep the synthe c materials more than 4 inches away from electronic components.

Tell them to follow the safety precau ons as shown in the following figure:

Stay away from water to avoid an electric shock while working with electricity.

Never touch any electrical equipment with wet hands.

Avoid using equipment with damaged insula on or broken parts.

Always check for any warning signs while working with electrical equipment.

Follow the safety rules provided by the local electrical code.

Use insulated rubber gloves and safety goggles while working on electrical circuit.

Avoid working on any energized equipment.

Connect all the metallic components that are not carrying current to earth.

Fig 3.2.1: Safety precau ons

Facilitator Guide

UNIT 3.3: Importance of 5S on Producivity & Management

Unit Objec ves

At the end of this unit, the par cipants will be able to: • Recognize 5S work standards

Resources to be Used

Available objects such as a duster, pen, notebook and so on

- Ask 🗣

- Ask the par cipants if they have heard about 5S.
- Ask them if they remember the safety gears used for ESD protec on.

Explain 🗎

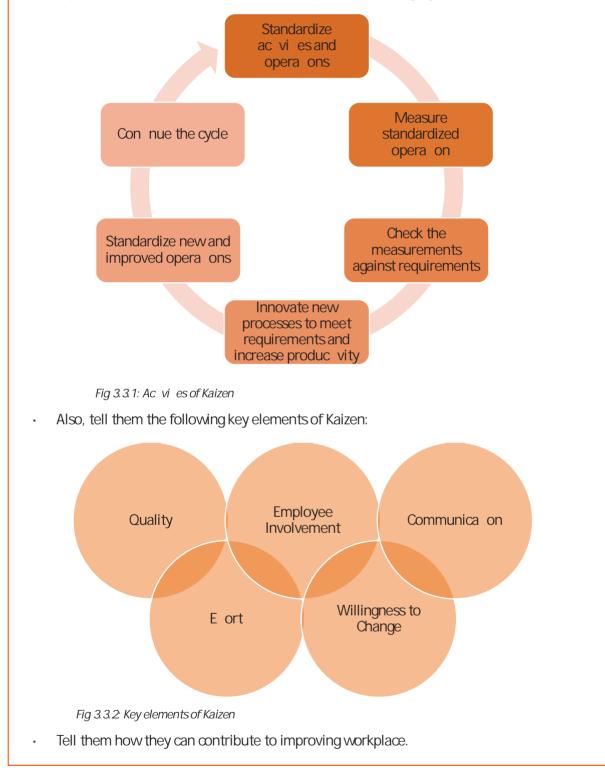
- Explain 5S.
- Explain ESD related damages.

- Notes for Facilita on

• Start the session by telling the par cipants about work standard.

- Tell them that it should be ensured that work standard should be implemented in every sphere of the organiza on.
- Also, tell that, 5S and Kaizen are two standards which ensure or enable improvement of the work process.
- Explain to them that following 5S helps to:
 - o organize a workplace e ciently and e ec vely
 - o maintain the work area
 - o iden fying the items used
 - o store the items in proper place and so on.
 - Briefly explain the elements of 5S:
 - o Sor ng (Seiri)
 - o Systema c Arrangement (Seiton)
 - o Shining (Seiso)
 - o Standardizing (Seiketsu)
 - o Sustaining (Shitsuke)
- Tell the par cipants that the Japanese word 'Kaizen' is made up of two words 'kai' which means change and 'zen' which means good.
- It is a way of thinking and not a project to complete. It focuses on involving everyone in making con nuous small improvements in their job role.

- Tell them about that kaizen cycle Plan à Do à Check à Act (PDCA).
- Tell them that kaizen can also be used in their personal life.
- Tell that kaizen also involves training of employees to achieve the specific standards and maintain their improvement to manage those standards.
- Explain the ac vi es of Kaizen with the help of the following figure:









N S·D·C National Skill Development Corporation

Transforming the skill landscape



4. So Skills

Unit 4.1 – Interac on with Superior, Company Policies and Safety Procedures





Key Learning Outcomes

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

- Interact with supervisor
- Interact with colleagues
- Know safety procedures and safety measures of an organiza on
- Know reporing structure of an organiza on
- Understand organiza onal safety policies
- Understand organiza onal work policies

UNIT 4.1: Interaction with Superior, Company Policies and Safety Procedures

Unit Objec ves 🦉

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

- Interact with supervisor
- Interact with colleagues
- Know safety procedures and safety measures of an organiza on
- Know repor ng structure of an organiza on
- Understand organiza onal safety policies
- Understand organiza onal work policies

Resources to be Used

- · Available objects such as a duster, pen, notebook and so on.
- Various personal protec ve equipment such as gloves, goggles, helmet and jacket

Ask 煏

- · Ask the par cipants if they can tell about the importance of interacing with superiors.
- Ask them if they can tell about team work and work policies of organisa on.

- Role Play 💆

- · Ask the two par cipants to enact a role play.
- One of them is LED repair technician and the second one is his superior.
- The situal on is that the technician has recently joined and has approached the superior to understand his work requirement.
- Ask them to enact the interac on between the two of them.

Time

- Set five minutes as the me limit of the role play.
- Ensure that the role play finishes within me.

- Ac vity 🕍

- Divide the par cipants in four groups.
- Group A Topic à Internal communica on with colleagues
 - o Situa on à You have to hand over a repair work to your colleague in between.

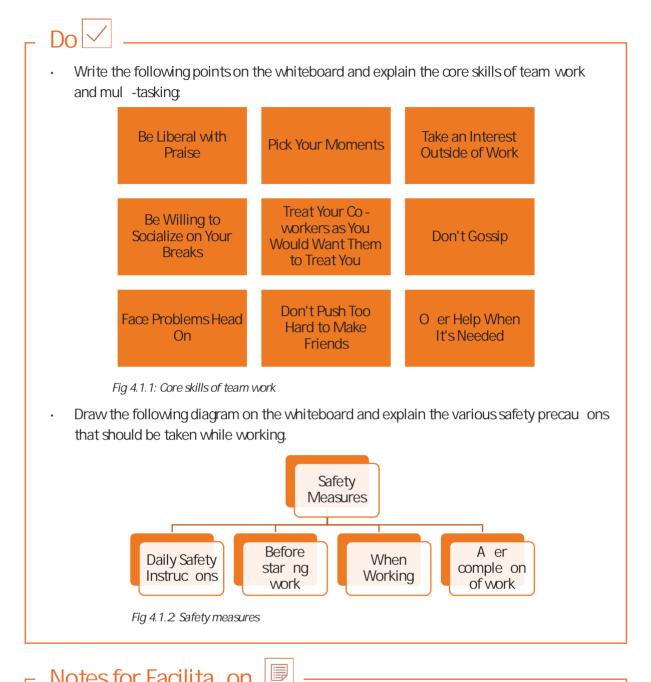
- What informa on will you share with him?
- Group B Topic à Archiving informa on
 - Situa on à Your superior has asked you to put all old case files in order. How will you do it?
- Group C Topic à Email and Internet
 - Situa on à A new joinee does not know how to send email. What will you do?
- Group D Topic à Encouraging internal communica on with colleagues
- Situa on à What will you do to encourage colleagues to share informa on among them?

Time 🕑

- Set five minutes as the me limit of the ac vity.
- Ensure that the ac vity finishes within me

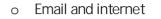
- Explain

- Explain the factors of work ethics one by one and relate them to the work environment of a LED repair technician.
- Explain the importance of maintaining right interac on with superior.
- Explain the repor ng structure.
- · Explain the importance of maintaining right interac on with colleagues.
- · Explain electrical safety measures.
- Explain fire safety measures and mechanical safety.
- Explain to them some jobsite safety measures that should be followed.
- Explain that using PPE is important as it provides:
 - o Skin protec on
 - o Eye Protec on
 - o Hearing Protec on
 - o Foot Protec on
- Explain the meaning of the term 'incident repor ng procedure'.
- Explain the types and the procedure of incident repor ng.
- Further, explain that they must promptly inform their supervisor in case of any safety incident and follow the proper repor ng procedure.
- Introduce the topic of communica on skill.
- Explain the importance of good communica on skill.



Notes for Facilita on

- Tell the par cipants the importance of interacing with the supervisor and colleagues. .
- Tell them they should maintain a good rela onship with supervisors and colleagues to . maintain a healthy work environment.
- At the end of the role play, have a discussion about proper interac on with superior.
 - Explain in detail the two components of the interac on:
 - Understanding work requirement 0
 - Understanding standard opera ng procedures 0
- At the end of the ac vity, have a discussion on proper interac on with colleagues.
- Explain in detail the four components of the interac on:
 - Internal communica ons 0
 - Archiving informa on 0



- o How to encourage internal communica on
- Explain the importance of working as a team.
- Explain general work policies and processes of an organiza on.
- Write the terms on the white board and tell them that they need to understand the factors of work requirements that include:

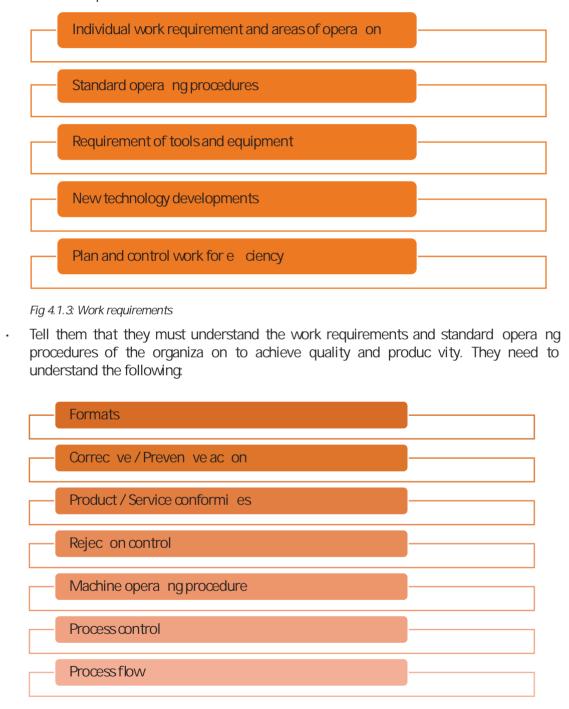


Fig 4.1.4: Standard opera ng procedure of organisa on

- Tell them the importance of repor ng structure and briefly explain the basic repor ng structure of an organiza on. Tell that repor ng structure depends on the business type and size used.
- Tell that the workplace safety is important to ensure reduc on of accidents and improvement of work performance.
- Say that they should know about the work area, equipment involved and usage of tools, forms of personal protec on, safety hazards informa on.
- Draw the following diagram on the whiteboard and explain the various types of hazards

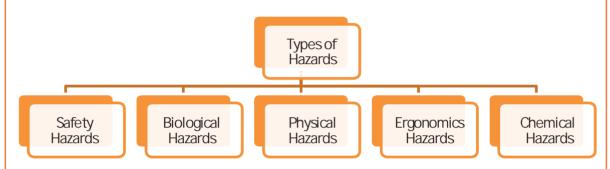


Fig 4.1.5: Type of hazards

- Explain sources of poten al hazards and briefly explain each one of them.
- · Explain the organiza on safety policies.
- Explain the responsibilies of the safety commiee.
- Explain the responsibili es of the managers with regard to the employee health and safety.
- Explain di erent types of hazards and their sources.
- Write on the white board and tell the par cipants that the policies followed in an organiza on are:
 - o Environmental Management System (EMS)
 - o Environment, Health and Safety (EHS)
 - o Health and Safety (H & S)
- Briefly explain about the policies.
- Tell them that the safety commi ee, the employers and the employees have their own responsibili es towards organisa onal safety policies.
- Tell them that they should abide by the general safety guidelines to ensure workplace safety.
- Tell them that misuse and improper maintenance of hand and power tools can cause poten al hazards.
- Also explain that power tools are extremely hazardous when used or maintained improperly. Workers using hand and power tools may be exposed to several hazards, including:
 - o Objects that are abrasive, or splash
 - o Harmful dusts, fumes, mists, vapours, and gases

- Frayed or damaged electrical cords
- o Hazardous connec ons and improper grounding.
- Also tell them that eye protec on is usually always required. All hand and power tools and similar equipment, whether furnished by the employer or the employee, should be maintained in a safe condi on. All power tools must be fi ed with factory guards and safety switches, and hand-held power tools must be equipped with a constant pressure switch or on-o switch.
- Tell them about various safety gears and the responsibilies of employees and employers towards it.
- Also tell them that for hand they should use:
 - Durable gloves made of mesh, leather or high-performance materials to protect from cuts, burns and heat.
 - o Chemical-resistant rubber gloves to protect from burns and irrita on.
 - o Electrical insula ng gloves for exposure to live voltages.
- Explain that to be e ec ve, their communica on should include:
 - o What they saw
 - o What they heard
 - o What they felt
 - o What they want
 - o What will be the result?







Transforming the skill landscape



5. Employability & Entrepreneurship Skills

Unit 5.1 – Personal Strengths & Value Systems

Unit 5.2 - Digital Literacy: A Recap

Unit 5.3 - Money Ma ers

Unit 5.4 – Preparing for Employment & Self-Employment

- Unit 5.5 Understanding Entrepreneurship
- Unit 5.6 Preparing to be an Entrepreneur



Introduc on: Employability and Entrepreneurship Skills

This Facilitator's guide includes various ac vi es which will help you as a facilitator to make the sessions par cipa ve and interac ve.

Ice breaker

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

Five of Anything Ice Breaker Steps:

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

Expecta on Mapping

During the first session and after ice breaker session, ask the par cipants to answer the following ques on: "What do lexpect to learn from this training?"

- 1. Have one of the par cipants write their contributions on a flip chart sheet.
- 2 Write down your own list of covered material in the training on another flip chart sheet.
- 3. Compare the two sheets, commen ng on what will and what will not be covered during the training.
- 4. Set some ground rules for the training sessions. Ask the par cipants to put these rules on a flipchart and display it in the class.
- 5. You may get back to those sheets once again at the end of the last session of the training.
- 6. Benefitsofdoingthisac vity:
 - · Par cipantsfeel better as their opinions are heard.
 - Par cipants get to know what they should expect from the training.
 - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
- 7. Expecta onsfrom the par cipants
 - Must sign the attendance sheet when they arrive for class.
 - · Conduct themselves in a posi ve manner
 - · Bepunctual, atten ve, and par cipa ve
- 8. Explain the contents that are going to get covered one by one and connect it with the expecta on mapping done earlier.
- 9. By the end of this exercise, the par cipants should have a clear understanding of what to

expect from the session and what are the areas that will not get covered.

DefiningObjec ves

- 1. Defining the objec vesin the beginning of the units sets the mood for the unit.
- 2. To begin with the end in mind sets the expecta ons of the par cipants as what could be the important takeaways from the session.
- 3. It is also a way of making par cipants take responsibility of their own learning process.
- 4. For the facilitator, the objec ves decide a designed path to progress on so that the learning stays aligned and on track.
- 5. Read the objec vesslowly, one by one, and ask the par cipants to explain what they think it means.
- 6. At the end of the session, you could again revisit the objec ves to find out from the par cipants about how many objec veshave been achieved.

In order to effec vely facilitate this workshop:

- 1. You must have thorough knowledge of the material in the Par cipant Handbook and be prepared to answer ques onsaboutit.
- 2. You may also wish to read other material to enhance your knowledge of the subject.
- 3. There may be issues raised with which you are not able to deal, either because of lack of me or knowledge.

You can either state that you will obtain answers and get back to the par cipants with the informa on. In case the query can be turned to an assignment to the dass, do so. You can work with the par cipants on the assignment.

- 4. You must have a very clear understanding of what the par cipants want to accomplish by the end of the workshop and the means to guide the par cipants.
- 5. As the facilitator, it is your responsibility to make sure that all logis cal arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
- 6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
- 7. Invite discussion from the par cipants.
- 8. Probe the par cipants further and lead them to come to affirm ave conclusions.
- 9. Let the par cipants answer. No answer is incorrect.
- 10. Ask one par cipant to write all the points on the whiteboard.
- 11. Build the sessions from the answers provided by the class.
- 12 Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
- 13. Ensure that resources like board, markers, duster etc. is available before your session starts. General instruc ons for role playing:
- 1. You are not being asked to be an actor or to entertain. The purpose of the role play is to

provide a situa on in which you can prac ce certain skills.

- 2. When you read the brief, try to imagine yourself in the situa on described and behave in a way you feel to be natural but be conscious of the fact that your role may require a different approach from that which you might normally use.
- 3. You (and others) may benefit from the change in approach and behavior. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
- 4. The brief is just the star ng point. It simply sets the scene and the tone of session or ac vity. Try not to keep referring to the brief as this will affect the spontaneity of the mee ng. Allow the role play to develop as you think it might in real life and change your reac ons in line with the behavior and responses of others involved.
- 5. If you find that you have too little informa on to answer ques ons or to describe what has happened in the situa on, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisa ons asrealis caspossible.

UNIT 5.1: Personal Strengths & Value Systems

Key Learning Outcomes

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

- 1. Explain the meaning of health
- 2 List common health issues
- 3. Discuss ps to prevent common health issues
- 4. Explain the meaning of hygiene
- 5. Discuss the purpose of Swachh Bharat Abhiyan
- 6. Explain the meaning of habit
- 7. Discuss ways to set up a safe work environment
- 8 Discuss cri cal safety habits to be followed by employees
- 9. Explain the importance of self-analysis
- 10. Discuss mo va on with the help of Maslow's Hierarchy of Needs
- 11. Discuss the meaning of achievement mo va on
- 12 List the characteris cs of entrepreneurs with achievement mova on
- 13. List the different factors that mo vate you
- 14. Discuss the role of at tude in self-analysis
- 15. Discuss how to maintain a posi ve at tude
- 16. List your strengths and weaknesses
- 17. Discuss the quali es 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 characteris cs of highly crea ve people
- 22. List the characteris cs of highly innova ve people
- 23. Discuss the benefits of me management
- 24. List the traits of effec ve me managers
- 25. Describe effec ve me management technique
- 26. Discuss the importance of anger management
- 27. Describe anger management strategies
- 28 Discuss ps for anger management
- 29. Discuss the causes of stress
- 30. Discuss the symptoms of stress
- 31. Discuss ps for stress management

UNIT 5.1.1: Health, Habits, Hygiene: What is Health? Unit Objec ves At the end of this unit, the par cipants will be able to: Explain the meaning of health . List common health issues Discuss ps to prevent common health issues Explain the meaning of hygiene Discuss the purpose of Swachh Bharat Abhiyan Explain the meaning of habit 203 Resources to be Used Par cipant Handbook Ask ask What do you understand by the term "Health?" According to you, who is a healthy person? Say Discuss the meaning of health and a healthy person as given in the Par cipant Handbook. Ask ask When did you visit the doctor last? Was it for you or for a family member? Say Discuss the common health issues like common cold, allergies etc. Refer to the Par cipant Handbook. Let us do a small ac vity. I will need some volunteers. Role Play Conduct a small skit with volunteers from the dass. Consider one of the villagers has been appointed as a health representa ve of the village, what measures will you as a health representa ve suggest to the common villagers to prevent common health issues discussed. You will need at least 4 volunteers (Narrator, Health Representa ve, Head of the Village,

Facilitator Guide

Doctor).

- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- · Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The dass can ask ques ons to the group as a common villager.

- Summarize 🔎
Through this ac vity we got some pson how we can prevent these common health issues.
- Sav 🧣
 Let us now see how many of these health standards we follow in our daily life.
Health Standard Checklist from the Par cipant Handbook.
Ask 🔍
 How many of you think that you are healthy? How many of you follow healthy habits?
- Sav 🧣
 Let's do an exercise to find out how heal thy you are.
 Open your Par cipant Handbook sec on 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
Tick the points which you think are true for you.
• Try to be as honest as possible as this test is for your own learning.
 Ensure that all the par cipants have opened the right page in the Par cipant Handbook.

- Read aloud the points for the par cipants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the par cipants to check how many ckshave they got.

- Summarize 🔎
• Tell them that they need to follow all the ps given in this checklist regularly in order to remain healthy and fit.
Discuss
 Is it necessary to prac ce personal hygiene every day? Why?
• How does a person feel when they do not prac ce good personal hygiene? Why?
Can good personal hygiene help a person feel good about his/her self? How?
Sav 🔎
 Discuss the meaning of hygiene as given in the Par cipant Handbook.
– Ac vity
Health Standard Checklist: Hygiene
Say a
 Let's do an exercise to find out if we maintain good hygiene habits or not.
Open the Par cipant Handbook and read through the Health Standard checklist given.
 Tick the points which you think are true for you. Try to be ashonest as possible as this test is for your own learning.
• Ensure that all the par cipants have opened the right page in the Par cipant Handbook.
 Read aloud the points for the par cipants and explain if required. Give them 5 minutes to do the exercise.
 At the end of 5 minutes, ask the par cipants to check how many cks have they got.
Ask them to calculate their score. Tall them what each energy indicates by meeting aloud what has been meeting and in the
 Tell them what each score indicates by reading aloud what has been men oned in the Par cipant Handbook.
 How many of you have heard about "Swachh Bharat Abhiyan"? Can you tell the class what it is about?

Summarize 🔎
• Tell them about Swachh Bharat Abhiyan as given in the Par cipant Handbook and request them to take a pledge to keep our country clean.
Ask 🔍
What is a habit?
Say 🗣
Discuss some good habits which can become a way of life.
_ Summarize 🔎
Tell them about good and bad habits and the reasons to make good habits a way of life.

UNIT 5.1.2: Safety

Unit Objec ves 🦉

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

- Discuss ways to set up a safe work environment
- Discuss cri cal safety habits to be followed by employees

- Resources to be Used

- Par cipant Handbook
- Safety signs and symbols
- Safety equipment
- Blank papers
- Pens

Say 🤷

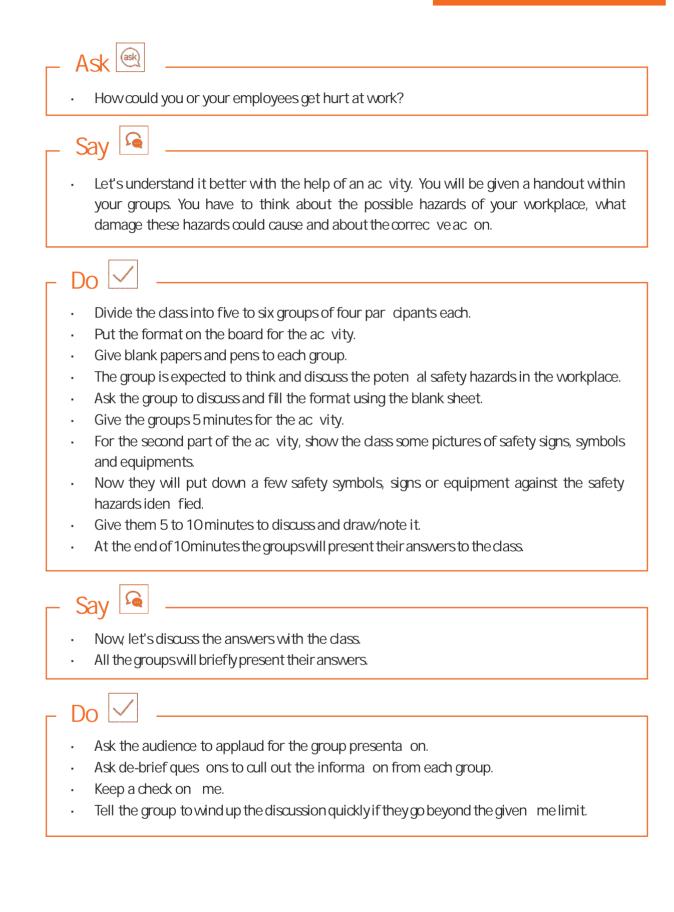
- There are many common safety hazards present in most workplaces at one me or another. They include unsafe condi ons that can cause injury, illness and death.
- Safety Hazards include:
 - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor. Working from heights, including ladders, sca olds, roofs, or any raised work area.
 - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
 - o Electrical hazards like cords, missing ground pins, improper wiring.
 - o Machinery-related hazards (lockout/tag out, boiler safety, forkli s, etc.)

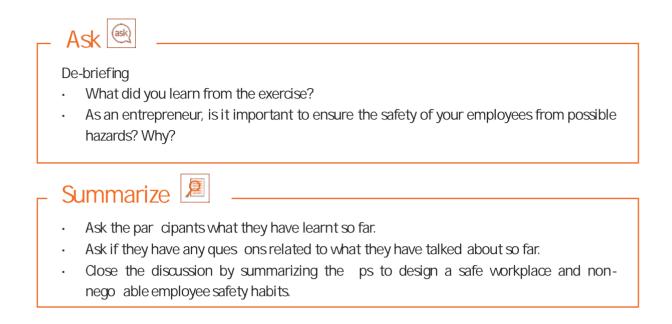
Team Ac vity 🕍

Safety Hazards

- There are two parts to this ac vity.
- First part will cover the poten al safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipment at work place.
- Use this format for the first part of the ac vity.

PART 1					
Hazard	What could happen?	How could it be			





UNIT 5.1.3: Self-Analysis- At tude, Achievement Mo va on: What is Self-Analysis?

Unit Objec ves 🦉

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

- Explain the importance of self- analysis
- · Discuss mo va on with the help of Maslow's Hierarchy of Needs
- · Discuss the meaning of achievement mo va on
- · List the characteris cs of entrepreneurs with achievement mo va on
- List the di erent factors that mo vate you
- Discuss the role of a tude in self-analysis
- · Discuss how to maintain a posi ve a tude.
- List your strengths and weaknesses

Resources to be Used

- Par cipant Handbook
- Old newspapers
- Blank papers
- · Pencils/ pens

Ac vity 🖉

This is a paper pencil ac vity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

- Do 🗠

- Write the three ques ons on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each par cipant.
- Tell par cipants to write the answer for the three ques ons on the paper.
- Tell them the purpose of this ac vity is not to judge anyone but to understand more a bout self.



Discuss the concept of Self-Analysis and mo va on with reference to Maslow's Hierarchy of Needs as discussed in the Par cipant Handbook.

- Team Ac vity 比

Towerbuilding

· Each group which will create tower using the old newspapers.

- Do 🗅

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and, in any way,, they want.

Ask (ask)

- What did the winning group do di erently?
- If you were given a chance, how would you have made the tower di erently?
- How did you feel while making the tower?
- · Did you feel mo vated?

Sav G

• Discuss the concept of achievement mo va on and characteris cs of entrepreneurs with achievement mo va on as discussed in the Par cipant Handbook.

- Ask ask

Sav

Is your a tude posi ve or nega ve?

Let me tell you a story:

It's Li le Things that Make a Big Di erence.

There was a man taking a morning walk at the beach. He saw that along with the morning de came hundreds of starfish and when the de receded, they were le behind and with the morning sun rays, they would die. The de was fresh, and the starfish were alive. The

man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What di erence does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a di erence to this one." What di erence are we making? Big or small, it does not ma er. If everyone made a small di erence, we'd end up with a big di erence, wouldn't we?

Δsk (ask)
What did you learn from this story?
⊢ Ac vity 🖉 —
 What Mo vates You? This is an individual ac vity. It is an exercise given in the Par cipant Handbook.
 Ask the class to open their Par cipant Handbook and complete the exercise given in the sec on What Mo vates You? Ensure that the par cipants have opened the correct page for the ac vity. Give the class 5 minutes to complete the ac vity.
- Sav 🗣
 Discuss the concept of at tude and how to cul vate a posi ve at tude as discussed in the Par cipant Handbook.
- Summarize
 Close the discussion by summarizing how self-analysis, knowledge about what mo vates you and your posi ve at tude can help in your business as well in life.

Facilitator Guide

UNIT 5.1.4: Honesty & Work Ethics

Unit Objec ves 🦉

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

- Discuss the quali es of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

- Resources to be Used

• Par cipant Handbook

- Ask 🚉

- What do you understand by honesty?
- · Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- · Do you remember any incident where someone lost business due to dishonesty?

Say 🤷

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

- Do 🗠

• Divide the class into four groups of maximum six par cipants depending on the batch size.

- Give one case study to each group.
- Instruct them to read the case carefully.

- Put down the de-brief ques ons on the board and ask the groups to focus their discussion around these ques ons.
- The group is expected to analyse and discuss the case amongst them and find a solu on to the given problem.
- Give the class5-10 minutes to discuss the case and note down their solu ons.
- At the end of 10 minutes the team should present their case solu on to the class. The presenta on can be a narra on or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presenta on.

- Team Ac vity 🕍

Case Study Analysis

Scenario 1

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say 🖻

- Now, let's discuss the problem and solu on with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue iden fied and the proposed solu on.
- Once the presenta on is over, the class can ask their ques ons.

- Do 🗸

- · Congratulate each group for the group presenta on.
- Ask the audience to applaud for them.
- Ask de-brief ques ons to cull out the informa on from each group.
- Keep a check on me. Tell the group to wind up the discussion quickly if they go beyond the given me limit.

- Summarize 🏼

- · Ask the par cipants what they have learnt from the exercise/ ac vity.
- Ask if they have any ques ons related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

UNIT 5.1.5: Crea vity and Innova on

Unit Objec ves

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

- List the characteris cs of highly crea ve people
 - List the characteris cs of highly innova ve people

- Resources to be Used

- Par cipant Handbook
- Chart papers
- Marker pens

Ask (ask)

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

Say 🤷

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innova velow-costwater purifier.

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

Soring's idea is to have a centralized purifica on system at the point of distribu on like water tank while Subash's idea is to have such purifiers attached to public taps.

Source: <u>http://www.rediff.com/getahead/report/achievers-top-31-amazing-innova_ons-from-young-Indians/20151208.htm</u>

Solar seeder

This is a story of a innova ve solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebasthiyar Matricula on School, Pudukko ai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake planta on for different size of seeds at variable depth and space between two seeds.

Source: <u>http://www.rediff.com/getahead/report/achievers-top-31-amazing-innova_ons-from-young-Indians/20151208.htm</u>

Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matricula on, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom, they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <u>http://www.rediff.com/getahead/report/achievers-top-31-amazing-innova_ons-from-young-Indians/20151208.htm</u>

Ask 🔍

- If they can, why can't you?
- Discuss concepts related to 'Crea vity and Innova on' with the par cipants as given in the Par cipant Handbook.

Say 6

- Recall the stories on mo va on.
- What is the inner drive that mo vates people to succeed?
- Let's learn more about such crea ve and innova ve entrepreneurs with the help of an ac vity.

- Team Ac vity 🕍

Thisisagroup ac vity.

• Think of any one famous entrepreneur and write a fewlines about him or her.

Ac vity De-brief

- Why did you choose this par cular entrepreneur?
- What is his/her brand name?
- What crea vity does he/she possess?
- What was innova ve about their ideas?

Do 🗠

- Instruct the par cipants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the par cipants they have to write a few lines about any one famous entrepreneur.
- Give the par cipants 10 minutes to discuss and write.
- Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit.
- Ask each group to read out what they have wri en.
- · Ask the de-brief ques ons.

- Summarize 🔎

- Summarize the unit by asking par cipants if they know of some people who are highly crea ve and innova ve in their approach.
- · Ask them to share some experiences about these people with the class.

- Notes for Facilita on 🗐

Source for stories on innova ons:

http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations -from-young-Indians/20151208.htm

Facilitator Guide

UNIT 5.1.6: Time Management

Unit Objec ves 🦉

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

- Discuss the benefits of me management
- · List the traits of e ec ve me managers
- · Describe e ec ve me management techniques

- Resources to be Used

Par cipant Handbook

- Ask ask

Does this sound like you?

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

Example

Let'slook at these two examples:

Example 1:

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

Example 2:

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

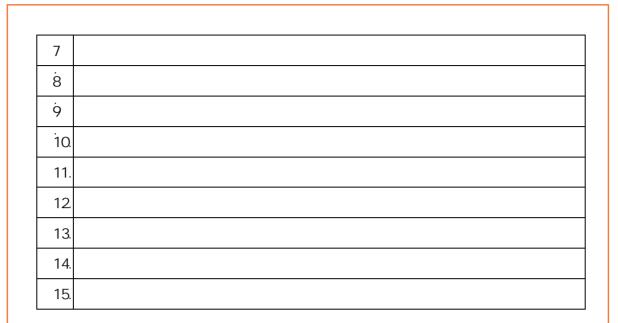
Ask (ask) Does this happen with you too? Do you find it di cult to priori ze your work? Are you able to manage your mee ec vely? J. Ac vity Conduct a group discussion based on the above examples. Direct the discussion on how to priori ze work and manage meeffec vely. Sav Time management is not only about how hard you work but also about how smart you work. Discuss "What is Time Management" with the par cipants as given in the Par cipant Handbook. Ask ask Why is it important to manage me? How does it help? What happens when you don't manage your mee ec vely? Do you find it di cult to priori ze your work? Sav Discuss the benefits of me management given in the Par cipant Handbook. Let's learn e ec ve me management with the help of an ac vity. Ac vity Effec veTimeManagement Thisac vity has two parts Part 1 To Do List You have to make a to-do list. List all of the ac vi es/ tasks that you have to do. Try to include everything that takes up your me, however unimportant it may be. If they are large tasks, break them into ac on steps, and write this down with the larger task. You can make one list for all your tasks or have separate to -do lists for personal and professional tasks.

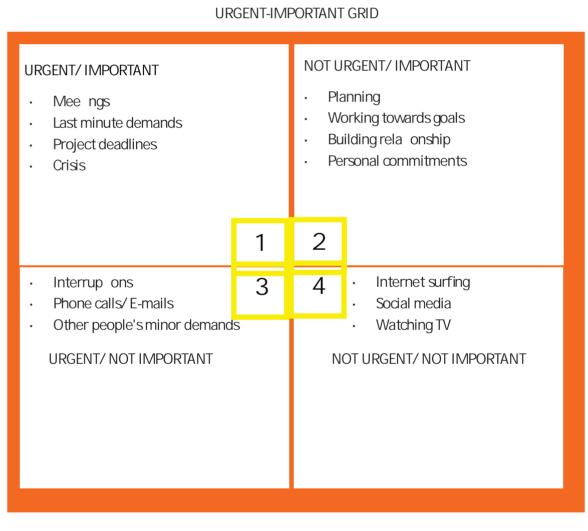
PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here.
- This grid has four boxes. As you can see, each box has a di erent heading.
- At the heart of the urgent-important grid, are these two ques ons:
- o Is this task important?
 - o Is this task urgent?
- Now, you have to think about each ac vity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- Category 1: Urgent/Important
 - o This category is for the highest priority tasks. They need to get done now.
- Category 2: Not Urgent/Important
 - o This is where you want to spend most of your me.
 - This category allows you to work on something important and have the me to do it properly.
 - o This will help you produce high quality work in an e cient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direc on and planning all vital parts of running a successful business.
- Category 3: Urgent/Not Important
 - This is where you are busy but not produc ve. These tasks are o en mistaken to be important, when they're most o en busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - o However, some may be ac vi es that other people want you to do.
- Category 4: Not Important and Not Urgent
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your me management.
 - o Some may be ac vi es that other people want you to do.
 - o These might include unplanned leisure ac vi es as well.

To – Do List Format

2	
3	
4	
5	
6	





URGENT/ IMPORTANT GRID format					
URGENT/ IMPORTANT		NOT URGENT/ IMPORTANT			
	1	2			
	3	4			
URGENT/ NOT IMPORTANT		N	OT URGENT/ NOT IMPORTANT		
URGENT/ NOT IMPORTANT	3		OT URGENT/ NOT IMPORT		

Do 🗠

- Put down the formats for the to-do list and the urgent/important grid on the board.
- Instruct the par cipants to prepare their to-do list first.
- Give the par cipants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the par cipants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the par cipants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit.

Say 🤷

Ac vity De-brief:

How can we balance tasks between the four categories? How to manage me through this grid?

- Category 1: Urgent/Important
 - o Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your me in this category, you are working solely as a trouble shooter, and never finding me to work on longer-term plans.
- Category 2: Not Urgent/Important
 - o Plan these tasks carefully and e ciently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interrup ons.
 - Include strategic thinking, deciding on goals or general direc on and planning in your planning process.
- Category 3: Urgent/Not Important
 - o Ask yourself whether you can reschedule or delegate them.
 - A common source of such ac vi es is other people. Some mes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- Category 4: Not Important and Not Urgent
 - You also want to minimize the tasks that you have in this category.
 - These ac vi es are just a distrac on avoid them if possible.
 - You can simply ignore or cancel many of them.
 - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
 - Schedule your leisure ac vi es carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effec ve me managers and effec ve me management techniques as given in the Par cipant Handbook.

