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TOWARDS A WORLD OF EQUALS

Notes for Teachers

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ROMANCE



TOWARDS A WORLD OF EQUALS
Notes for Teachers

by

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Anveshi
RESEARCH CENTRE FOR WOMEN'S STUDIES

December 2015

Notes for Teachers

Roshan K: What are the objectives of this course?

Authors: Although questions of gender and sexuality are central to human experience, they are among the least open to rational study or exploration. This is all the more so among young adults who are often poorly informed about these questions while at the same time being preoccupied by them. The course tries to create a culture where these issues can be discussed openly and rationally. As a first principle, therefore, both admonition and preaching are to be avoided.

Roshan K: What criteria did you use to frame the syllabus?

Authors: We kept in mind a) the concerns and interests of undergraduate students and b) issues that are alive in the public sphere. The stress is on information, analysis and discussion. We believe that knowledge and discussion will enable students to think more critically about equality in their personal lives and in society.

Roshan K: Can a course change the mind-set of students who are already 20 or above?

Authors: Nothing can guarantee a change in mind-set. But we do know that young people do change, if they are moved and convinced. Education of the well-known philosopher Karl Popper's views, should be a kind of heuristic justification.

Roshan K: Isn't there a danger that students will just learn by rote to pass their exams?

Authors: Very unlikely. The lessons are not memorising. In fact they will read them even outside the class. The assignments are practical and require originality and initiative (describing incidents, interviewing people, watching films, taking photographs, writing a poem or a story).

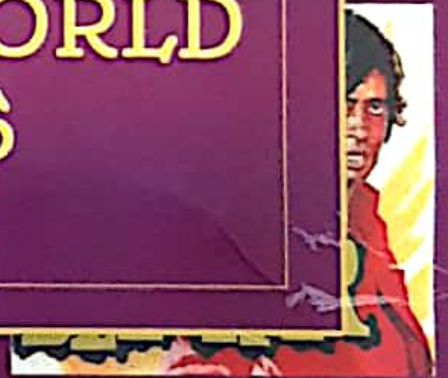
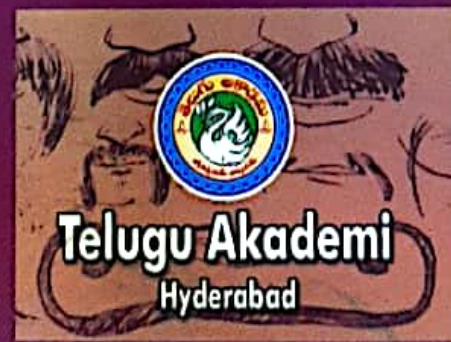
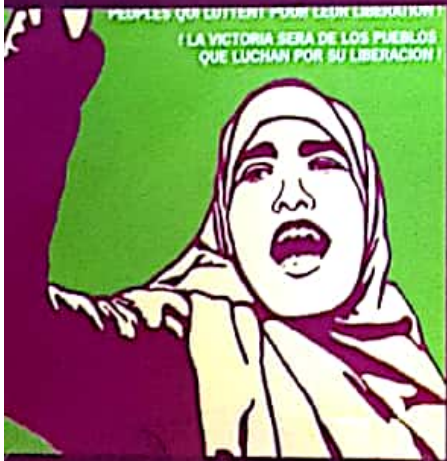
Roshan K: Does one need special training to teach this course?

Authors: No. A background in the humanities or social sciences is enough. The textbook has been designed as a guide for a collaborative exploration between teachers and students towards self-discovery.



TOWARDS A WORLD OF EQUALS

A BILINGUAL TEXTBOOK ON GENDER



TOWARDS A WORLD OF EQUALS

A BILINGUAL TEXTBOOK ON GENDER



Telugu Akademi
Hyderabad

Towards a World of Equals

Gender touches every sphere of our life - personal relations, social formations, psychology, culture, family, education, politics, law, sports, even science. In our everyday life we see many struggles for equality and dignity. Gender is quite central to these struggles. In recent years there have also been many government initiatives and laws aimed at creating gender equality in our society. As a result, prevailing notions of being men and women are challenged. However young people have limited spaces to discuss and deal with these changes and the resulting confusions and anxieties about masculinity, femininity, romance, marriage, in short about gender roles. This UGC mandated course on gender sensitization, we hope, will create the space for this much needed discussion.

Prescribed by
JNTUH, Hyderabad



Printed, Published, Distributed by
Telugu Akademi
Himayathnagar, Hyderabad
email : info@teluguacademy.net
web : www.teluguacademy.net



Towards a World of Equals : ₹145



**GOVERNMENT DEGREE COLLEGE FOR WOMEN
(AUTONOMOUS)**

BEGUMPET, HYDERABAD - 500 016.

Re-Accredited with 'B⁺' Grade by NAAC Affiliated to O U.

**MENTOR - MENTEE PROGRAMME
(COUNSELLING RECORD)**

Name of the Student _____

Class _____ Roll No _____

Course Period 20 _____ to 20 _____

WHAT IS MENTORING ?

Mentoring is about a teacher helping a student to achieve motivation in life. More specially, it is about giving help and support in a non-threatening way which will empower the student to move forward with confidence towards what she wants to achieve as a student and in future. Mentoring is essential for the harmonious development students.

Mentoring is also concerned with creating an informal environment in which a student can feel encouraged to discuss her personal needs and problems openly and in confidence with her teacher who is in a position to be of positive help to them. In simple terms, It is love and concern in action by a teacher towards her students.

MENTORING

Name of the Mentor



SECTION - I

STUDENT PERSONAL PROFILE

COURSE PERIOD : 20 - 20

Name

Adm. No.

Class

Age & Date of Birth

Blood Group

Present Address

Social Status(Category)

Permanent Address

Contact Phone No./cell No.

Emergency Contact No.

Email

Whether staying with parents

Staying in rented room

Hosteller /Dayscholar

Warden Name & Contact No.

Physical disability, if any

Allergic to any

Chronic sickness, if any

NCC/NSS/etc

Are you Sports Player : If Yes Name of Sport

Any other

FAMILY PROFILE

Joint Family / Nuclear Family

Your position in your family

Parents Address

Phone No./Cell No.

PARTICULARS OF FAMILY MEMBERS

Name	Relationship	Marital Status	Educational Qualification	Occupation	Monthly income (Rs.)

ACADEMIC PROFILE

	Institution	Medium	% of Marks	Grade
SSC				
Intermediate				
ICSE/ CBSE/ Other Board				

OTHER DETAILS

Area of interest

Are you interested in any part-time jobs? Yes/No

For Day Scholars Only

Distance from College :

Mode of transport :

Availing mid-day meals : Yes /No

Are you a part-time employee : Yes /No

If yes give details :

Literary / Cultural aptitude :

Musical talents :

Taking any course outside :

Skills you would like to acquire :

Achievements in sports / games :

Any other achievements :

Certificate courses if any :

ATTENDANCE DETAILS

Seme-ster	Days Present									
	June	July	Aug.	Sep.	Oct.	Nov.	Total Days Present	Total Working Days	Semester Average Attendance	Remarks
I Sem										
III Sem										
V Sem										

Seme-ster	Days Present									
	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total Days Present	Total Working Days	Semester Average Attendance	Remarks
II Sem										
IV Sem										
VI Sem										

ECONOMIC PROFILE

SCHOLARSHIPS			
TYPE	AMOUNT (in Rs.)		
	I st Year	II nd Year	III rd Year
Govt. State / National			
Merit			
Management			
Earn while you learn			
Sponsored / NGO			
Any other			
Total			

ACADEMIC PERFORMANCE

Semester	SGPA
I	
II	
III	
IV	
V	
VI	

CGPA PART - I _____

CGPA PART - II _____

Overall CGPA _____

GRADE _____

STUDENTS PROGRESSION

1. Further Studies Rank College

2. Campus Placement Designation Company

3. Any Other Programme Place

BACKLOG DATA

Semester	Backlog Subject	Passed Year	Remarks

SECTION - III

ABOUT THE STUDENT

S.No.	Date	Counselling Details	Remarks	Sign.

S.No.	Date	Counselling Details	Remarks	Sign.

S.No.	Date	Counseling Details	Remarks	Sign.

S.No.	Date	Counseling Details	Remarks	Sign.