Summarize

Discuss the traits of effec ve me managers and effec ve me management techniques as given in the Par cipant Handbook.

- Notes for Facilita on 🖃

- Here is a short story. You can conclude the session narraing the story. To make it more interes ing you can perform the demonstration described and discuss the short story.
 - One day an expert in me management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a me, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
 - He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this me, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
 - He reached under the table and brought out a bucket of sand. He started dumping 0 the sand in the jar and it went into all of the spaces le between the rocks and the gravel. Once more he asked the gues on, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in un I the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustra on? "One student raised his hand and said, "No ma er how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustra on teaches us is. If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your educa on; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; me for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the li le stu (the gravel, sand, and water) then you'll fill your life with li le things you worry about that don't really ma er, and you'll never have the me you need to spend on the big, important stu (the big rocks).
- End the story with these lines...

So, tonight, or in the morning tomorrow, when you are reflecing on this short story, ask yourself this quesion: What are the 'big rocks' in my life? Then, put those in your jar first.

UNIT 5.1.7: Anger Management Unit Objec ves At the end of this unit, par cipants will be able to: Discuss the importance of anger management . Describe anger management strategies Discuss ps for anger management Resources to be Used Par cipant Handbook Ask ask What is anger? Is anger good or bad? Is anger normal or an abnormal behaviour? How can anger harm you? Why is it important for entrepreneurs to manage their anger? Sav Talk about anger and the importance of anger management in entrepreneurs as discussed in the Par cipant Handbook. Letusdo a small ac vity. This is an individual ac vity. Think of the incidents and situa ons that angered you and hurt you. Do Instruct them to note down these situa ons under di erent categories (as given in the Ac vity). Give the class 3-5 minutes to think and note down their answers. At the end of 5 minutes, ask some par cipants to volunteer and present their answers. They can also share these situa ons with their fellow par cipants if they do not wish to share it with the en re class. Ac vity Do you remember any incident which hashurt? o you physically o you mentally o your career o your rela onships.



- There are a few strategies which can help in controlling your anger. Let's do an ac vity to understand the anger management process be er.
- This is an individual ac vity.
- Think of the incidents/ situa ons which trigger your anger (the cause).
- Then think what happened as a result of your anger (the e ect).
- You need to come up with some techniques to manage your anger.

Do 🗠

- Give the class the anger triggers (the cause) as listed in the ac vity.
- Put down the ac vity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under di erent categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the par cipants who wish to volunteer and present their answers.

Ac vity

Trigger points and Anger Management Techniques Ac vity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

You get caught doing something you shouldn't have been doing.

You are accused of doing something you didn't do.

You are told that you can't do something.

Someone doesn't agree with you.

Someone doesn't do what you tell him to do.

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say 🔎

- Now, let's discuss the problems and solu on with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other par cipants are requested to remain quiet while one is making the presenta on.
- Post presenta on, other par cipants may ask ques ons.

Do 🗠

- · Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief ques ons a er the presenta on to the class.
- Keep a check on the me. Ask the par cipants to wind up the ac vity quickly if they go beyond the given me limit.

Ask 🔍

De-briefques ons:

- In the situa on described by the presenter, who was at fault?
- Howcould you have handled this situa on alterna vely?

Summarize

- Close the discussion by summarizing the strategies and ps of anger management for entrepreneurs.
- Ask the par cipants what they have learnt from this exercise/ ac vity.
- Ask if they have any ques ons related to what they have talked about so far.

- Notes for Facilita on 🗐

- Encourage the par cipants to share informa on about them while presen ng the situa ons to the class.
- Keep the format of the Ac vity prepared in a chart paper so that it can be displayed during the session.

UNIT 5.1.8: Stress Management: What is stress? Unit Objec ves At the end of this unit, par cipants will be able to: Discuss the causes of stress . Discuss the symptoms of stress Discuss ps for stress management 6 Resources to be Used Par cipant Handbook Ask ask You are wai ng in the recep on for an interview or a very important mee ng, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situa on? Have you had days when you had trouble sleeping? Have you ever been so worried about something that you ended up with a terrible headache? You've probably heard people say, I'm really stressed out" or "This is making me totally stressed." Ask ask What do you understand by stress? What gives you stress? How do you feel when you are stressed or what are the symptoms of stress? How can stress harm you? Why is it important for entrepreneurs to manage stress? Sav When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed. Discuss about stress, causes of stress, and symptoms of stress as discussed in the Par cipant Handbook. Let's understand the causes of stress and how to deal with them with the help of some case scenarios.

- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solu on to the problem.
- This will be a group ac vity.

Do 🗸

- Divide the class into four groups of 5-6 par cipants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solu on to the given problem.
- Explain their discussion should result in get nganswers for the following ques ons:
 - What was/were the cause(s) of stress?
 - Was the stress avoidable or manageable under the given circumstances?
 - o If yes, how do you think that the stress could be avoided (managed)?
 - o If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solu ons.
- At the end of 12 minutes, the team should present their case solu on to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presenta on.

Team Ac vity 🙀

Case Study Analysis

Scenario 1

Akash's alarm doesn't go o and he gets late ge ng out of the house. He hits tra c and ends up 15 minutes late to work, which his boss no ces. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the dient begins in 10 minutes. Please be in the conference room in 5 minutes." He is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick. Not in a posi on to a end the call or finish the reports on me.

Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500le in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is s II contempla ng over the issue when his phone rings. His sister's birthday is due next week and she has seen a beau ful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasksassigned. His team leader has already warned him of the delay.

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three mes and s II can't get through to a customer care execu ve. After 15 minutes of repeated efforts, her call is answered. She explains the en re issue to the customer care execu ve but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care execu ve. She is very angry and calls again but cannot connect this me.

She has to leave to office so she decides to call from office and check. When she connects this me, she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabili es, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of star ng a business when nobody ever in his family had been in business.

He has not been able to get a good deal II now. This is an important life shi for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

De-briefques ons:

Ask

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- bj If no, then why not?

- Sav 🖻

- Now, let's discuss the problem and solu on with the larger group.
- The group will first briefly describe the case to the class.

Facilitator Guide

- Then discuss the issue iden fied and the proposed solu on.
- Post presenta on, the other groups may ask ques ons to the group that has presented.

Do 🗹

- · Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief ques ons to cull out the informa on from each group.
- Keep a check on me. Tell par cipants to wind up the discussion quickly if they go beyond the given me limit.

Say 🤷

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a nega ve impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a nega ve e ect on every aspect of a person's life including their health, emo onal well-being, rela onships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

De-brief:

Scenario 1

The cause of stress was lack of me management and the habit of procras na ng. If Akash would have managed his me well, planned alternate ways to get up on me, finished prior tasks on me and planned for dient mee ngs in advance then he wouldn't have faced stress.

Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, di eren a ng between needs and wants and keeping a check on non-essen al expenditure would have saved Rahul from this situa on.

Scenario 3

Some mes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every me, you will get in touch with a new execu ve and will have to explain all over again. This might cause stress but despite being frustrated and angry there is li le that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and medita on, reading some good book or listening to music and then start afresh.

Scenario 4

A posi ve, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a posi ve and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn newways to do things differently. Now let us see this scenario, can I have a volunteer to read out this case to the class

Do 🗸

Ask one of the par cipant who can volunteer and read out this scenario to the class.

Scenario 5

Rakesh lives in Kathmandu with his wife and two beau ful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacua on, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her fran cally. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the par cipant a er the scenario is read completely.
- Discuss the scenario, ask de-brief ques ons:
 - o What kind of stress was Rakesh undergoing in this case?
 - o Was the stress avoidable or manageable under the given circumstances?
 - o What was the result of the stress?

Say 4

De-brief:

 Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

Summarize

- Close the discussion by summarizing the ps to manage stress as given in the Par cipant Handbook.
- Ask the par cipants what they have learnt from this exercise/ ac vity.
- Ask if they have any ques ons related to what they have talked about so far.

Notes for Facilita on 🗐

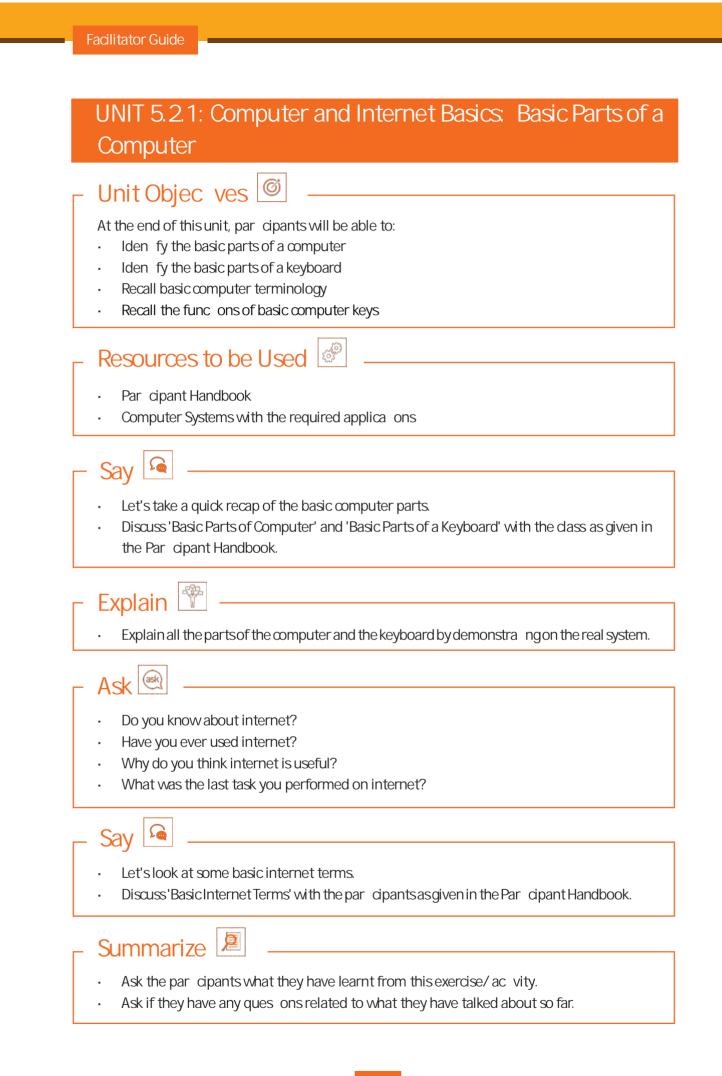
- Keep printed copies of the ac vi es/ scenarios ready for the session.
- Put down the de-brief ques ons on a flip chart so that it can be displayed in the class during the ac vity.
- Encourage par cipa on and make the discussions interac ve.

UNIT 5.2: Digital Literacy: A Recap

Key Learning Outcomes

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

- 1. Iden fy the basic parts of a computer
- 2. Iden fy the basic parts of a keyboard
- 3. Recall basic computer terminology
- 4. Recall the func ons of basic computer keys
- 5. Discuss the main applica ons of MSO ce
- 6. Discuss the benefits of Microso Outlook
- 7. Iden fy di erent types of e-commerce
- 8. List the benefits of e-commerce for retailers and customers
- 9. Discuss Digital India campaign will help boost e-commerce in India
- 10. Describe how you will sell a product or service on an e-commerce platform



Close the discussion by summarizing the importance of computer and internet for entrepreneurs. X Prac cal Conduct a prac cal session. Ask the par cipants to assemble in the computer lab. . Give some hands-on prac ce exercises. . Do Group the par cipants for the ac vity depending on the batch size and the number of . computer systems available in the lab. Explain the purpose and dura on of the ac vity. . Ensure the par cipants complete the prac cal exercises assigned. .

Facilitator Guide

UNIT 5.2.2: MS Office and Email: About MS Office

Unit Objec ve 🦉

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

- Discuss the main applica ons of MSO ce
- Discuss the benefits of Microso Outlook

Resources to be Used

- Par cipant Handbook
- · Computer Systems with the required applica ons

- Ask 🔍

- · What is the most frequent ac vity that you do on the computer?
- Do you know how to make presenta ons on the computer?

Say Say

- Give a brief introduc on of MSO ce as given in the Par cipant Handbook.
- Discuss the most popular o ce products. Explain in brief their applica on, benefits and working.
- Microso Word is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formation ng. There are also features that allow you to add graphics, tables, etc.
- Microso Excel is a tool for accouning and managing large sets of data. It can also simplify
 analysing data. It is also used to create charts based from data, and perform complex
 calcula ons. A Cell is an individual data box which will have a corresponding Column and
 Row heading. This gives the cell a name, referred to as the Cell Reference. There can be
 mulliple pages in each workbook. Each page, or sheet, is called a Worksheet. When you
 open a new Excel file, it automal cally starts you with three worksheets, but you can add
 more.

Explain

(ask)

Ask

• Explain the working and frequently used features of Office on a real system.

- What do you know about e-mails?
- Do you have an email id?
- How o en do you check your e-mails?

Say 🛀 _____

- Communica on is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a be er way and also o ers a host of other benefits.
- Discuss "Why Choose Microso Outlook?" with the part cipants as given in the Part cipant Handbook.

– Do 🗠

- Ask the par cipants to assemble in the computer lab.
- Explain the working of Outlook on a real system.

- Demonstrate 🖾

- Demonstrate how to create email id.
- · Demonstrate how to write new mails, send mails.
- Demonstrate how to use MSO ce applica on to create a le er and send it as a achment in an email.
- Demonstrate how to use other MSOffice applica ons.

- Prac cal 🖄

- Give some hands-on prac ce exercises
- Group the par cipants for the ac vity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and dura on of the ac vity.

Summarize 🖇

- Ask the par cipants what they have learnt from this exercise/ ac vity.
- Askiftheyhave

UNIT 5.2.3: E-Commerce

Unit Objec ve 🦉

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

- · Iden fy di erent types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- · Describe how you will sell a product or service on an e-commerce platform

Resources to be Used

- · Computer Systems with internet connec on
- Par cipant Handbook

- Ask ask

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

Say 🔎

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

Ask (ask)

• What other types of transac ons have you performed on the internet other than buying products?

Say 🔄

• Give examples of e-commerce ac vi es from Par cipant Handbook.

Team Ac vity 🕍

E-commerce examples

Instruct the par cipants to list some of the payment gateways that they have used for ecommerce ac vi es.

- Give them 5 minutes to make this list.
- · Discuss payment gateways and transac on through payment gateways.
- Conclude the discussion by men oning how important e-commerce has become in our day to day transac ons.

Say 🖻 _____

- E-commerce ac vi es can be classified based on the types of par cipants in the transac on.
- Discuss "Types of E-commerce" from the Par cipant Handbook.

- Do 🗠

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interac ve by asking the class to share some popular e-commerce sites of each type.

Say 🤷

- E-commerce ac vi es bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Par cipant Handbook.

- Explain 🖞

- The majority of the popula on that uses E-commerce ac vi es lives in er-1 and er-2 ci es. To encourage the use of digital money in er-3 and 4 areas, PM Mr. Modi launched the "Digital India Campaign".
- Discuss "Digital India Campaign" from the Par cipant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say 6

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a pla orm on the internet. Think of it as a shop that you
 have to sell your product. Now this shop can be your own or shared or rented. If the shop
 is your own or rented there will be only your products in that shop. If the shop is shared,
 there will be products of mul ple sellers in that shop. A common example is a
 departmental store which has products from mul ple brands in the shop.

- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - o Developing the website
 - o Hos ng the website
 - o Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hos ng and maintenance parts goes to the owner. This saves me and the cost to manage these ac vi es.
- Smaller companies usually go for ren ng a website and the bigger ones develop their own website.
- The concept of shared pla orms has become very popular in recent mes. In this pla orm, the sellers have to register and then they can sell their goods on a common pla orm. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

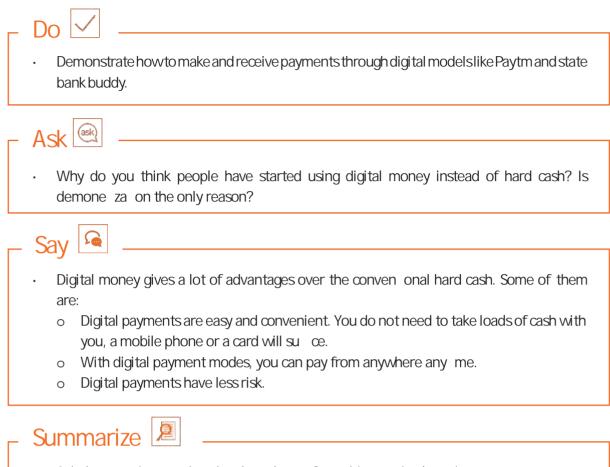
- Tell the par cipants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use exising e-commerce pla orms or create a new e-commerce pla orm to sell their product or service.

Ask 🔍

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

Say 2

- Demone za on has made carrying cash in the wallet very di cult. People either shop through cards or some other form of digital money.
- So, what do you think is digital money?
- In this form, the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money a er demone za on. Examples are Paytm, state bank buddy, Free charge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card-based payment, etc.



- Ask the par cipants what they have learnt from this exercise/ ac vity.
- \cdot $\,$ Ask if they have any ques $\,$ ons related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.



UNIT 5.3: Money Matters

Key Learning Outcomes 👰

At the end of this unit, par cipants 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. Di eren ate between fixed and variable costs
- 6. Describe the main types of investment op ons
- 7. Describe the di erent types of insurance products
- 8. Describe the di erent types of taxes
- 9. Discuss the uses of online banking
- 10. Discuss the main types of electronic funds transfer

UNIT 5.3.1: Personal Finance – Why to Save?

Unit Objec ve

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

- Discuss the importance of saving money
- Discuss the benefits of saving money

- Resources to be Used

Par cipant Handbook

Ask 🦻

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

Example

Let'slook at these two examples:

Example 1:

Suhani works in a good company and earns Rs 30, 000 months. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

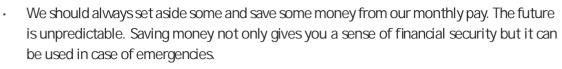
Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new dothes. At the end of the month, she is always asking her father for money as her pay is finished.

Ask 🖻

- Who do you iden fy with -Suhani or Jasmeet?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

Sav



• Discuss "Importance of Saving" with the par cipants as given in the Par cipant Handbook.

Ask 🔎

- What are the benefits of saving money?
- What does being financially independent mean to you?