MEDICAL RECORD

12

MEDICAL RECORD

13

MEDICAL RECORD

14

NOTES

15

DEPARTMENT OF COMMERCE AND BUSINESS ADMINISTRATION
MENTOR AND MENTEE - 2021-2022

S. No	CLASS	MENTOR	PHONE NO	SIGNATURE
I YEARS				
01.	B.Com 1 year C/A - "A" - (01 - 60)	Ms. C.Uma Maheswari	9944579552	<i>[Signature]</i>
	B.Com 1 year C/A - "A" - (61-90)	Ms.C.P.uma	7207505294	<i>[Signature]</i>
02.	B.Com 1 year C/A - "B" - (01 - 60)	Dr.K.Panneetha	9014141574	<i>[Signature]</i>
	B.Com 1 year C/A - "B" - (61-90)	Ms.C.P.Uma	7207344344	<i>[Signature]</i>
03.	B.Com 1 year C/A - "C" - (01 - 60)	Dr. K. Srinivas	9440095601	<i>[Signature]</i>
	B.Com 1 year C/A - "C" - (61-90)	Ms. Anitha		
04.	B.Com 1 year C/A - "D" - (01 - 60)	Dr. Mrudula, Telugu Dept	9441448293	<i>[Signature]</i>
	B.Com 1 year C/A - "D" - (61-90)	Ms. Anitha		
05.	B.Com 1 year Taxation	Dr.R.Prasanna	954000467	<i>[Signature]</i>
06.	Business Analytics 1 year	Dr. R. Prasanna	9840059167	<i>[Signature]</i>
07.	BBA 1 year	Mr. R. Srinivas, ASST LIBRARIAN	9092195245	<i>[Signature]</i>
II YEARS				
08.	B.Com II year C/A - "A" - (01 - 60)	Dr. Sajida	6201503286	<i>[Signature]</i>
	B.Com II year C/A - "A" - (61-90)	Dr. Vasanthi English Dept	9291152112	<i>[Signature]</i>
09.	B.Com II year C/A - "B" - (01 - 60)	Dr. B.A. Rajamihala	9705563874	<i>[Signature]</i>
	B.Com II year C/A - "B" - (61-90)	Dr. Vasanthi English Dept		
10.	B.Com II year C/A - "C" - (01 - 60)	Dr. Prasanna English Dept		
	B.Com II year C/A - "C" - (61-90)	Mrs. Joy English Dept		
11.	B.Com II year C/A - "D" - (01 - 60)	Dr. Padmaja Sanskrit Dept	7416366164	<i>[Signature]</i>
	B.Com II year C/A - "D" - (61-90)	Mrs. Joy English Dept		
12.	B.Com II year Taxation	Ms. Shilpa Valli P.D		
13.	BBA II year	Ms. S. Praveena	9989819435	<i>[Signature]</i>
III YEARS				
14.	B.Com III year C/A - "A" - (01 - 60)	Dr. Sumitha, Telugu Dept	9554523229	<i>[Signature]</i>
	B.Com III year C/A - "A" - (61-90)	Dr. Prasanna English Dept		
15.	B.Com III year C/A - "B" - (01 - 60)	Dr. Venkateswarlu Sanskrit Dept		
	B.Com III year C/A - "B" - (61-90)	Dr. Prasanna English Dept		
16.	B.Com III year C/A - "C" - (01 - 60)	Ms. Nandini Sanskrit dept	995987723	<i>[Signature]</i>
	B.Com III year C/A - "C" - (61-90)	Dr. Radhika, Librarian	7448204820	<i>[Signature]</i>
17.	B.Com III year C/A - "D" - (01 - 60)	Mrs. Prasanna Computer Dept	8712180180	<i>[Signature]</i>
	B.Com III year C/A - "D" - (61-90)	Ms. Shilpa Valli P.D		
18.	BBA III year	Dr. M.J. Eliot	9849204506	<i>[Signature]</i>

[Signature]
HOD

[Signature]
PRINCIPAL

Dept of Commerce and Bus. Adm.

Government Degree College for Women(A) Begumpet, Hyderabad

List of Class Counsellors Life Sciences 2021-22

S.No	Year	Class	Name of the Faculty	
1	III	BZC	Dr. K. Usha Rani	BZC 1-56 (56)
2		BZC	Dr. R. Sneha	BZC 57-116 (59)
3		RBC(MBC, BtBC)	Ms.B. Rukmini Devi	MBC:33,BTBC:29 (62)
4		RZC	Dr. C. Jyothsna	ANZC(44),MBBTZ(13) (57)
5		RZC	Dr. D. Prasanna	MZC(20)BTZC(28),ANPSYZOO(5),MBPSYZOO(4) (57)
6		AnBC, CaBZ, BtBZ, AnBZ	Dr. Annie Sheron	(9+15+6+19) (49)
7	II	BZC	Dr. Jyothirmai	58
8		RBC & RRC	Mr. Satyajit Raj	BTBC:23,ANBC:2 RRC (58)
9		RBZ+ RRZ	Dr. P. S. Rajani	ANBZ:29, BTBZ:14,BZPSY:4,BZCS:1,MBANZ(16) (64)
10		RZC	Dr. Rafiya Sultana	MBZC(38),BTZC(19),ANZC(5) (62)
11	I 91+77(168)	BZC	Dr. R. Sreelatha	
12		All Biotech Combinations	Ms. Rohini	
13		All Microbiology and Applied Nutrition without Biotech combinations	Dr. A. Madhuri	

GOVERNMENT DEGREE COLLEGE FOR WOMEN (A)
BEGUMPET, HYDERABAD
 Department of Physical Sciences, Class Counselors

S. No.	Class	Name of the Faculty (Sri/Smt/Dr)	Departments
1	I MSCs(A)	Dr. Sarada	Mathematics
2	I MSDs,	Ms. Kalpana	Comp.science
3	I MSCs(B) MPS & MES	Dr. Pushpa	Mathematics
4	I MPC/ MCCs	Dr.G. Pranitha	Chemistry
5	IMPCS(A)	Vamsipriya Darshini	Physics
6	IMPCS(B) & MECOCs	Ms. Ankitha	Comp. Science
8	IIMSCS(A)	Dr. Prasanna Rani	Mathematics
9	IIMSCS(B)	Sandhya	Comp. Science
10	IIMSCS(C) & MES	Koteswararao	Mathematics
11	IIMPC, MCCS	M. Prabhavati	Chemistry
12	IIMPCS(A)	Ms. Laasya	English
13	IIMPCS(B)	Dr. Padmaja	Sanskrit
14	IIMPCS(C),MECS	T.Ravali	Mathematics
15	IIMSCS(A)	Ms. Prasanna	Statistics
16	IIMSCS(B)	R. Swapna	Comp. Science
17	IIMSCS(C)	Anusha	Statistics
18	IIMPC	Dr.B. Rajani	Chemistry
19	IIMPCS(A)	Dr. Ch. Kanchanalatha	Physics
20	IIMPCS(B)	N. Anitha	Physics
21	IIMPCS(C)	P.Kavitha	Comp. Science

GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)
 BEGUMPET, HYDERABAD
 PHYSICAL SCIENCES - CLASS COUNSELORS

S.No.	CLASS	ROLL NUMBER	STRENGTH	FACULTY	DEPARTMENT	SIGNATURE	PHONE NUMBER
1	MSCs I	1 to 58	58	Dr. D.Sarada Devi	Mathematics	<i>D. Sarada</i>	9848190810
2	MSDs I	1 to 58	58	K.Koteswar Rao	Mathematics	<i>K.Koteswar Rao</i>	99409852
3	MSDs I, MSCs, IMPC I	59-75,59-90,01-09	17+32+09=58	K.Ankitha	Computer Sc.	<i>K.Ankitha</i>	8297427331
4	MPCS I	1 to 58	58	Dr.M.Sundar Murthy	Physics	<i>Dr.M.Sundar Murthy</i>	8121884724
5	MPCS, MCCs, MPC-I	59-91,1-6,10-28	33+6+17=58	K.Saritha Rani	Chemistry	<i>K.Saritha Rani</i>	8978490909
6	MSCs II	1 to 57	57	Dr. D.Pushpa	Mathematics	<i>Dr. D.Pushpa</i>	9440553078
7	MSDs II	1 to 57	57	P.Kalpana	Computer Sc.	<i>P.Kalpana</i>	9030122738
8	MSDs, MSCs, MECs, MCCs-II	58-72,58-90,1-8,1	15+33+8+1=57	A.Laxmi Prasanna	Computer Sc.	<i>A.Laxmi Prasanna</i>	9160848766
9	MPCS II	1 to 57	57	Dr. G.Pranitha	Chemistry	<i>Dr. G.Pranitha</i>	9666313844
10	MPCS, IMPCS III	58-110,1-4	53+4=57	Dr. B.Rajani	Chemistry	<i>Dr. B.Rajani</i>	9949132100
11	MPC, MPCs, MPS, MES-II	1-38,111-124,5-7,1-2	38+14+3+2=57	Jessi	Chemistry	<i>Jessi</i>	7702911440
12	MSCs III	1 to 58	58	Dr. S. Prasanna Rani	Mathematics	<i>Dr. S. Prasanna Rani</i>	9491543459
13	MSCs III	59-116	58	Dr. G.Sunitha	Statistics	<i>Dr. G.Sunitha</i>	900003953
14	MSCs, MPCs, MECs, MPE-III	117-159,117-118,1-12,1	43+2+12+1=58	M. Anusha	Statistics	<i>M. Anusha</i>	8790102224
15	MPCS III	1 to 58	58	Dr. Ch. Kanchanalatha	Physics	<i>Dr. Ch. Kanchanalatha</i>	9490117490
16	MPCS III	59-116	58	N. Anitha	Physics	<i>N. Anitha</i>	995431412
17	MCCs, MPC-III	1-17,1-42	17+42=59	Dr. M. Prabhavathi	Chemistry	<i>Dr. M. Prabhavathi</i>	8374438672

Principal
 Govt. Degree College for Women (A),
 Begumpet, Hyderabad.

BA CLASS COUNSELLORS					
2021-22					
2					
3					
4		II BA			MENTOR
5	1	HEP	50	Dr.Vigneshwar	
6	2	EPJ	4	Parveen Sultana	
7	3	HPsy G	5		
8	4	HPJ	11		
9	5	HEJ	3		
10	6	HPG	15		
11	7	HEG	10		
12	8	HEPsy	1		
13	9	EPsy G	4		
14	10	EPsy Soc	1		
15	11	EPsyJ	1		
16	12	HPSoc	3		
17	13	HECA	1		
18	14	HEPA	7		
19	15	EPP	23		
20	16	EPG	4		
21		III BA			
22	1	E MATHS Stats	1	Mr. Bal Reddy	
23	2	H P J	6		
24	3	HPCA	8		
25	4	EHPA	5		
26	5	EPCA	6		
27	6	EPJ	6		
28	7	EHCA	4		
29	8	HEP			
30	10	EPP	23		
31	11	HPP	9		
32	12	HPPsy	1		
33		I BA			
34	1	HEP (1-45)	45	Dr.Satyanarayana	
35	2	HEP (46- 63)	18	Dr.K.Kamala	
36	3	HPPA	17		
37	4	EPP	12		
38	5	EPCA, EPSOC, EP	17		
39	6	MOOCS	17		
40					Dr.N.Vijaya Raghavi Dr.G.Narsimhulu

Pradhan Mantri Yuva Yojana
(Yuva Udyamita Vikas Abhiyan)



ENTREPRENEURSHIP FACULTY EDUCATOR
PROGRAM
2017-2018

National Entrepreneurship Resource and Co-ordination Hub
(Ministry of Skill Development and Entrepreneurship)
Government of India

NIESBUD, A-23, Sector-62 (Institutional Area), NOIDA-201 309 (U.P.)

A. THE SCHEME

Pradhan Mantri YUVA Yojana, the flagship Scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) aims at creating an enabling eco-system for entrepreneurship development through entrepreneurship education and training; advocacy and easy access to entrepreneurship support network and promoting social entrepreneurship.