Say S

- Discuss "Benefits of Saving" with the par cipants as given in the Par cipant Handbook.
- Now let us con nue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now. Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not keptany record and nowshe is upset.

Ask 🦻

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- · Could she have managed to save money in a be er and more e ec ve manner?
- Do you want to learn how to save money and use it e ec vely?

Sav S

Let's learn personal saving with the help of a group ac vity.

Р	ersonal Finance-Why to save Thisac vity has two parts:
	PART 1
	WAYS TO SAVE MONEY You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 8,000/- per month. Your other es mated expenditures like travel, food, recrea on would be around Rs. 17, 000 per month. Make a list of di erent ways to save money.
	PART 2
	HOW WILL YOU USE THE MONEY?
•	A er a year how much have you been able to save?
•	How will you use the money that you have saved?
	Divide the dass into groups of four. Instruct the par cipants to think and prepare a list of the various ways they can save money. Give the par cipants 10 minutes to prepare the list. Once done, instruct them to think of how they could use the money they have saved. Give the par cipants 10 minutes to prepare the list. Keep a check on me. Tell the group to wind up quickly if they go beyond the given me
	limit.
A	c vity De-brief
	c vity De-brief

• Discuss the importance of personal finance and why it is important to save money.

Summarize

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- · How the money saved can be used for different purposes.

UNIT 5.3.2: Types of Bank Accounts, Opening a Bank Account

- Unit Objec ve 🤘

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

- Discuss the main types of bank accounts
- · Describe the process of opening a bank account

Resources to be Used

- Account opening sample forms
- Par cipant Handbook

Ask 🤷

- Howmany of you save money?
- Where do you keep the money you save?
- Howmany of you have a bank account?
- · What type of account do you have?

Example

Ask

· Let'slook at the given example:

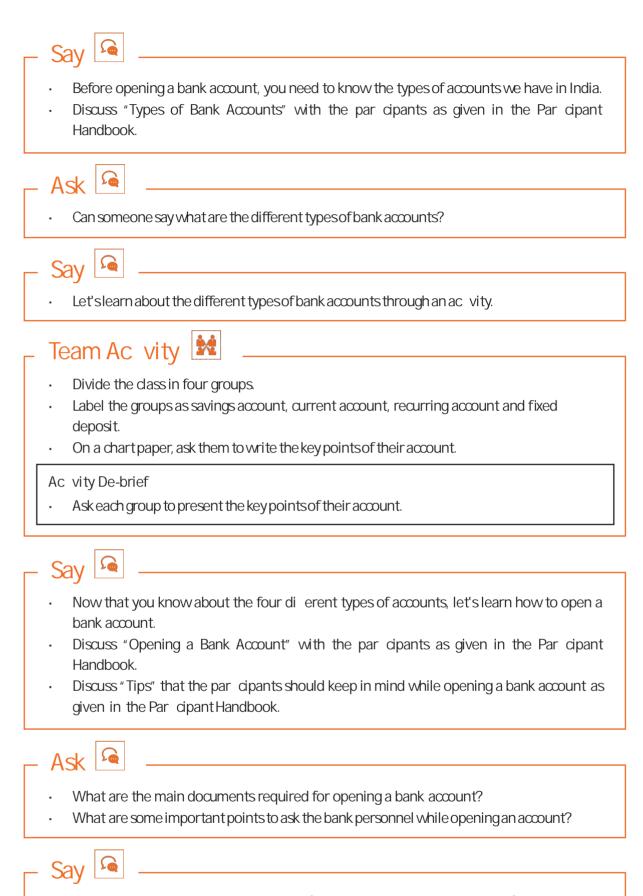
Reena is in the third year of college but in the evening, she gives tui ons for children living in her colony. She earns 15,000/- per month. As her students stay in di erent parts of the city, she has to walk a lot.

To save me, she decides to buy a second-hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank dose to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

• Do you try to save money monthly but have to spend it on unforeseen expenditure?

Have you ever thought of deposi ng your savings in a bank?



- Men on o cially valid KYC documents (refer to the Par cipant Handbook)
- Now, let's understand the procedure of opening a bank account through an ac vity.

Team Ac vity 🚺

Openinga Bank Account

- This ac vity is done in groups.
- Divide the class in groups of four or six

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the sec on "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- · List the documents that you need for filling the form.
- Now fill in the form.

Ac vity De-brief

How did you design the form?

- What all details did you fill in the form?
- What were your KYC documents?
- How would this ac vity help you in future?

Do 🗸

- Instruct the par cipants to read the sec on "Opening a Bank Account' of the Par cipant Handbook.
- Give each group one sample account opening form.
- Give the par cipants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- · Keep a check on me.
- Tell the group to wind up quickly if they go beyond the given me limit

Summarize 🔎

Note:

- You can summarize the unit through a role play.
 - A person wan ng to open an account in the bank.
 - What is the procedure that he will go through?
 - o Discuss the key points of di erent types of bank accounts.
 - How to select the type of account
 - How to fill the account opening form.

·	A sample account opening form is given in the following page for reference. Use it for the
	ac vity in the dass.

Sample Bank Account Opening form.

Photograph					XX	KX Ba	nk
	SAVI	NG BANI	ACCOUNT OPEN	IING FOF	RM		
Account No.:				Dat	:e:		
Name of the Branch							
Village/Town							
Sub District / Block							
Desmect							
State							
SSA Code / Ward No.							
Village Code / Town			Name of Village	/			
Code Applicant Details:			Town				
Full Name Mr./Mrs./	First		Middle			Last Name	
Marital StatMs							
Name of							
Appuse/Fatibetier							
Address							
Pin Code							
Tel No. Mobile				Date of I	Birth		
Aadhaar No.				Pan No.			
MNREGA Job Card No.							
Occupa on/Profession							
Annual Income							
No. of Dependents							

	Repair	T l	
IODT	Ponair	Lochn	inan
JULIL	NGUAIL		IUC
- J			

Detail of Assets	Owning Hous Y/N	se :	Y/N	Owning Farm	1
	No. of Anima	ls :		Any other	
Existing Bank A/c. of family members / household		/ N	lfy	yes, No. of A/cs	
Kisan Credit Card	Whether Eligi	ible	Y/N		
request you to is	sue me a Rup	ay Card		a the second second	
needs subject to	the condition aft facility. sh	that only	y one mem	meeting my emerg ber from the house ms and conditions	ehold will be
				and have understo	
shall abide by a declare that I have Place:	II the terms an	d condit	ions as may	be in force from ti it facility from any of Signature / LTI o	me to time. I ther bank.
shall abide by a declare that I have Place: Date:	II the terms an	d condit	ions as may	be in force from ti it facility from any o	me to time. I ther bank.
I shall abide by a declare that I have Place: Date:	II the terms an e not availed ar	d condit	ions as may	be in force from ti it facility from any o	me to time. I ther bank.
I shall abide by a declare that I have Place: Date: Nomination:	II the terms an e not availed ar	d condit	ions as may	be in force from ti it facility from any o	ther bank. f Applicant d in case to nount of half of the event of my
I shall abide by a declare that I have Place: Date: Nomination: I want to nomin Name of	Il the terms an e not availed ar nate as under	d condit ny Overc	ions as may Iraft or Cred Date of Birth in case of	be in force from ti it facility from any of Signature / LTI of Person authorise receive the an deposit on beh nominee in the e	ther bank. f Applicant d in case to nount of half of the event of my
I shall abide by a declare that I have Place: Date: Nomination: I want to nomin Name of	Il the terms an e not availed ar nate as under	d condit ny Overc	ions as may Iraft or Cred Date of Birth in case of	be in force from ti it facility from any of Signature / LTI of Person authorise receive the an deposit on beh nominee in the e	me to time. I ther bank. f Applicant d in case to nount of half of the event of my leath.
I shall abide by a declare that I have Place: Date: Nomination: I want to nomin Name of Nominee Place: Date:	Il the terms an e not availed ar nate as under	d condit ny Overc	ions as may Iraft or Cred Date of Birth in case of	be in force from ti it facility from any of Signature / LTI of Person authorise receive the an deposit on beh nominee in the e /minor(s) d	me to time. I ther bank. f Applicant d in case to nount of half of the event of my leath.

Facilitator Guide

UNIT 5.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

- Unit Objec ve 🧔

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

• Di eren ate between fixed and variable costs

Resources to be Used

- Par cipant Handbook
- · Blank sheets of paper
- Pens

- Ask 🎑

Say

What is cost?

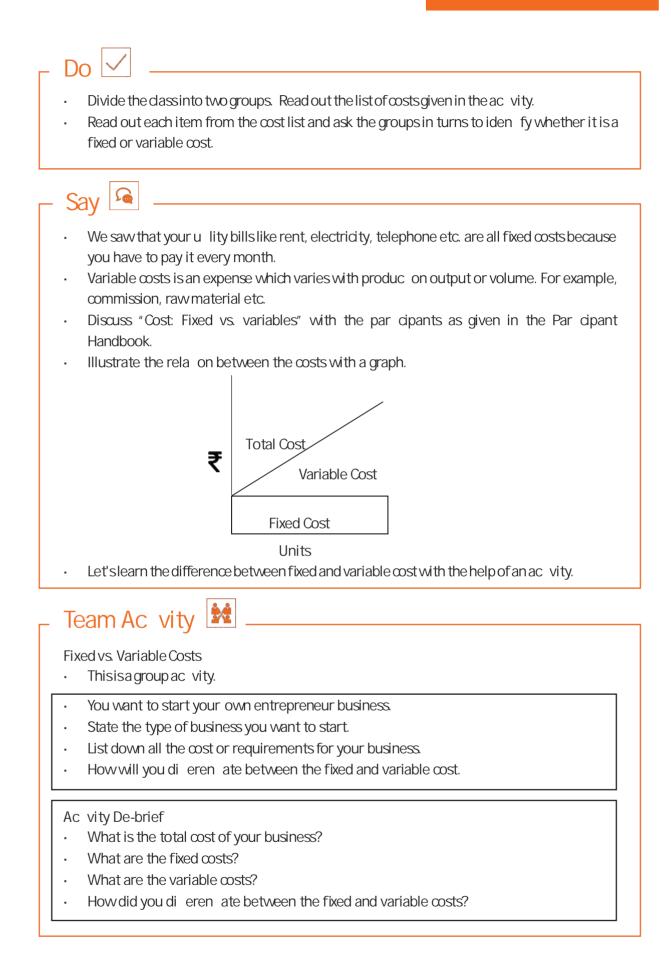
• Will a telephone bill fall under the category of a fixed or variable cost?

• Discuss: Fixed and Variable cost with examples. Let us do a small ac vity.

Team Ac vity 🟙

Iden fy the type of cost

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



Do 🗠

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

- Summarize 🔎

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

Notes for Facilita on 🗐

	Answers for the ac vity-Iden fy the type of cost	
1.	Rent	(Fixed)
2.	Telephone bill	(Fixed)
З.	Electricity bill	(Fixed)
4.	Machinery	(Fixed)
5.	Insurance	(Fixed)
6.	0 ce supplies/ Raw materials	(Variable)
7.	Employee salaries	(Fixed)
8.	Commision percentage given to sales person for every unit sold	(Variable)
9.	Credit card fees	(Variable)
10.	Vendor bills	(Variable)

UNIT 5.3.4: Investments, Insurance and Taxes

Unit Objec ve 🦉

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

- · Describe the main types of investment op ons
- Describe the di erent types of insurance products
- Describe the di erent types of taxes

Resources to be Used

Par cipant Handbook

- Ask 🖻

- Ask the par cipants- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it; how would you decide what is the best investment for your money?

- Example 🗋

Say

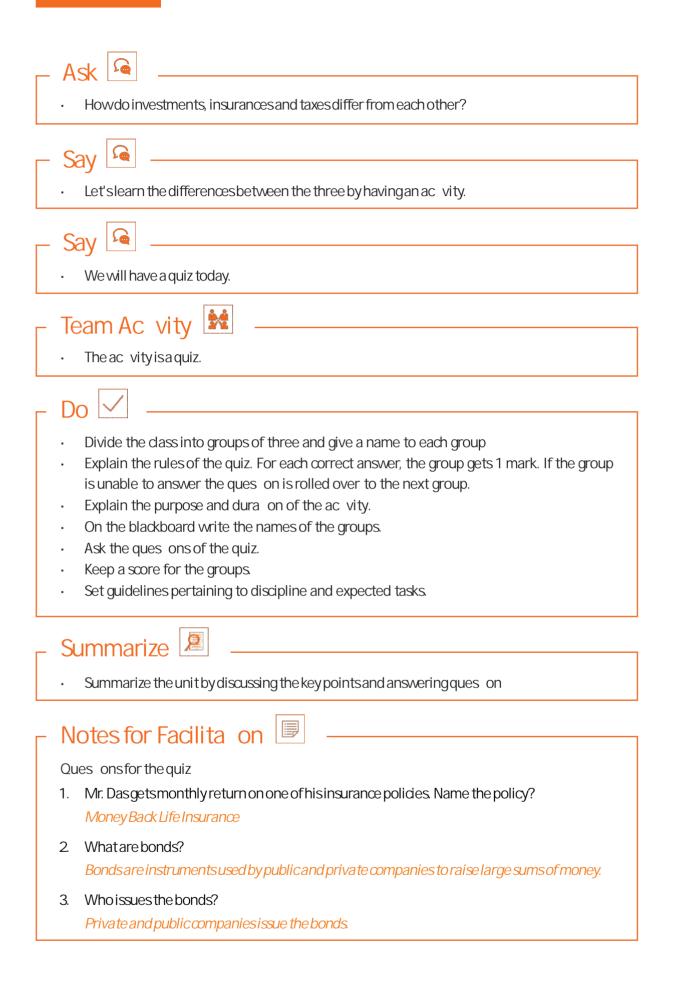
Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher educa on.

Shivani is working in a corporate office and get ng good pay. She will have to pay income tax, so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

• Discuss the Investment, Insurance and Taxes as given in the Par cipant Handbook.



4.	Why are bonds issued? To raise large amount of money as it cannot be burrowed from the bank.
5.	Who is the buyer of stocks and equi es? The general public is the buyer.
6.	What types of scheme is the Sukanya Samriddhi Scheme? Small Saving Scheme
7.	What is the difference between mutual and hedge funds? Mutual funds are professionally managed financial instruments that invest the money in different securi es on behalf of investors. Hedge funds invest in both financial deriva ves and/or publicly traded securi es.
8.	Why is a loan taken from the bank to purchase real estate? To lease or sell to make profit on apprecia ted property price.
9.	Name the two types of insurances? Life Insurance and Non-life or general insurance
10.	Which insurance product offers financial protec on for 15-20 years? Term Insurance
11.	What is the benefit of taking an endowment policy? It offers the dual benefit of investment and insurance.
12	What are the two benefits of a Whole Life Insurance? It offers the dual benefit of investment and insurance
13.	Which policy covers loss or damage of goods during transit? Marine Insurance
14.	After what dura on is the income tax levied? One financial year
15.	What is long term capital gain tax? It is the tax payable for investments held for more than 36 months.
16.	Name the tax that is added while buying shares? Securi es Transac on Tax
17.	What is the source of corporate tax? <i>The revenue earned by a company.</i>
18.	Name the tax whose amount is decided by the state? VAT or Value Added Tax
19.	You have bought a T.V. What tax will you pay? Sales Tax
20.	What is the difference between custom duty and OCTROI?
	Custom duty is the charges payable when imporing or purchasing goods from another country. OCTROI is levied on goods that crossborders within India.

UNIT 5.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objec ve 🦉

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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

Resources to be Used 🖉

- Par cipant Handbook
- Computer System with internet connec on
- Debit card

Ask 🔎

- · When was the last me you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

Say L

- Most of us lead a busy life. Time has become more important than money. In this busy schedule, no one has me to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transac ons through the internet.
- Discuss "What is online banking?" from the Par cipant Handbook.
- There are various advantages of online banking:
 - o It saves me, as you need to visit the branch.
 - You can conduct your banking transac ons safely and securely without leaving the comfort of your home.
 - o Online Banking also gives you round the clock access.
 - o Online Banking makes it possible for you to pay your bills electronically.

Do 🗠

- · Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
 - o Through their website set-up your online account.

- o Choose a secure username and password.
- o Set-up your contact informa on.
- o Once your informa on is verified, you are good to go.
- Once you enter the portal explore all the features and learn your way through the portal.

Say 🦻

- One of the biggest advantage that online banking o ers, as discussed earlier, is transferring money from one account to another. This transac on is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real me, thus saving me and e ort involved in physically transferring a sum of money.
- Discuss "Electronic Funds Transfer" from the Par cipant Handbook.

Do 🔽

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

Summarize 🔎

- Close the discussion by summarizing the about online banking.
- Ask the par cipants if they have any ques ons related to what they have talked about so far.