The 5-years' Scheme being implemented in association with the Wadhvani Operating Foundation as Knowledge Partner for Entrepreneurship Education Programs, would cover over 14 lakh students through on-line Entrepreneurship Education Programs to be delivered through 3050 Project Institutes throughout the country.

B. TARGET BENEFICIARIES

- Students enrolled in degree programs across undergraduate/postgraduate courses/ PHD programs, diploma and polytechnic students
- Schools students (class XII and XII)
- Students in Industrial Training Institutes (ITIs)
- Students in Entrepreneurship Development Centers (EDCs)

C. OBJECTIVE AND EXPECTED DELIVERABLES

The specific objectives of the project and likely deliverables under each of them are as under:

1. **Educate and equip** potential and early stage entrepreneurs
2. **Connect** entrepreneurs in enabling networks of peers, mentors, incubators, funding and business services
3. **Coordinate and support** entrepreneurs through Entrepreneurship Hubs (E-Hubs)
4. **Catalyze a culture shift** to support aspiring entrepreneurs

The year-wise empanelment of the Project Institutes and targets of Mentors and Facilitators are as follows:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Colleges	510	540	800	350	X	2200
Schools	X	150	100	50	X	300
EDCs	X	30	20	X	X	50
ITIs	X	300	100	100	X	500
Faculty	870	1995	2430	1645	350	7290
Facilitators						
Mentors	620	1645	1680	845	100	4890

D. DURATION OF THE COURSES

The courses will include Theory (classroom sessions) as well as activity based Practical sessions. Theory classes will be conducted through a world class Entrepreneurship Education and Training online courses through LearnWISE. Apart from online content, it will be integrated with in-class discussions and experiential learning led by selected faculties of the institute.

Apart from these students will also be part of E- cell (Entrepreneurship Cell) which will be housed in each of the project institutes and the activities in form of entrepreneurship practicum will be led by 2 students (E-Leaders) selected from within the group of enrolled students. These two students will be selected by the faculty and will undergo E- leader training by the Nodal-E- Hub. As many interested students in the project institute can be part of E cell activities.

The duration of the Courses that will run with students vary according to the category of institutes.

Institutes of Higher Learning (IHL)

IHLs (Universities, Colleges and Premier Institutes) will offer four modules to students (one each semester/six months). While Orientation module be of 30 hours, other higher modules will be of 40 hours each.

The details are below:

1. Orientation program in Entrepreneurship

Overview: Students will be oriented to entrepreneurship and become aware of trends and options. They will understand and develop key skills such as communication and presentation and get exposed to the concept of E- cells. Finally, at the end of the courses, they will be inspired about

entrepreneurship as a career.

2. Basis program in Entrepreneurship

Overview: The goal is to create an entrepreneurial mindset. They will discover their strength and potential for entrepreneurship, learn basics such as opportunity discovery, ideation, and early customer insights.

3. Foundation program in Entrepreneurship

Overview: Students will learn entrepreneurship concepts such as customer development, business model and plan, value proposition, seed funding and then practice the same in the risk-free environment of the campus as part of a small team.

4. Intermediate program in Entrepreneurship

Overview: Students will select a vertical and launch their own venture. They will learn about market size, costs, channels and customer acquisition, business model and plan finalization, efficiency and growth processes.

E. IMPLEMENTATION MECHANISM

National E- Hub	<ul style="list-style-type: none">• Overall project management• Training of Master Trainers• International and National Partnerships• Industry Connect• Coordinate research and innovation agenda• Lead national communication and advocacy
Regional E- Hubs	<ul style="list-style-type: none">• Coordinate with State governments• Support Nodal E- Hubs, including facilitation of training• Mobilize mentors, industry, incubators, others to join the online platform
Nodal E- Hubs	<ul style="list-style-type: none">• Support colleges, including faculty and assessment• Organize process of training for faculty and students• Mobilize students, industry, incubators etc.- join online platform at Nodal Level
3050 Institute E- Hubs	<ul style="list-style-type: none">• Mobilize students (within and outside)• Deliver courses on campus• Mobilize volunteer and E- Leaders

F. REGIONAL & NODAL E- HUBS

REGIONAL E- HUBS

LOCATION	INSTITUTE
NOIDA (NORTH)	NIESBUD
HYDERABD (SOUTH)	Government City College
KHARAGPUR (EAST)	IIT, Kharagpur
GUWAHATI (NORTH-EAST)	IIE, Guwahati
AHMEDABAD (WEST)	EDL Ahmedabad

NODAL E- HUBS

LOCATION	INSTITUTE
CHENNAI	EDL, Chennai
KERELA	Central University for Science & Technology
BENGALURU	Dayananda Sagar College of Engineering
JALANDHAR	National Institute of Technology (NIT)- Jalandhar
KANPUR	Indian Institute of Technology Kanpur (IIT- Kanpur)
BHUBANESWAR	IIT- Bhubaneshwar
RANCHI	Birla Institute of Technology Mesra
BHOPAL	Lakshmi Narain College of Technology
NAGPUR	National Institute of Technology (V-NIT)



WADHWANI
FOUNDATION
ENTREPRENEURSHIP NETWORK

Entrepreneur Educator Program (EEP) - 1

Overview and Agenda

Program Overview

Wadhvani Foundation's Entrepreneurship Educator Program (EEP) - 1 is an intensive five-day workshop for preparing participants to become Entrepreneurship Educators who are able to deliver the Orientation Program in Entrepreneurship (WFNEN 100). The program focuses on three main areas:



Format

Participants will learn by "doing". They will practice their facilitation skills and entrepreneurship knowledge via Teach Back activities. They will receive feedback on their Teach Back performance and get an opportunity to improve it.