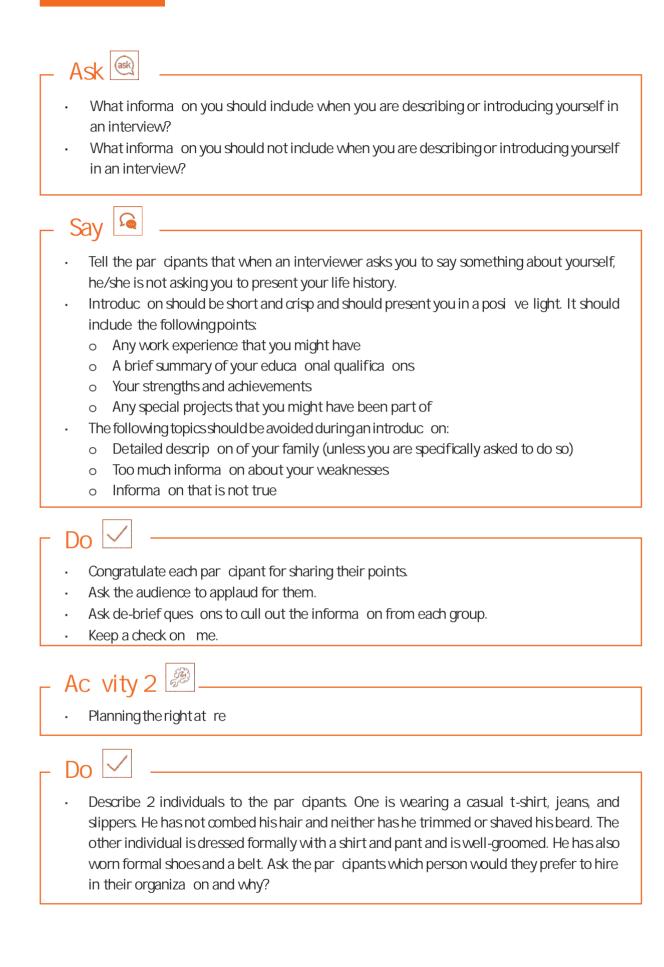
UNIT 5.4: Preparing for Employment & Self-Employment

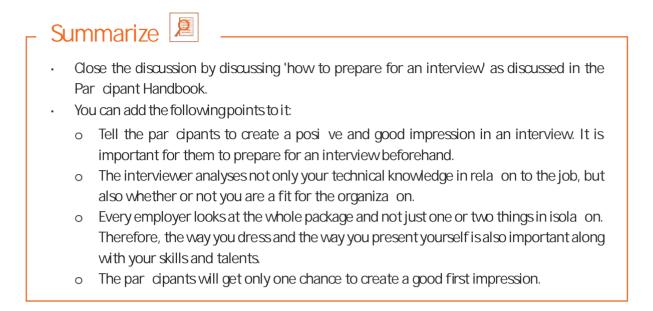
Key Learning Outcomes

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

- 1. Discuss the steps to follow to prepare for an interview
- 2. Discuss the steps to create an effec ve Resume
- 3. Discuss the most frequently asked interview ques ons
- 4. Discuss how to answer the most frequently asked interview ques ons
- 5. Iden fy basic workplace terminology

UNIT 5.4.1: Interview Prepara on: How to Prepare for an Interview?
Unit Objec ve Image: Comparison of the second s
 Resources to be Used Par cipant Handbook
 Ask Have you ever a ended an interview? How did you prepare before going for an interview?
 Say An interview is a conversa on between two or more people (the interviewer(s) and interviewee) where ques ons are asked by the interviewer to obtain informa on from the interviewee. It provides the employer with an opportunity to gather su cient informa on about a candidate and help them select the ideal candidate. It also provides the interviewee with an opportunity to present their true poten al to the employer, build confidence and help make a decision about the job by asking ques ons regarding designa on, salary, perks, benefits, promo ons, transfers, etc. Let's do an ac vity to understand how to prepare for interviewsbetter.
Ac vity 1 • Introducing Yourself
 Do Select a par cipant and ask him/her to answer the following ques ons "What can you tell me about yourself." Give the par cipant at least one minute to speak. Once he/she is done, ask the rest of the par cipant what they gathered about the par cipant who was providing informa on. Now repeat the exercise with five other par cipants.





Facilitator Guide

UNIT 5.4.2: Preparing an Effective Resume: How to Create an Ellective Resume?

- Unit Objec ve 🖾

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

Discuss the steps to create an effec ve Resume

Resources to be Used

- Par cipant Handbook
- Blank Papers
 - Pens

Ask 🦻

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

Say 🤷

- · Resume is not just a sheet of paper with your qualifica ons printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in crea ng an e ec ve/a rac ve resume discussed in the Par cipant Handbook.
- Now let's prepare a resume to understand the processin a better way.

Do 🗠

- · This is an individual ac vity.
- Give the details of the ac vity.
- Instruct them to read the ac vity carefully.
- The par cipant is expected to make an a rac ve resume based on the informa on provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the par cipants should exchange the resume with the person sing next to him or her.
- Every par cipant will evaluate the resume prepared with their fellow par cipants.

• Do you think the candidate should apply for the job pos ng described in the adver sement?

- We have already discussed the steps involved in crea ng an e ec ve/a rac ve resume.
- Now let's prepare a resume for the candidate details given in the ac vity.

Ac vity

Sav

Case Study Analysis

- In the first sec on of the ac vity, you are being given the informa on about a candidate who is applying for a par cular job.
- In the second sec on, you are being given the detailed descrip on of the job pos ng. Create a resume for the candidate to apply for the job pos ng.
- Use the informa on that has been provided about the candidate to create this resume

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of pain ng and watching old Hindi movies. As part of a school charity program, he volunteered at the children'shospital during his senior years.

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

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

Job Pos ng

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Func onal Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Execu ve/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

UG: Any Graduate/Diploma holder

PG: Post Gradua on Not Required

Say 6

 Now, let's share the resume with the fellowpar cipant sit ng next to you and evaluate each other's effort.

Do 🗹

- Congratulate each par cipant for making their first a empt towards crea ng an e ec ve resume.
- As a followup ac vity, you can suggest them to prepare their own resume and showit to you the next day.

- Summarize 🛽

- · Close the discussion by showing some e ec ve resume samples to the candidates.
- Ask the par cipants what they have learnt from this ac vity.
- Ask if they have any ques ons related to what they have talked about so far.

- Notes for Facilita on 🗐

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxla@gmail.com

Objec ve: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objec ves.

Professional strengths:

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

Educa onal background

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

Professional internships:

HousekeepingIntern, XYZ Group of Hotels, NewDelhi (June 2010 – August 2010)

- o Responsible for cleanliness and maintenance of one floor in the hotel.
- o Got opportuni es to make housekeeping arrangements for corporate mee ngs.

Volunteer Work:

.

• Student volunteer at children's hospital in Chandigarh. Nipesh Singla

LED Light Repair Technician

UNIT 5.4.3: Interview FAQs Unit Objec ve 🦉 At the end of this unit, par cipants will be able to: Discuss the most frequently asked interview ques ons Discuss how to answer the most frequently asked interview ques ons Resources to be Used 505 Par cipant Handbook Sav Tell the par cipants you will provide them with interview situa on and gues ons and they have to try to answer them. Tell them you will also explain the different ways to approach these ques ons. Do Divide the class in pairs and ask the par cipants to perform a role play. One partner will play the role of the interviewer while the other will play the role of the interviewee. Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself. Call all the pairs one by one in front of the class to enact the role play. Follow the same pa ern for all other situa ons. Time allo ed for each situa on is 8-10 minutes. Congratulate each par cipant for giving their input. . Ask the class to applaud each me a team has completed their role play. Keep a check on me. . **Role Play** Conduct a role play for the situa on given. Situa on 1 The interviewer will start by asking the interviewee a few generic ques ons such as • What is your name? o Tell me something about yourself? • Can you tell me something about your family?

Facilitator Guide

- Then, the interviewer will bluntly ask the following ques ons:
 - o How do you explain this huge me gap in your resume?
 - o What is the reason for this?
 - Weren't you looking for a job or is it that no one selected you?

Say 🤷

De-brief:

- When you put informa on on your resume, you should be prepared to answer any ques ons about it.
- Be present and focused on the ques ons being asked to you.
- One way of tackling the blunt ques ons is to tell the interviewer you did not come across an opportunity where you were su ciently sa sfied with both the remunera on o ered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play

Conduct a role play for the situa on given.

Role Play-Situa on 2

- The interviewer will start by asking the interviewee a few generic ques ons such as
- o What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say 6

De-brief:

- There is nothing wrong with sta ng your strengths and achievements. However, do not come across as arrogant or too boas ul.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.



Conduct a role play for the situa on given.

Role Play - Situa on 3

- The interviewer will start by asking the interviewee a few generic ques ons such as
- What is your name?
- o Tell me something about yourself?
- o Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a so voice ask the interviewee:
 - Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouri sm?

De-brief:

Sav

- Keep this in mind: Do not cri cize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since cri cism will show you in nega ve light, you should keep your answers honest yet diploma c.
- You can tackle such ques ons by saying, "I got along well with most of my faculty and peers."



Conduct a role play for the situa on given.

Role Play-Situa on 4

- The interviewer will start by asking the interviewee a few generic ques on ssuch as
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - o Howlong do you plan to stay with this company if you are selected?
 - After the candidate responds, ask sarcas cally:
 - o Do you seriously mean that?

Say 6

De-brief:

- Don't provide unreal and idealis canswers.
- Your answers should be honest yet diploma c. In a situa on like this, the interviewer does not expect you to provide a specific meline.

 You can say something like, "I would like to stay with the company as long as I can contribute construc vely and develop as an employee, within the organiza on, professionally and financially."

Role Play 🦉

Conduct a role play for the situa on given.

Role Play-Situa on 5

- The interviewer will start by asking the interviewee a few generic ques ons such as
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Ask him/her howimportant he/she thinks it is to be punctual in the corporate world.
- A er he/she answers, look up sternly at the interviewee and in a crisp voice, say:
 - You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say 🤷

De-brief:

- Politely apologize for being late.
- You can add something such as, "I assure you this is not a habit". All your future ac ons should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a jus fica on for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

- Role Play 🛽

Conduct a role play for the situa on given. Role Play – Situa on 6

- The interviewer will start by asking the interviewee a few generic ques on ssuch as
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- · After asking a few academic or job-related ques ons, ask the interviewee:
 - o If you get this job, what salary package do you expect us to give you?

Say L

De-brief:

If there is no way for you to avoid this ques on, respond to the interviewer by providing a reasonable and well-thought out salary range.

- Role Play 💆

Conduct a role play for the situa on given.

Role Play-Situa on 7

- The interviewer will start by asking the interviewee a few generic ques on ssuch as
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
 - Then, bringing the interview to a close, ask the interviewee:
 - o Do you have any ques onsforme?

Say 2

De-brief:

- Ask relevant ques ons.
- Don't bombard the interviewer with ques ons.
- If you have ques ons about the result of the interview, you can limit your ques ons to 1 or 2. Keep them short and relevant like:
 - o When will I be informed about the results of the interview?
 - o What are the working hours?
 - Will the job require me to travel?

- Explain 🖞

- Tell the par cipants to be prepared for answering di erent types of ques ons in an interview.
- Stay calm and focused and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a par cular ques on.
- Try to keep your ac ons, tone, and gestures neutral.
- · Maintain your composure while answering personal ques on.

– Do 🗠

- Tell all the par cipants to form pairs again.
- Tell them to use the following list of frequently asked interview ques ons to conduct mock interviews.

- They will use all or some of these ques ons to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- A er they are through asking and answering the ques ons, the roles will be reversed.
- The same list of ques ons will be used again.
- A er each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allo ed for each situa on is 30-35 minutes.

– Ac vity 🖉

MockInterviewQues ons

Mock Interview Ques ons

Tell me something about your family.

What quali es would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with cri dism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any ques ons for me?

Summarize

- Close the discussion by discussing the ques ons in the both ac vi es.
- Ask the par cipants what they have learned from this ac vity.
- · Ask if they have any ques ons related to what they have talked about so far.

UNIT 5.4.4: Work Readiness – Terms and Terminology
At the end of this unit, par cipants will be able to: Iden fy basic workplace terminology
 Resources to be Used Par cipant Handbook Chart papers Blank sheets of paper Pens
 Ask What do you understand by workplace terminology? Are offer letter and contract of employment the same?
 Say Let'sstart this unit with an ac vity.
┌ Team Ac vity 🙀
 Workplace terminology This is a group ac vity conducted in three parts.
Part 1
Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.
 Ac vity De-brief Have the par cipants read out the words they have wri en Encourage all the par cipants to par cipate in the ac vity

Do 🗠

- Divide the class into small groups of 4 or 6.
- Instruct the par cipants that they will be doing a brainstorming ac vity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The par cipants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the ac vity.
- Tell them that there are no right or wrong answers.
- Keep a track of the me.

Say 2

- You all know quite a few words related to the terms used in the o ce.
- Let us talk about some new terms that have been missed out.
- Discuss "Work Readiness Terms and Terminology" with the par cipants as given in the Par cipant Handbook.

- Ask 煏

Sav

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Let'snowcon nue the ac vity.

· Team Ac vity 🔀

Terms and Terminology

• This is again a group ac vity. The members of the group remain the same as in Ac vity 1.

Part 2

• With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Ac vity De-brief

Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do Instruct the par cipants that they have to use the 2nd half of the same chart they had used before. Using the new terminology and the terms they had previously wri en on the chart, they . have to make a flow chart of the hiring process of the MND Company. Give them 10 minutes for this ac vity. Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit. Say Let's go ahead with the ac vity. Team Ac vity Terms and Terminology The ac vity con nues with the same group members. Part 3 Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts darified. Can you think of the terms for which she wants darity? Make a list of those words. Ac vity De-brief Ask the groups to share their list of words. Some of the words are benefits, comp. me,

 Ask the groups to share their list of words. Some of the words are benefits, comp. me, deduc on, employee training, holidays, lay-o, leave, maternity leave, mentor, no ce, paternity leave, and me sheet.

Do 🗸

- Instruct the par cipants to iden fy the key terms an employee of a company should know. They can use the same chart paper for this ac vity.
- Give them 5 minutes for this ac vity.
- Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit.

- Summarize 🖉

 Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

UNIT 5.5: Understanding Entrepreneurship

Key Learning Outcomes

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

- 1. Discuss the concept of entrepreneurship
- 2 Discuss the importance of entrepreneurship
- 3. Describe the characteris csof an entrepreneur
- 4. Describe the different types of enterprises
- 5. List the quali esofan effec ve leader
- 6. Discuss the benefits of effec ve leadership
- 7. List the traits of an effec ve team
- 8. Discuss the importance of listening effec vely
- 9. Discusshow to listen effec vely
- 10. Discuss the importance of speaking effec vely
- 11. Discusshow to speak effec vely
- 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 nego a on
- 16. Discusshow to nego ate
- 17. Discusshowtoiden fynewbusinessopportuni es
- 18. Discusshow to iden fybusiness opportuni eswithin your business
- 19. Explain the meaning of entrepreneur
- 20. Describe the different types of entrepreneurs
- 21. List the characteris csofentrepreneurs
- 22. Recall entrepreneur success stories
- 23. Discuss the entrepreneurial process
- 24. Describe the entrepreneurship ecosystem
- 25. Discuss the purpose of the Make in India campaign
- 26. Discusskey schemes to promote entrepreneurs
- 27. Discuss the rela onship between entrepreneurship and risk appete
- 28. Discuss the rela onship between entrepreneurship and resilience
- 29. Describe the characteris csofaresilient entrepreneur
- 30. Discuss how to deal with failure

UNIT 5.5.1: Concept Introduc on (Characteris c of an Entrepreneur, types of firms/ types of enterprises)

Unit Objec ves 🦉

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

- · Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteris cs of an entrepreneur
- Describe the di erent types of enterprises

- Resources to be Used

Par cipant Handbook

Say 🤷

Let's start this session with some interesing quesions about Indian entrepreneurs.

Team Ac vity 🙀

Quiz Ques ons

1. Who is the founder of Reliance Industries?

Dhirubhai Ambani

2 Who is the Chairman of Wipro Limited?

Azim Premji

3. Who launched e-commerce website Flipkart?

Sachin Bansal and Binny Bansal

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

Bhavish Aggarwal

6. Who is the founder of Jugnoo?

Samar Singla (autorickshawaggregator)

- 7. Who is the founder of OYO Rooms?
 - Bhavish Aggarwal

Do 🗸

- Tell them that you will ask them few ques ons about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz ques ons to the groups.
- If the answer is incorrect pass the ques on to the other group.
- Share the answer if the groups are not able to answer.
- · Congratulate the par cipants who answered correctly.

- Ask ask

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteris cs of successful entrepreneurs?
- What are di erent types of enterprises that an entrepreneur in India can own and run?

Say 2

- Talk about entrepreneurs, importance of entrepreneurship, characteris cs of successful entrepreneurs, and di erent types of enterprises in India as discussed in the Par cipant Handbook.
- Tell the par cipants, stories of successful Indian entrepreneurs their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

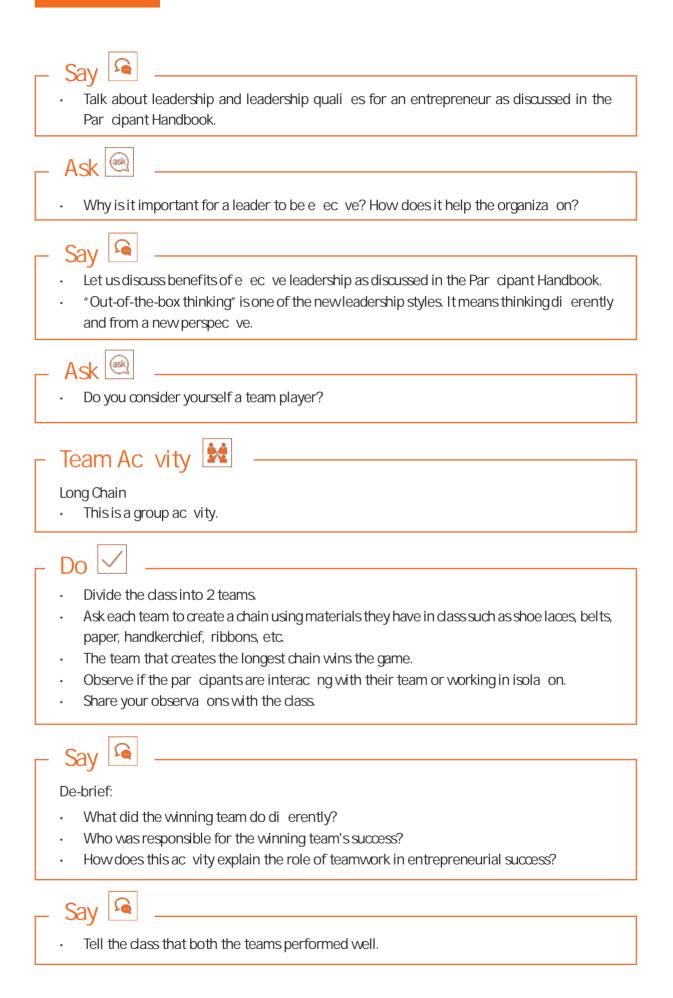
.Summarize 🛛

• Close the discussion by summarizing about the opportuni es for entrepreneurs in India.

Notes for Facilita on 🛽

- Check out di erent Government schemes for small entrepreneurs. Share the informa on with the par cipants.
- You can tell them about the government websites like Start Up India, mudra.org in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

UNIT 5.5.2: Leadership and Teamwork
_ Unit Objec ves 🙆
At the end of this unit, par cipants will be able to: • List the quali es of an e ec ve leader
 Discuss the benefits of e ec ve leadership List the traits of an e ec ve team
Resources to be Used
 Par cipant Handbook Blank sheets of paper
• Pens
 Show the picture given below to the class. Ask them to quickly write on a piece of paper what comes to their mind a er seeing the picture. Now ask them, "What do you understand from this picture?" Encourage par cipants to share their thoughts. LEADER ENCOURAGE PART CIPACITY FILSION BOSS ENCOURAGE PART CIPACITY FILSION Fig 7.5 1: Encouraging par cipants
Say 🗣
This picture depicts the qualities of a leader and the difference between a leader and a boss.
 A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
 A boss blames employee for the breakdown whereas a leader fixes breakdown. A boss depends on authority whereas a leader depends on good will
 A boss depends on authority whereas a leader depends on goodwill. A boss says "I" and a leader says "We."
 A boss drives employee whereas a leader coaches them. A boss takes credit whereas a leader gives credit.