Demonstration of the course materials, such as videos, facilitator notes, and handouts on the learning management system will aid the discussion on how to run each lesson. Entrepreneurship concepts and tips on effective facilitation will be shared.

Workshop Objectives: At the end of this workshop, participants will be able to -

Apply Kolb's experiential learning cycle in team activities, class discussions, and outbound exercises.
Explain entrepreneurship concepts, such as Idea Generation, Opportunity Evaluation, and other relevant concepts such as Design Thinking, Personal Selling, Communication, and Risk & Resilience.
Articulate the Wadhvani Way: 6 phases in the venture life-cycle; learning approach; facilitated blended learning; student curriculum, E cells; and Practicum activities.
Explain the role of Entrepreneurship Educators in building an entrepreneurship ecosystem.
Get introduced to the technology platforms: LEARNWISE™ and LMS.
Practice facilitation and delivery of the sessions belonging to the 9 Lessons under the WFNEN 100 course using LMS, videos, and materials available.

Session	Session Topic	Description
Day 1		
0	Welcome and Introduction (9:30 AM - 10:00 AM)	<ul style="list-style-type: none"> – Welcome, Icebreaker, and Agenda – Teach Back Approach for EEP
1	Why Entrepreneurship Education? (10.00 AM -10.45 AM)	<ul style="list-style-type: none"> – YUVA Project – Case studies
Tea Break (10:45 AM to 11:00 AM)		
2	Campus Entrepreneurship Ecosystem, Wadhvani Way, and Your Role (11.00 AM -11.45 AM)	<ul style="list-style-type: none"> – Building a Campus Entrepreneurship Ecosystem, Wadhvani Way, Venture Life Cycle; Student critical milestones for advancement, Student Curriculum
3	Experiential Learning: Pedagogy (11.45 AM -12.15 PM)	<ul style="list-style-type: none"> – Kolb’s Experiential Cycle – Facilitated Blended Learning
4	Pre- Assessment (12.15 AM -1.15 PM)	<ul style="list-style-type: none"> – Evaluation of conceptual knowledge in Entrepreneurship
Lunch (1:15 PM to 2:15 PM)		
5	Ideation and Opportunity Evaluation (2.15 PM -3.45 PM)	<ul style="list-style-type: none"> – Idea Generation – Opportunity Evaluation
Tea Break (3:45 PM to 4:00 PM)		
6	Experiential Learning: Activity (3.45 PM -5.45 PM)	<ul style="list-style-type: none"> – One Dollar Venture - Activity
Day 2		
1	Experiential Learning: Activity Debrief (9:30 AM - 10:30 AM)	<ul style="list-style-type: none"> – One Dollar Venture – Debrief
2	Communication Skills (10.30 AM – 11.45 AM)	<ul style="list-style-type: none"> – Communication: Active Listening, Perceptions, and Iceberg
Tea Break (11:45 AM to 12:00 PM)		
3	Personal Selling Skills (12:00 PM - 1:15 PM)	<ul style="list-style-type: none"> – Elevator Pitch, Show and Tell, and Personal Selling – Customer Profiling and “wowing” your customer
Lunch (1:15 PM to 2:15 PM)		
4	Risk and Resilience (2.15 PM-3.45 PM)	<ul style="list-style-type: none"> – What is risk? – How to learn from failure and build resilience?
Tea Break (3:45 PM to 4:00 PM)		

Team Activity

One Dollar Venture Activity



One Dollar Venture

What if you were given an opportunity to be an entrepreneur for a few hours?
What if there was a way to experience the rush and thrill for a short span of time?
This activity aims to give you just that!

Activity Structure



Session	Duration	Task	Description
DAY 1			
Session 1	20 minutes	KICK-OFF	Facilitator gives instructions.
Session 2	3 hours	PLAN AND RUN VENTURE	Teams go and form and run the venture.
Session 3	2 hours	PREPARE FOR PRESENTATIONS	Teams prepare to present their experience.
Day 2			
Session 1	2 hours	PRESENTATIONS	Teams make their presentations.
Session 2	1 hour	DEBRIEF AND WRAP UP	Facilitator debriefs and wraps up the session.

Team Activity

One Dollar Venture Activity



What do you have to do?

- You need to use a small initial investment to turn yourselves into entrepreneurs! Depending on the country you are in, convert the \$1 to your local currency and assume that to be your investment amount for this activity.
- You have only 3 hours to form and run your venture!
- This is a team activity. You can form teams with your friends; but remember you need to work well with them.

What resources do you need?

An initial investment of **ONE DOLLAR** by each team and tons of **ENTHUSIASM!**

Rules?

Yes! Here they are!