- Discuss that the objec ve of this ac vity was to open communica on channels and how this has been achieved.
- The par cipants should aim to keep the communical on channels open when interacing with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork ac vi es.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Par cipant Handbook.

Summarize

- Close the discussion by summarizing about the importance of teamwork for employees.
 - o Teamwork helps in reducing stress for the employees.
 - Teamwork helps employers in general ng more number of solul ons to a problem and developing improved communical on amongst employees.
- Ask the par cipants what they have learned from these exercises.
- Ask if they have any ques ons related to what they have talked about so far.

Facilitator Guide

UNIT 5.5.3: Communica on Skills: Listening & Speaking:

The Importance of Listening E ec vely

Unit Objec ves 🦉

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

- · Discuss the importance of listening e ec vely
- · Discuss how to listen e ec vely
- · Discuss the importance of speaking e ec vely
- Discuss how to speak e ec vely

- Resources to be Used

Par cipant Handbook

Ac vity 🦉 —

Ac vity - Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one par cipant will whisper a message into his/her neighbor's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sit ngnext to them.

Step 4: The game goes on un 1 the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask 🔍

Say

De-brief ques ons:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a di erence in the messages?

• No, the original message was not same at the end of game.

• The barriers to communica on like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the poten al reasons this happens.

- There are various aspects to communica on. Speaking skills and listening skills are two
 major components to any communica on. There is always some room for improvement
 in the way we communicate.
- It is important to accept the reality of miscommunica on and work to minimise its nega ve impacts.

Say 🤷

- Communica on is a two-way process where people exchange informa on or express their thoughts and feelings
- · It involves e ec ve speaking and e ec ve listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return.
- Communica on takes place in the same manner. You have to provide and receive informa on for communica on to take place.

Ask (ask)

- Howo en do you hear these statements?
 - o "You're not listening to me!"
 - o "Why don't you let me finish what I'm saying?"
 - o "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening e ec vely as discussed in the Par cipant Handbook.

Sav 🔎

Let's play a game to understand effec ve listening process better.

- Do 🗸

- This is a class ac vity.
- The par cipants need to answer the ques ons they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the par cipants to raise their hand if they know the answer to the ques on asked.
- Keep a check on me.

15	s there any law against a man marrying his widow's sister?				
	If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?				
D	Oo they have a 26th of January in England?				
	f you had only one match and entered a dark room that had a kerosene lamp, oil heater, Ind a wood stove, what would you light first?				
	he Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three natches. No match wasa e or dispute. Howis this possible?				
	here was an airplane crash. Every single person died, but two people survived. Howis this possible?				
	f an airplane crashes on the border of two countries, would uniden fied survivors be ouried in the country they were travelling to or the country they were travelling from?				
	A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?				
Ar	nswers:				
	here's no lawagainst a man marrying his widow/ssister, but it would be the neatest trick ir he book since to have a widow, the man would have to be dead.				
	ou'd get one hour's sleep since alarm docks do not know the difference between morning Ind night.				
С	Dh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.				
F	irst of all, you would light the match.				
	Vho said the Delhi Daredevils and the Chennai Super Kings were playing against each other n those games?				
Every SINGLE person died, but those two were married.					
Y	ou can't bury survivors under any lawespecially if theys II have enough strength to object				
	he bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direc on is in				

De-brief ques on:

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

Say 🔄

- There is a di erence between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen e ec vely and carefully without making assump ons.

Ac vity 🖉

Elevator Pitch:

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

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

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

Do 🗹

- Start o the task by providing a beginning sentence to get the story started, and then go around the classroom ge ng each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a li le me to think (30 seconds).
- · For example: There was once a student who was looking for a job a er gradua on.

🛛 Notes for Facilita on 🖃

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

your idea unique. You'll want to communicate your USP after you've talked about what you do.

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

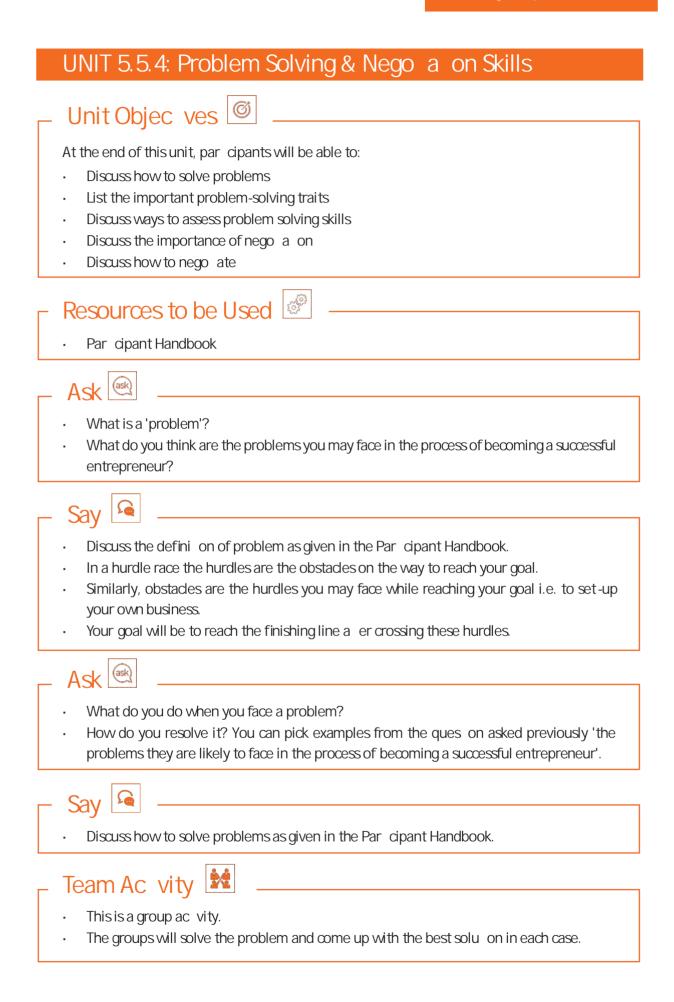
Here's howyour pitch could come together:

"My company deals with cloth retail online business and we use various ecommerce platforms to sell our products. This means that you can do shopping with ease and spend me on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our dients are happy with our products. So, how can you help us in crea ing our own web portal?

6. Prac ce: Like anything else, prac ce makes perfect. Remember, how you say it is just as important as what you say. If you don't prac ce, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to prac ce your pitch regularly. The more you prac ce, the more natural your pitch will become. Prac ce in front of a mirror or in front of colleagues un 1 the pitch feels natural.



 Close the discussion by summarizing how to speak e ec vely as discussed in the Par cipant Handbook.



- 1. Unable to arrange for some extra finance for se ng up a beauty parlour. The loan sanc oned and disbursed is not enough. You have tried all your contacts, friends and rela ves. But unable to manage the extra amount. Bank will not sanc on more amount as you have used up the complete sanc on limit.
- 2. You have rented a space for your business and all arrangements are done. You will be operaing from the original center center in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
- 3. You have just set up your business and need extra human resource. You have tried invi ng a few also ed up with an agency for ge ng the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot o er the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do 🗹

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and dura on of the ac vity.
- Ask the groups to build on the scenario and present their solu on as a role play.

Say 🤷

De-brief ques ons:

1. What was the problem?

2. Is there any other alterna ve solu on?

3. Is this the best solu on presented?

Ask ask

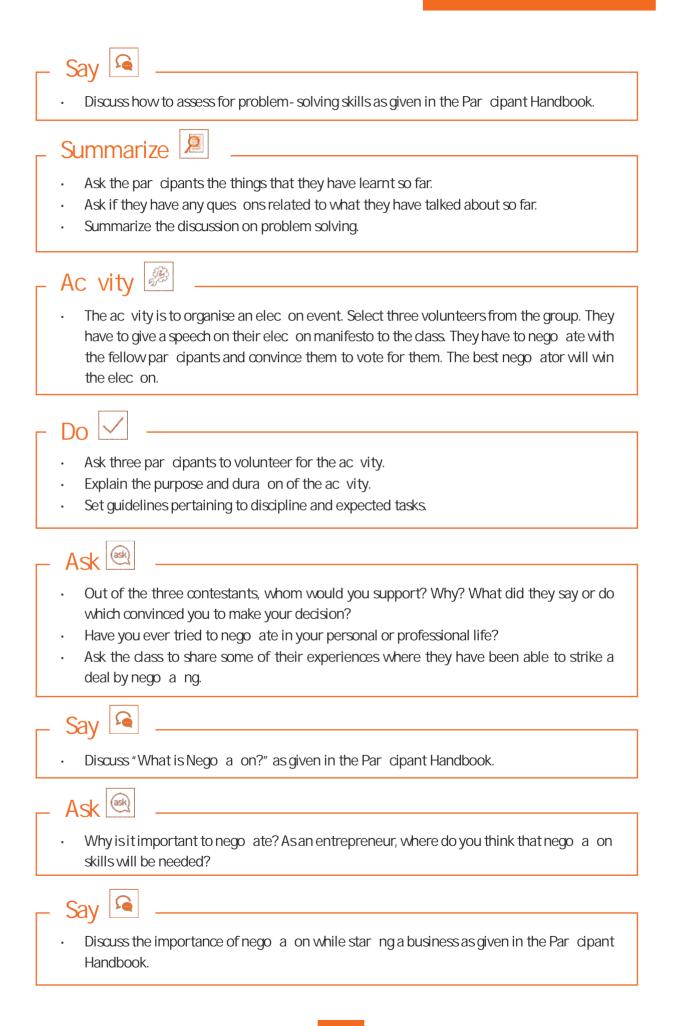
Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualies do they have? What personality traits do such people possess?

Sav 🗣

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

Ask 🔍

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



Discuss the important steps to nego ate as given in the Par cipant Handbook.

- Role Play 💆

- Conduct a role play ac vity.
- Ask the par cipants to assemble together.
- Explain the purpose and dura on of the ac vity.
- · Set guidelines pertaining to discipline and expected tasks.

- Do 🗠

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarba s,. Your sta members do door to door selling and organise marke ng campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your sta members indulge in malprac ces. Few of them informed you that a sta member engaged them in a friendly conversa on. In the meanwhile, the other gave them lesser packets of aggarba s than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a par cular sta member. You o en hear from your customers t hat the orders don't get delivered on me or wrong products get delivered. You have already been struggling with shortage of sta and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

You

Nego a on Scenario 1

have interviewed a prospec ve new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are ght, yet you believe this person could make a significant impact on future profits. If youpaid the required salary for the new person, then you would have to restructure your en re business plan. You've been searching for an individual with this skill level for three months to the candidate is wai ng for your response. Now you have to call him in to make the final nego a ons

Nego a on Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a le er saying that your loan applica on has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue genera ng model. You have taken an appointment to meet the manager and show your nego a on skills to get your loan approved.

Notes for Facilita on 🗐

Facilita ng Role Plays

Preparing for the ac vity

- 1. Carefully review the details of the scenario and the character descrip ons.
- 2 Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situa ons depicted in the role-plays.
- 4. An cipate and knowhow to address issues par cipants might raise during the ac vity. Conducing the ac vity
- 1. Introduce the ac vity. Emphasize that role-playing provides par cipants with an opportunity to apply their newknowledge, skills, and tools in situa onsthat simulate actual interac ons with customers.
- 2. Ask par cipants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each par cipant should be given the opportunity to play/prac ce the different roles.
- 3. Conduct a demonstra on so that par cipants become familiar with the expecta ons related to the roles and support materials.
- 4. Give the pairs/groups10 to 15 minutes to conduct the role-play (depending on the dura on of the session).
- 5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
- 6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play.

Facilitator Guide	
Encourage	par cipants to provide construc ve cricism during their discussions.
- Summari	ze 🔎
• Wrap the	init up a er summarizing the key points and answering ques ons.

UNIT 5.5.5: Business Opportunity Iden fica on:

Entrepreneurs and Opportuni es

Unit Objec ves 🦉

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

- · Discuss how to iden fy new business opportuni es
- Discuss how to iden fy business opportuni es within their business

Resources to be Used

- Par cipant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say 2

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportuni es, ways to iden fy new business, and opportunity analysis as discussed in Par cipant Handbook.
- Let's do an ac vity to understand ways to iden fy business opportuni es within your business.

- Do 🗠

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

F Ac vity 🖉					
Do your SWOT analysis					
Strength What are your strengths? What unique capabili es do you possess? What do you do better than others? What do others perœive as your strengths?	Weakness What are your weaknesses? What do your compe tors do better than you?				
Opportunity What trendsmay posi vely impact you? What opportuni esare available to you?	Threat Do you have solid financial support? What trendsmay nega vely impact you?				

Do 🗸

- Congratulate everyone for the class ac vity.
- Ask the audience to applaud for themselves.
- Allot the par cipants su cient me to complete this ac vity but do keep a check on me.
- · Ask de-brief ques ons to cull out informa on from the par cipants.

Ask ask

De-brief ques ons:

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

Summarize

- Close the discussion by summarizing ways to iden fy business opportuni es within your business.
- Ask the par cipants what they have learned from this exercise.
- Ask if they have any ques ons related to what they have talked about so far.

LED Light Repair Technician

UNIT 5.5.6: Entrepreneurship Support Eco-System

Unit Objec ves

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

- · Explain the meaning of entrepreneur
- Describe the di erent types of entrepreneurs
- List the characteris cs of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- · Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Par cipant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite sta onery material

- Ask ask

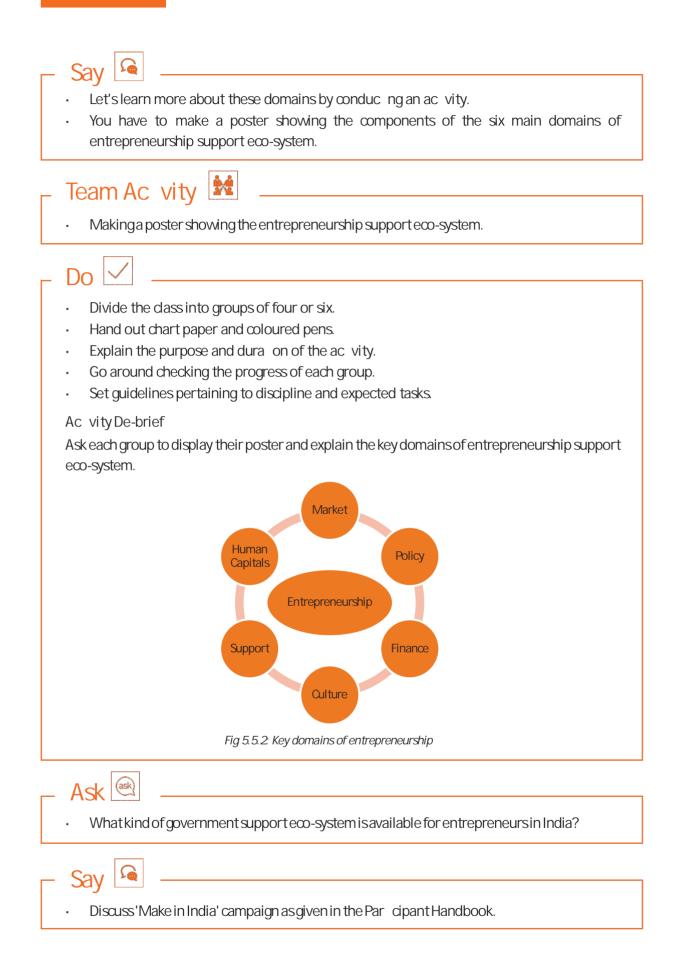
- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

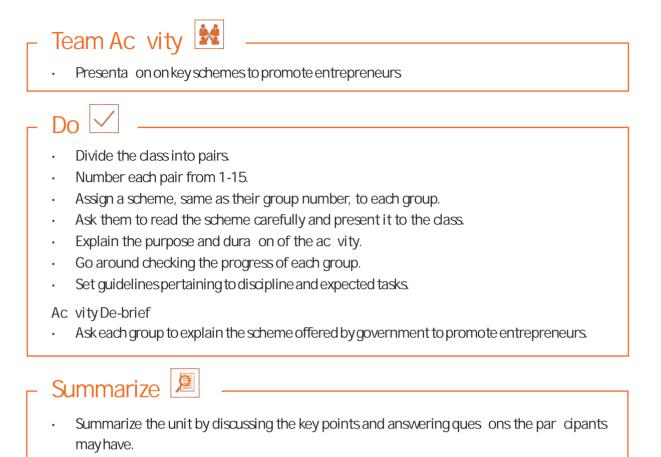
Say 🤷

- · Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Par cipant Handbook

Ask ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?





Facilitator Guide

UNIT 5.5.7: Risk Appe te & Resilience

Ø

Unit Objec ves 🦉

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

- · Discuss the rela onship between entrepreneurship and risk appe te
- Discuss the rela onship between entrepreneurship and resilience
- Describe the characteris cs of a resilient entrepreneur

Resources to be Used

- Par cipant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask

- · Can you define risk or explain what cons tutes a risk?
- What do you people mean when they say, "This may be a risky proposi on"?
- · What risks are they talking about?

- Example

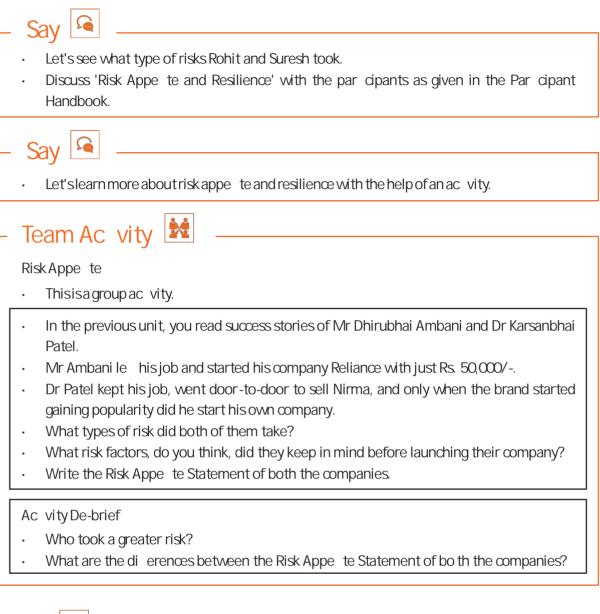
· Let'shave a look at these two examples:

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

Since he was going with his family, and did want to take the risk of ge ng lost, he le early. He took the Kaladhungi road and reached Nainital well in me.

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

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



Do 🗸

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

Ask (ask)

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?

Should the entrepreneur stop when faced with challenges or face them?						
Example 외						
Let's have a look at the following example:						
Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in U ar Pradesh. He started his first job at an MNC. He quit a er six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that me, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.						
In 2014, Paytm was launched with online wallet services a er which, the company enabled online payment transac ons. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main mo ve of Paytm was to transform India into a cashless economy. A er demone za on came into e ect, Vijay Shekhar Sharma started promo ng online and digital transac ons to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea						
stalls to major companies.						
Sav						
 Let's see what quali es made Vijay Shekhar Sharma a resilient entrepreneur. Discuss Entrepreneurship and Resilience with the par cipants as given in the Par cipant Handbook. 						

Say 🔎

· Let's learn more about entrepreneurship and resilience with the help of an ac vity.

- Team Ac vity 🚺

Entrepreneurship and Resilience

- Thisisagroup ac vity.
- Think of some entrepreneurship ventures that faced challenging mes, but later resulted in success stories.
- Who is the founder of that company?
- What challenging mes did it face?
- How did it overcome those challenges?
- List the resilient characteris cs of the entrepreneur.

LED Light Repair Technician

- Ac vity De-brief
- Each group to give their presenta on.
- Why did you choose this company?
- What is the success story of the company?

Do 🗠

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

Summarize 🗵

- You can summarize the key points of the unit.
- · Ask the par cipants what they learned from the ac vi es.
- · Clarify any ques ons or doubts they might have.

- · ·		\sim	
Facil	itator		IND.
i uui	nutur	u	iuc.

UNIT 5.5.8: Success and Failures

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

Discuss how to deal with failure

- Resources to be Used

Par cipant Handbook

- Ask ask

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

Example

Let'shave a look at this example.

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

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

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

Say 🔎

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the par cipants as given in the Par cipant Handbook.

LED Light Repair Technician

Ask ask

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

Sav Sav

Let's learn the about success and failure with the help of an ac vity.

Team Ac vity 🕍

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

- Notes for Facilita on 🗐

Facilita ng Role Plays

Preparing for the ac vity

- 1. Carefully review the details of the scenario and the character descrip ons.
- 2 Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situa ons depicted in the role plays.
- 4. An cipate poten all ques ons that might be raised by the part cipants and be ready to address them.

Conduc ngtheac vity

- 1. Introduce the ac vity. Emphasize that role playing provides par cipants with an opportunity to apply their new knowledge, skills, and tools in situa ons that simulate actual interac ons with customers.
- 2. Ask par cipants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each par cipant should be given the opportunity to play/prac ce the di erent roles.

- 3. Conduct a demonstra on so that par cipants become familiar with the expecta ons related to the roles and support materials.
- 4. To maintain spontaneity of the interac ons during the role play, ask the par cipants not to discuss the details of their roles prior to the role play.
- 5. Give the pairs 15-20 minutes to conduct the role play.
- 6. Circulate among the groups to answer any ques ons that may arise and provide guidance as needed.
- 7. A er all the pairs have finished with the role play, conduct a de -briefing session on each role play.
- 8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the ques ons given in the de-briefing for each role play. Encourage par cipants to provide constructive or cism during their discussions.
- 9. Conclude the ac vity by asking par cipants to think about whether and how they might use scripted role plays in their real life.

Summarize 🔎

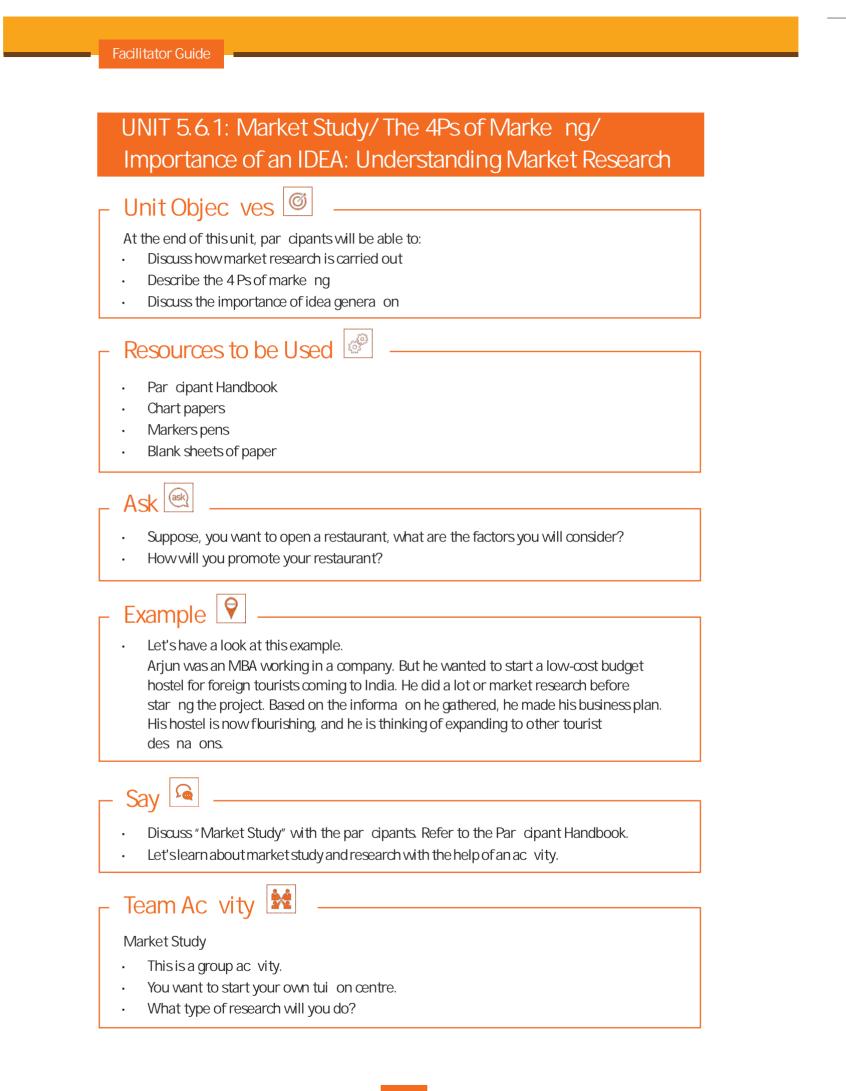
• Wrap the unit up after summarizing the key points and answering ques ons.

UNIT 5.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

- 1. Discuss how market research is carried out
- 2 Describe the 4 Ps of marke ng
- 3. Discuss the importance of idea genera on
- 4. Recall basic business terminology
- 5. Discuss the need for CRM
- 6. Discuss the benefits of CRM
- 7. Discuss the need for networking
- 8. Discuss the benefits of networking
- 9. Discuss the importance of se ng goals
- 10. Di eren ate 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 formali es for applying for bank finance
- 15. Discuss how to manage their own enterprise
- 16. List the important ques ons that every entrepreneur should ask before star ng an enterprise



Ac vity De-brief Ask each group to come forward and give a brief presenta on. . Encourage other groups to be interacive and ask gues ons. What factors did you keep in mind while doing your research? Based on our research would you go ahead and open a tui on centre? Do Instruct the par cipants that this is group work. Divide the class into small groups of 4 or 6. . Give each group a chart paper. Tell the par cipants that they have to start their own tui on centre. Give the par cipants 10 minutes to discuss and write the research work they need to do. Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit. Sav By opening a tui on centre you are o ering a service. Ask What factors will you keep in mind before opening it? Sav Discuss "The 4Ps of Marke ng" with the par cipants as given in the Par cipant Handbook. Sav Let's learn about the 4Ps of Marke ng with the help of an ac vity. Team Ac vity 🕍 4 Ps of Marke ng This is a group ac vity. You have to sell a pen to four di erent segments: 1. Rural villagers 2. Rural middle class 3. Urban middle dass 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marke ng in mind, what marke ng strategy will you design to sell the pen?

Ac vity De-brief

- Ask each group to present their strategy.
- Encourage other groups to be interac ve and ask ques ons.
- Do 🗸
 - Instruct the par cipants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class
 - 4. Upper end rich people
- Tell the par cipants that they have to design a marke ng strategy keeping the 4Ps of Marke ng in mind.
- Give the par cipants 20 minutes to discuss and come up with their strategy.
- Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit

Ac vity De-brief

- Ask each group to come forward and give a brief presenta on.
- Ask each group what they kept in mind while designing their marke ng strategy.
- Encourage other groups to be interacive and ask quesions.

- Sav 🗣

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

Summarize 🏼

- Summarize the key points of the unit.
- Ask the par cipants what they learnt from the ac vi es.
- Encourage them to ask if they have any doubts.

UNIT 5.6.2: Business En ty Concepts
Unit Objec ves
At the end of this unit, par cipants will be able to:
Recall basic business terminology
Resources to be Used
Par cipant Handbook
Say 뎙
 Let's recall some basic business terminology.
 Discuss the Business En ty Concepts as given in the Par cipant Handbook.
 Let's learn some basic business terminology by having an ac vity. We will have a quiz today.
C Ac vity
The ac vity is a quiz.
 Divide the class in two groups and give a name to each group. Explain the rules of the quiz. For each correct answer the group gets 1 mark.
 If the group is unable to answer the ques on is passed to the next group.
• Explain the purpose and dura on of the ac vity.
 Ask the questions of the quiz. Keep a score of the groups.
 Set guidelines pertaining to discipline and expected tasks.
Summarize 🦉
Summarize the unit by discussing the key points.
□ Notes for Facilita on 🗐
QUESTIONS FOR THE QUIZ
1. What does B2B mean?
Business to business

2.	What is a financial report?
	A comprehensive account of a business' transac ons and expenses
3.	Who is a sales prospect?
	A poten al customer
4.	How is working capital calculated?
	Current assets minus current liabili es
5.	What is an es ma on of the overall worth of a business called?
	Valua on
6.	You are buying a house. What type of transac on is it?
	Complex transac on
7.	How will you calculate the net income?
	Revenue minus expenses
8.	How is Return on Investment expressed?
	Aspercentage
9.	How will you calculate the cost of goods sold?
	Cost of materials minus cost of outputs
10.	10. What is revenue?
	Total amount of income before expenses are subtracted.
11.	What is a Break-Even Point?
	This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12	What is the formula used to calculate simple interest?
	A = P(1 + rt); R = r * 100
13.	What are the three types of business transac ons?
	Simple, Complex and Ongoing Transac ons
14.	The degrading value of an asset over me is known as
	Deprecia on
15.	What are the two main types of capital?
	Debt and Equity

UNIT 5.6.3: CRM & Networking Unit Objec ves At the end of this unit, par cipants will be able to: Discuss the need for CRM Discuss the benefits of CRM Discuss the need for networking Discuss the benefits of networking Resources to be Used Par cipant Handbook Ask ask Can your business run without customers/buyers? Who is the most important en ty in any business? Say The key to every success business lies on understanding the customer's expecta ons and providing excellent customer service. Discuss about CRM and its benefits. Refer to the Par cipant Handbook. Providing excellent customer service entails o Trea ng your customers with respect. o Be available as per their need/schedule. o Handling complaints e ec vely. o Building long las ngrela onships. o Collec ng regular feedback. Handle customer complaints proac vely. Ask "what happened", "why it happened", "how can it be avoided next me", etc. Collec ng feedback from the customers regularly will enable you to improve your good/service. "Let's understand it be er with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solu on to the problem." Do Divide the dassinto four groups of maximum six par cipants depending on the batch size. Give one case study to each group.

- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solu on to the given problem.
- Put down the discussion points (de-brief ques ons) on the board. Give the class 5-10 minutes to discuss the case and note down their solu ons.
- At the end of 10 minutes, the team should present their case solu on to the class.

- Team Ac vity 🕍

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bo om. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't sa sfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a bou que shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the dothes in her bou que have unique designs. Smita has to a end her cousin's wedding; she goes to Rajni's bou que to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image a er this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beau cian who o ers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e- commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remunera on for the services was decided beforehand. When Shama reached there at 10.50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. A er availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proac vely takes part in all the transac ons that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formali es to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any men on of the free services. She immediately demands to see the Shailender. When Shailender's head asks howmuch discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, crea ng a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say 🔎

- Now, let's discuss the problem and solu on with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue iden fied and the proposed solu on.
- Present the solu on as a role play.
- Post presenta on, the other groups may ask ques ons from the group that has presented.

- Do 🗹

- Congratulate each group for the presenta on/role play.
- Ask the audience to applaud for them.
- Keep a check on me. Tell the group to wind up the discussion quickly if they go beyond the given me limit.

Sav 🥻

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Par cipant Handbook.

Ac vity

Group Discussion

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

Summarize 🗵

- Ask the par cipants what they have learnt from this exercise/ ac vity.
- Ask if they have any ques ons related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

UNIT 5.6.4: Business Plan: Why Set Goals?

Unit Objec ves

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

- Discuss the importance of se ing goals
- Di eren ate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used 🦉

- Par cipant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask (ask)

- Remember we had wri en SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by me bound goals?
- What me limit did you set for your goal 3 weeks, 3 years, 10 years?

Say 🦻

• Talk about short term, long term and medium-term goals, as discussed in the Par cipant Handbook.

Ask ask

Do

• As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

• Ask few par cipants to share their business ideas.

(ask)

Have you created a business plan for your business idea?

• Do you think it is important to have a business plan in place? Why/ why not?

Say 🧣

.

Ask

• Talk about 'Why Create a Business Plan' as discussed in the Par cipant Handbook.

Let's understand it be er with the help of an ac vity.

Team Ac vity 🕍

Wring a business Plan

- This is a group ac vity.
- Give the groups the required resources such as chart paper and markers.
 - This ac vity is divided into two parts
 - 1. Create a business idea
 - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the ac vity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the dass.

MY BUSINESS PLAN
Execu ve Summary: What is your Mission Statement?
Business Descrip on: What is the nature of your business?
Market Analysis: What is your target market?
Organiza on and Management: What is your company's organiza onal structure?
Service or Product Line: What is the lifecycle of your product/service?
Marke ng and Sales: How will you adver se and sell your products?
Funding Request: How much fund is required and from where?

Say 🤦

- Teams will need to brainstorm for this part of the ac vity.
- Use the blank papers for the second part of this ac vity
- Make your business plan on a chart paper based on the following parameters:
 - 1. Execu ve Summary
 - 2. Business Descrip on
 - 3. Market Analysis
 - 4. Organiza on and Management
 - 5. Service or Product Line
 - 6. Marke ng and Sales
- Explain each parameter in detail as done in the Par cipant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 🤷

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presenta on, the other groups may ask ques ons to the group who have presented their plan.

Do 🗠

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on me. Tell group to wind up the discussion quickly if they go beyond the given me limit.

Say 🤷

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Par cipant Handbook.

Summarize 🎾

- Ask the par cipants what they have learnt from this exercise/ ac vity.
- Ask if they have any ques ons related to what they have talked about so far.



.

Notes for Facilita on 🗐

Keep the business plan format ready in a flipchart to display it during the ac vity.

UNIT 5.6.5: Procedures and Formali es for Bank Finance

Unit Objec ves

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

- Discuss the importance of se ng goals
- Di eren ate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Par cipant Handbook
- Bank loan/finance form sample

Ask

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

Say 🦻

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

Do 🗸

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

- Summarize 🏼

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

- Notes for Facilita on 🗐

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group ac vity.
- Download sample loan applica on forms from any na onalised bank's website. Print su cient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

1. Audited financial statements of the business concern for the last three years

2. Provisional financial statements for the half – year ended on _____

3. Audited financial statements of associate concern/s for the last three years

4. Copy of QISII for the previous quarter ended on _____

5. Opera onal details in Annexure I

6. CMA data for the last three years, es mates for current year and projec on for the next

7. Term Ioan/DPG requirements in Annexure II

8. List of machinery in respect of machinery offered as security in Annexure III

9. Addi onal details for export advances furnished in Annexure IV

10. Property statements of all directors/partners/proprietor/guarantors

11. Copies of ITAO of the company for the last three years

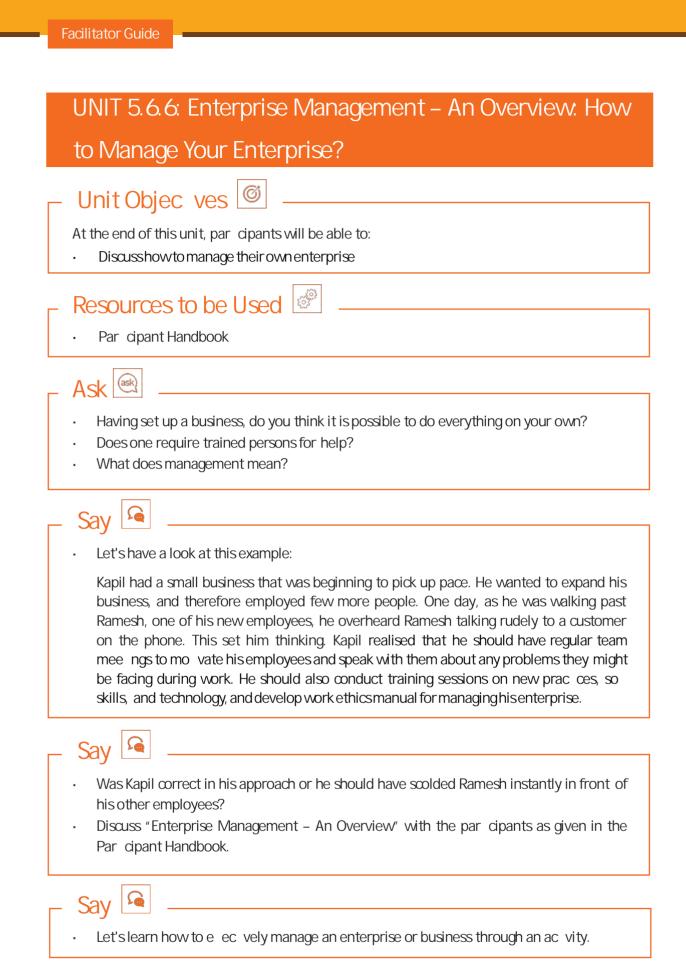
12 Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors

13. Copies of cer ficate from banks and financial ins tu ons cer fying the latest liability with

14. Copy of board resolu on authorizing the company to apply to your bank for the credit facili es men oned in applica on

15. Copy of memorandum and ar de of associa on (in case of limited company)/partnership deed (in case of partnership firm)

16. Cash budget for the current year and next year in case of contractors and seasonal industries.



Team Ac vity 😫

Enterprise Management

- This is a group ac vity.
- Design a matrix lis ng the topics and key words that are needed to run an enterprise e ec vely and smoothly.