1. Your team can invest **ONE DOLLAR ONLY** as initial investment.
2. There are no restrictions on what you can do with the money to make profits (**provided it is legal, ethical, and moral**).
3. Every team member **must be involved** in the activity.

Class Activity:

Everything Is Not What It Seems

1. For this activity, pair up with another classmate. Choose someone you do not know well.
2. The first step must be completed in silence.
3. Answer the following questions by making guesses and write your answers in Column 1 called - **Your Guess**.
4. Remember that you cannot ask your partner anything.
5. Once done, go ahead and ask your partner the same questions.
6. Write the correct answer your partner gives you in Column 2 called - **The Truth**.
7. In the end, compare your answers and mark your results in Column 3 called - **Results**.
8. Discuss your findings with the class.

Traits	Partner		√ / x
	Your Guess	The Truth	Results
What language do they speak?			
Their favorite food?			
What type of movies do they like?			
Are they friendly / approachable?			
What gadgets do they like?			
What hobbies do they have?			
How do they spend their Saturday evenings?			
Do they have many friends or are reserved?			
Are they professional or very casual?			
Are they health conscious? Do they exercise regularly?			

Individual Activity:

Customer Profiling

LEARNWISE

This exercise will help you apply what you learned about how to get to know your customer.

Scenario

Your friend is planning to start a business. Her idea is to set up a service that will help people plan holidays and vacations. The holidays could be short weekend getaways to long vacations, both within the country and abroad.

The business is expected to provide the following services to its customers:

1. Planning the holiday
2. Booking tickets for travel (Bus, airline, train)
3. Booking accommodation
4. Taking care of food needs
5. Local Sightseeing
6. Sports and Adventure Activities

Your friend needs your support to understand the customer. Design a customer profiling questionnaire for your friend.

Individual Activity:
Customer Profiling

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Customer Profiling Questionnaire

[Empty questionnaire area]

Individual Activity: Customer Profiling

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Individual Activity:
Customer Profiling

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Customer Profiling Questionnaire

Individual Activity

Wowing Your Customer

Wowing your customer means exceeding their expectations.

Through this exercise, you will be able to understand what actions make your customers very happy and what makes them unhappy.

- Read each scenario carefully.
- Tick to indicate whether the customer will say "W😊W!" (Because he/she is happy) or "☹W!" (Because he/she is unhappy) against each scenario.

#	Scenario	Response
1.	The staff at a flower shop always helps its customers pick flowers according to the occasion and the recipient's profile, and then also carries the flowers and places them in the customer's vehicle.	W😊W! <input type="checkbox"/> ☹W! <input type="checkbox"/>
2.	A customer returns a pair of purchased shoes due to medical reasons. He receives a full refund along with a Get well note from the retailer.	W😊W! <input type="checkbox"/> ☹W! <input type="checkbox"/>
3.	A father goes to a bakery and places the request for a spaceship-shaped cake. He is told by the owner that it will not be possible to bake a cake of that shape, and instead asks him to order something from what is available.	W😊W! <input type="checkbox"/> ☹W! <input type="checkbox"/>
4.	A young boy walks into an electronic shop at lunchtime. He is looking for a certain brand of headphones. He looks around silently seeking help, but the representatives do not notice him as they are busy chatting and eating lunch.	W😊W! <input type="checkbox"/> ☹W! <input type="checkbox"/>
5.	When a customer complains that he has been served coffee that is not hot, the waiter pleads that he cannot replace it because it was hot when he served it.	W😊W! <input type="checkbox"/> ☹W! <input type="checkbox"/>

Individual Activity:

Myth Buster

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This exercise requires you to identify the misconceptions that people associate with risk and risk-taking.

- Read each statement carefully.
- Indicate in the Answer column whether it is a Myth or a Fact.

#	Statement	Answer (Myth/Fact)
1.	You cannot predict or manage risks – what has to happen will happen.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
2.	Only gamblers take risks.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
3.	Even law-abiding citizens take risks in life.	FACT <input checked="" type="checkbox"/> MYTH <input type="checkbox"/>
4.	Risk is a part of life; you face some risk every day.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
5.	If you are careful, you can eliminate all risks in your life.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
6.	Risk-taking is an innate attribute - something you are born with.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
7.	Only adventurers and excitement seekers take risks.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
8.	People who lead an organized life do not take risks.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
9.	Risk-taking is addictive - you may soon graduate from small risks to major risks such as over-speeding and gambling.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
10.	Risk-takers mostly depend on luck for achieving success.	FACT <input checked="" type="checkbox"/> MYTH <input type="checkbox"/>

Class Activity:

Understanding Risks through Risk-Takers

Understanding Risks Through Risk-Takers

Sachin Bansal – Flipkart

Sachin Bansal and Binny Bansal, studied in the same college and bonded over their common ideas. In September 2007, soon after Sachin Bansal quit his job at Amazon, the two teamed up and pooled their savings worth Rs. 2 lakh to start Flipkart, then an online book retail portal. This was a time when start-ups were not that cool and e-commerce had not gained any momentum in India. From June 2010 till date, Flipkart has expanded its retail offerings to include products ranging from music, movies, and games to electronics items, mobile phones, and accessories, personal and healthcare items, kitchen accessories, and clothing. In May 2014, it acquired Myntra.com, an e-commerce company, which offers fashion and lifestyle products. Another bold step that Flipkart has taken is the manner in which it recruits employees. Normally companies recruit employees after a series of interviews. Telephone interview starts the process, followed by personal interviews, group discussions, and the final interview. Some companies outsource the process to hiring agencies. Flipkart has arranged with an online learning agency Udacity to do away with this process. They recruit students from Udacity and the criteria for selection is based on project reports and class work of a candidate. "The idea," as Sachin Bansal told a reporter, "is to build a business centred around the customer."