Ac vity De-brief

- Have each group present their matrix.
- Encourage par cipants of the other groups to ask ques on about each other's presenta on.

- Do 📐

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

Summarize

- Ask the par cipants what they have learned from this exercise/ac vity.
- Ask if they have any ques ons related to what they have talked about so far.
- Close the discussion by summarizing the importance of e ec ve management to run an enterprise as given in the Par cipant Handbook.

Facilitator Guide

UNIT 5.6.7: 20 Ques ons to Ask Yourself before

Considering Entrepreneurship

Unit Objec ves 🦉

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

· List the important ques ons that every entrepreneur should ask before star ng an enterprise

- Resources to be Used

- Par cipant Handbook
- Blank sheets of paper
- Pens

- Ask

• Why do you want to become an entrepreneur?

Say 🖻

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be dear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the poten al problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it be er with the help of some ques ons that every entrepreneur should ask before star ng their own business.
- Open the Par cipant Handbook sec on named '20 Ques ons to Ask Yourself Before Considering Entrepreneurship'. You have to answer the ques ons individually.
- Then, we will have a class discussion on all the ques ons.

Do 🗸

- Read out the ques ons one by one in front of all the par cipants.
- Par cipants have to answer all the one by one ques ons.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the ques ons.
- Moderate the discussion by focusing on the relevant points.

- Keep a check on me and don't let the discussion get sabotaged or lose track of me. Ensure all the questions are covered and discussed.
- Give the par cipants 15 minutes to discuss and write.
- Keep a check on me. Tell the group to wind up quickly if they go beyond the given me limit.

Summarize 🗵

- Ask the par cipants what they have learned from this exercise/ac vity.
- Ask if they have any ques ons related to what they have talked about so far.









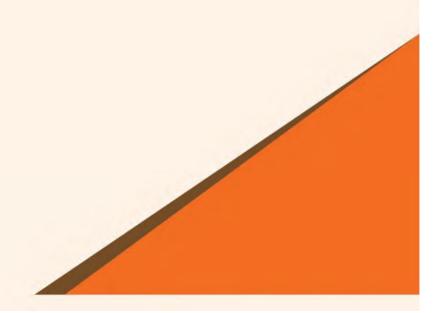


Transforming the skill landscape



6. Annexures

Annexure 1 – Training Delivery Plan Annexure 2 – Assessment Criteria



Annexure 1

Training Delivery Plan

Training Delivery Plan							
Program Name:	Cer ficate Course in LEI	Cer ficate Course in LED Light Repair Technician					
Qualifica on Pack Name & Ref. ID	LED Light Repair Technie	LED Light Repair Technician (ELE/Q9302)					
Version No.	V1.0	Version Update Date	07-12-2015				
Pre-requisites to Training	ITI/Diploma – minimum	n 6 months as helper					
Training Outcomes	By the end of this progr	am, the par cipants will b	be able to:				
	 By the end of this program, the par cipants will be able to: Interact with the customer in order to iden fy and understand the problem in the television set Understanding of the basics of power electronics and its usages in ligh ng controls, or LED power supplies and LED drivers Special safety and handling precautions to be taken during LED luminary tes ng Ss standards (sor ng, se ng, standardize, sustain, shining) + safety, security Follow behavior e que es while interac ng with others Ensure customer sa sfac on Iden fy dysfunc onal components through visual inspec on and by use of mul -meter To understand, various electronic & electrical components, materials and their specific proper es & usages Communicate e ec vely Establishing good working rela onships with colleagues within and outside the department by coordina ng 						

LED Light Repair Technician

1 Basic Introduc Individual will ELE/N9302 Facilitator- Mul - The Electron on to understand led - meter 200 ics basic company's Discussion Diode Practice	Dura on	Training	Methodology	NOS	Session Objec ves	Session	Module	SI.
Electron on to understand led - meter 204 ics basic company's various - Discussion - Diode Prail s policies iike - - Capacito r Capacito r Transisto r(BJT, FET) FET) - Transisto r(BJT, FET) FET) - FET) - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - <td></td> <td></td> <td>Facilitator</td> <td></td> <td>In alia i da set a still</td> <td></td> <td></td> <td></td>			Facilitator		In alia i da set a still			
 iden fy the circuit componen ts Understanding the electrical proper es of di erent componen ts Calcula on of resistance by iden fying the colour code. Understand the func onality of coil. Winding of coil. 	HH:MM Theory: 20:00 Prac cal: 20:00	Tools/Ads Mul - meter Diode Resistor Capacito r Transisto r(BJT,	Facilitator- led –	Reference	 Individual will understand company's various policies like Health and Hygiene, environme nt, quality, fire and safety, child labour, incen ves, personnel manageme nt, work flow, individual's role in organiza o n, organiza o n, organiza o n, structure, profile of customer etc To know & iden fy the circuit componen ts. Understanding the electrical proper es of di erent componen ts. Calcula on of resistance by iden fying the colour code. Understand the func onality of coil. 	Name Introduc on to basic electronic	Name Basic Electron	No

			Designing of				
			filter.				
			 Types of LED 				
2	Employ ability skills	Team coordina on	 Planning, Problem Solving, team coordina o n, Decision Making, Reflec ve thinking, Cri cal Thinking, mul taskin g, process disrup on and delays, Improving work process Interac ng with Supervisor and Colleagues Follow Safety Standards 	ELE/N9201 ELE/N9919	Facilitator- led – Discussion Demonstra on	 Braid board Verro board Inductor Resistor Capacito r Transisto r(BJT,FET) Transfor mer Solderin g Iron Solderin g vare Desolder ing pump 	Theory: 20.00 Prac cal: 20.00
3	Measuri ng tools and instrum ents	Introduc on to mul mete r	 Understand the func onality of mul meter Explain di erent modes of tes ng in mul meter Ensure the probes of the mul meter is connected properly before any par cular test. Handling of regulated power supply unit. Following proper safety methods before a aching a light for tes ng. 	ELE/N9302 ELE/N9921	Facilitator- led – Discussion Demonstra on	 AC to DC regulate d power supp ly Ammete r Voltmet er Mul me ter Power meter. 	Theory: 20.00 Prac cal: 20.00

LED Light Repair Technician

			Precau ous					
			dealing with AC					
			& DC					
4	Assembl	Soldering	Current	ELE/N9921	Facilitator-		SMT	Theory:
4	Assembly Sec on	Process and ESD	Opera ng SMT machine in case of replaceme nt. Soldering of semiconductor devices following safety measures. Use of ESD gloves while dealing	ELE/N9921	led – Discussion Demonstra on	•	SIVII machine Reflow oven Manual screen printer PCB Solderin g Iron Solderin g ware Desolder ing	20:00 Prac cal: 20:00
5	Test and Measur ement 1	Introduc on to tes ng of assemble d circuit	with LED's Finding the required test pint while checking of a assembled circuit. Checking proper connec vity while tes ng the driver circuit Selec ng proper temperature for soldering of componen ts while using temperatu re controlling solder iron Discussing with senior about any kind of major failure in a circuit. Comple ng Base Assembly,	ELE/N9302 ELE/N9919	Facilitator- led – Discussion Demonstra on		pump AC to DC regulate d power supply AC to AC regulate d power supp ly LED Driver Tester Stripper Cu er Screw driver set	Theory: 20.00 Prac cal: 20.00

							ı
6	Test and Measur ement 2	Introduc on to tes ng of assemble d circuit	 Comple ng Heat Sink Assembly, Joining base assembly with heat sink assembly Explaining the principal of illumina o n from a LED. Explaining the proper es of LED e.g. lumen, Flux, e cacy, CRI etc. Tes ng of the above men oned parameter s using a lamp analysis a attam 	ELE/N9302	Demonstra on	 Stripper Cu er Screw driver set Mul me ter AC to DC regulate d power supply AC to AC regulate d povver upply AC to AC regulate d povver upply Integra ng Sphere 	Theory: 20.00 Prac cal: 20.00
7	Service and Mainte nance	Fault analysis	 analysis system. Replacing a malfunc oning LED iden fying the reason of the malfunc o ning. Explaining various blocks of a LED light driving circuit. Analyzing the fault by approaching each block. Selec on of alternate spare in case of unavailabili ty of componen ts. 	ELE/N9302 ELE/N9921	Facilitator- led – Discussion Demonstra on		Theory: 20:00 Prac cal: 20:00

			• Ensure the fault				
			 Ensure the fault before demoun ng any element from the dircuit Con nuing the test process un I the every test process is checked properly. Ensure that the repaired ligh ng system is ok before sending it 				
			to mechanical				
			assembling				
8	Basic reading and wring skills	Document a on process	 To document the number of PCB, processed, components processed inwards and outwards, to have basic co- ordinate geometry for understanding X-Y coordinates on PCB, to deliver frame to next work process, red feeder charts and board designs, understanding BOM, to improve overall work process 	ELE/N9201	Facilitator- led – Discussion Demonstra on		Theory: 20.00 Prac cal: 20.00
9	Interact ion with custom ers and colleagu es, concept of	Communi ca on process.	 Understand the requirements. Communicate e ec vely. Understan d building of team 	ELE/N9909	Facilitator- led – Discussion Demonstra on	 Projector Laptop 	Theory: 20.00 Prac cal: 20.00

Faail	Itoton	Cuida
Facu	TIATOL	Guide
1 GOI	i tu tu i	Garac

team work		coordina o n. Take feedback of customer sa sfac on		
- Ai - Ai - Ai - Ca - D - ES - ES - ES - ES - 7- - 9- - 11 - 3 - 5- - LL - 11 - 3 - 5- - LL - LL - Pi - Pi - Ri - Sa - Sa - Sa - Sa - Sa - Sa - Sa - Sa	Lipment Required Power Source len Key Set onnec ng Wires gital Mul meter D Gloves D Mat D Wrist Band Wa LED Lights Wa LED Lights Wa LED Lights Wa LED Lights Wa LED Lights D Tube light x Meter ler ecision Screw Drive gulated Dc Power fety Helmet fety Shoes rew Driver Set oldering Flux oldering Sta on D Street Light ire Stripper	ver		Theory: 180.00 Prac cal: 180.00

Annexure II

Assessment Criteria CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	Assessment Criteria for "LED Light Repair Technician"					
Job Role	LED Light Repair Technician					
Qualifica on Pack	ELE/Q9302					
Sector Skill Council	Electronics Sector Skills Council of India					
Sr. No.	Guidelines for Assessment					
1	Criteria for assessment for each Qualifica on Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks propor onal to its importance in NOS. SSC will also lay down propor on of marks for Theory and Skills Prac cal for each PC.					
2	Each NOS will have assessed both for theore cal knowledge and prac cal					
3	The assessment will be based on knowledge bank of ques ons created by the SSC.					
4	Individual assessment agencies will create unique ques on papers for theory and skill prac cal part for each candidate at each examina on/training centre					
5	To pass the Qualifica on Pack, every trainee should score a minimum of 70% in every NOS					
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualifica on Pack.					

Assessment Strategy			Marks Alloca on		
NOS	Performance criteria	Total	Theory	Prac cal	
	PC1. connect the non-func onal LED Light with the	2	1	1	
	AC source and switch it on				
	PC2. check that there is no loose, de-soldered	2	1		
	wires and connec onsif the light does not switch				
	on				
	PC3. solder wires and make connec ons in case of	2	1	1	
	loose, de-soldered wires and connec ons to make				
	the light opera onal again				
	PC4. dismantle the LED light if no loose, de-	2	1	1	
1. ELE/N9302	soldered wires and connec ons are found				
Diagnose and	externally				
repair fault in	PC5. check the LED light engine with DC supply as	2	1	1	
LED Light	per the voltage / current requirements of the				
	product				
	PC6. replace the LED light engine if it is found	3	1	2	
	faulty				

PC7. check the supply unit with AC supply /	3	1	2
mul meter to find out the voltage / current output			
in case LED light Engine is not found defec ve			
PC8. check voltage / current output at di erent	2	1	1
sec ons of the supply unit with mul meter to find			
out its damaged sec on in case of no voltage /			
current output found in supply unit			
PC9. check the components with mul meter	3	1	2
individually of the sec on where voltage output is			
found to be less than desired / no output			
PC10. repair / replace the damaged components /	3	1	2
SMPs			
PC11. check output voltage/current of the supply	3	1	2
unit again with mul meter			
PC12. reassemble the LED light if repaired /	3	1	2
replaced supply unit is found okay	Ŭ		-
PC13. connect the non-functional LED Light with	5	2	3
the AC source and switch it on	Ŭ	2	U
PC14. check how many LED strips are non-	5	3	2
func onal / damaged from the array of LED strips	5	5	~
in the light			
PC15. remove the glass shell from the LED light	5	2	3
	5	2	3
PC16. replace the burnt out / damaged LED strips		2	3
PC17. check the LED array a er connec ng it with	5	2	3
AC source and switching it on	-		
PC18. replace the glass shell on the LED Light and	5	2	3
dose it if all the strips are found opera onal			
PC19. correctly find the root cause of non-	8	3	5
func onal LED light and repair it in minimum			
possible me			
PC20. document the fault diagnosis and repair	8	3	5
process as per SOP			
PC21. assemble all the parts as per the product	8	3	5
design to create LED luminary			
PC22. assemble the product right first me so that	8	3	5
rework is not required			
PC23. meet 100% daily target of defect free	8	3	5
assembled LED luminaries			
Total	100	40	60
PC1. understand work requirements by receiving	6	2	4
instruc ons from reporing supervisor			
PC2. understand standard opera ng procedure of	6	2	4
the company	-	-	
PC3. escalate problems that cannot be handled	6	2	4
including repe ve PCB defects, machine failures,			r
poten al hazards, process disrup ons, repairs and			
maintenance of machine			
	6	2	4
PC4. report work completed and receive feedback	6	2	4
on work done	-		4
PC5. resolve personnel issues	7	3	4

	DC/ mag from the second	7		4	
2. ELE/N991 9	PC6. rec fy errors as per feedback and minimize	7	3	4	
Work with	mistakes to zero in future	-	7 3 4		
superiors and	PC7. communicate about process flow	/	3	4	
colleagues	improvements, quality of output, product defects				
	received from previous process, repairs and				
	maintenance of tools and machinery as required				
	and find technical solu ons on specific issues		-		
	PC8. handover completed work and deliver the	7	3	4	
	work of expected quality despite constraints				
	PC9. collect required spares and raw materials	8	3	5	
	from tool room or stores				
	PC10. deposit unused or faulty materials, parts and	8	3	5	
	tools to stores				
	PC11. assist colleagues where necessary and as per	8	3	5	
	capability				
	PC12. resolve conflicts with colleagues at work to	8	3	5	
	achieve smooth workflow				
	PC13. complete rework in me based on feedback	8	4	4	
	from quality or process departments				
	PC14. put team over individual goals	8	4	4	
	Total	100	40	60	
	PC1. spot and report poten al hazards on me	5	2	3	
	PC2. follow company policy and rules regarding	5	2	3	
	hazardous materials	0	2	5	
3. ELE/N9921	PC3. avoid accidents related to use of poten ally	5	2	3	
Follow safety	dangerous chemicals, gases, sharp tools and	5	2	5	
standards	hazards from machines which involves exposure to				
Stariaaras	possible injuries such as cuts, bites, s ngs, minor				
	burns, etc.				
	PC4. Handle with care when using an electrical drill	5	2	3	
		5	2	3	
	and sharp cung objects	1	2		
	PC5. understand which safety gear must be used	6	3	3	
	for a par cular task	_			
	PC6. eye, respiratory and hearing protec on as per	7	3	4	
	company policy	_			
	PC7. use safety gear such as respirator, mask, skull	7	3	4	
	caps, gloves, googles, jacket , etc. , as prescribed				
	for the job				
	PC8. comply with standard health and safety	10	4	6	
	procedure followed in the company while handling				
	an equipment and hazardous materials and tools				
	or situa ons				
	PC9. understand and follow the evacua on	10	4	6	
	procedure properly such as fire drills, emergency				
	evacua on procedures, first aid to self and others,				
	etc., which help in case of an emergency				
	PC10. take adequate safety measures while on	4	2	2	
	work to prevent accidents				
	PC11. ensure zero accidents in work	4	2	2	
	PC12. avoid damage of components due to	4	2	2	
	negligence in ESD procedures				
l		1	1	1	

PC13. ensure no loss for company due to safety	4	2	2
negligence			
PC14. ensure proper machine maintenance, work	4	2	2
process achieving quality outputs as per the			
company standard			
PC15. improve process flow to reduce an cipated	4	1	3
or repe ve hazards			
PC16. report on mishandling of tools, machines or	4	1	3
hazardous materials and on electrical problems			
that could result in accident			
PC17. escalate about any hazardous materials or	4	1	3
things found in the premises			
PC18. report about any breach of safety procedure	4	1	3
in the company			
PC19. follow electrosta c discharge (ESD)	4	1	3
measures for electronic component safety			
Total	100	40	60

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 par cipants through the alloca on of marks for Theory and Skills Prac cal.
- Explain the Alloca on of Marks. Explain that they will be assessed on Theory and Skills Prac cal.

		\sim	
Facil	litator	(GII)	IDE
1 aG	nutur	uu	iuc

– Note	s 🗐 📖			



Skill India कौशल भारत-कुशल भारत

सत्यमेव जयते GOVERNMENT OF INDIA STRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP N·S·D·C National Skill Development Corporation forming the skill landscape



Address:602-608, 6th Floor, Ansal Chambers-II. Bhikaji Cama Place,
New Delhi-110066Email:info@essc-india.orgWebsite:www.essc-india.orgPhone:+91-11-46035050

-2

7