What risks did Sachin Bansal take?

Class Activity:

Understanding Risks through Risk-Takers

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Drew Houston - Dropbox

You must be familiar with Dropbox - the personal cloud storage service used for file sharing and collaboration. If you are a user, you can thank Drew Houston for taking some big-time risks to see his company through to today. Drew was an MIT student who hauled around USB sticks and emailed himself documents to transfer and store information across computers. He came up with the idea of developing online backup and storage service and co-founded Dropbox in 2007, at a time when he could have joined any leading IT firm for a secure and well-paying job.

In 2009, the late Steve Jobs, Apple's co-founder and former CEO, reportedly met and told Dropbox's founders that they should sell because Apple would crush the company with a competing product very soon. This product was the iCloud service that was released in 2011. However, Drew refused the offer because he felt that they knew their business better than anyone else. To quote Drew: *Nobody knew our business better than we did. And our thinking was, we built something we really loved, and it's doing well. If the company has this much value today, it's going to be much more valuable in the future.*

Can you identify the risks that Drew Houston took? Was it a risk or gamble?

Class Activity:

Understanding Risks through Risk-Takers

Jack Ma – Alibaba

These are some quotes by Jack Ma, in an interview.

Excerpted from:

<https://vulcanpost.com/5407/billionaire-jack-ma-teaches-you-how-to-be-successful-in-life-and-business/>

In 2001, I made a mistake. I told 18 of my fellow comrades who embarked on the entrepreneurship journey with me that the highest positions they could go was a managerial role. To fill all our Vice President and Senior Executive positions, we would have to hire from external parties. Years later, those I hired were gone, but those whom I doubted their abilities became Vice Presidents or Directors.

The 4 main questions the young generation must ponder on:

1. *What is failure: Giving up is the greatest failure.*
2. *What is resilience: Once you have been through hardships, grievances, and disappointments, only then will you understand what is resilience.*
3. *What your duties are: To be more diligent, hardworking, and ambitious than others.*
4. *Only fools use their mouth to speak. A smart man uses his brain, and a wise man uses his heart.*

Based on these quotes, what do you think of Jack Ma's views on resilience and learning from mistakes?

Individual Activity:

Design Thinking: Myth Buster

DESIGN: To plan and make decisions about something that is being built or created.
–Webster's Dictionary

This exercise requires you to understand Design Thinking as a subject and recognize what it is and what it is not.

- Read each situation or statement carefully.
- Tick to indicate whether it is a myth or a fact.

#	Statement	Response
1.	Design Thinking is about filling a gap - creating things that people want or need.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
2.	Design Thinking is only about making products look pretty and appealing.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
3.	Design Thinking is only taught in Design schools, such as Fashion, Footwear, and Graphic Design Schools.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
4.	You must be a trained artist to apply the Design Thinking Process.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
5.	Design Thinking may be applied to solve a real-world problem that people face every day.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
6.	Design Thinking is a field of study in which you learn to create drawings and graphics.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
7.	It is possible to come up with a solution by applying the Design Thinking Process.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
8.	When a painter creates a portrait, he/she is applying Design Thinking.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
9.	By applying Design Thinking you create products that are exactly similar in function to existing products, but look different.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>
10.	Engineers, teachers, entrepreneurs, and doctors – anybody can apply Design Thinking in any field.	FACT <input type="checkbox"/> MYTH <input type="checkbox"/>

Individual Activity: Entrepreneurship Style Quiz

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Imagine you are starting out on a journey. This journey is in the context of a work scenario or a project that you are taking up. Take the quiz with this in mind.

There are five statements under each question. For each statement, circle the option that you feel is the closest to your personality and what you believe in.

The quiz will take you 10 minutes.

1. Your first step when you start a new project would be to:

	Not very true of me	Somewhat true of me	True of me	Very true of me	
m ₁ Plan every detail and checklist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
m ₂ Look for a reference project to follow.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
m ₃ Brainstorm to think of all possible out-of-the-box ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
m ₄ Bring the right people together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
m ₅ Quickly gather the knowledge and resources needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3
					18

2. Out of the following, what do you think is most important for your project to succeed?

Individual Activity: Entrepreneurship Style Quiz

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	Not very true of me	Somewhat true of me	True of me	Very true of me	
Following the process.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
Spotting the right opportunity.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
Having the most unique idea.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
Having the right team/mix of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
Having the required expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
					20

3. In the context of a team project, my biggest strength is:

	Not very true of me	Somewhat true of me	True of me	Very true of me	
Planning and executing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Spotting opportunities and adapting ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Thinking wildly and imaginatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Relating to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Being able to master something better than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
					20

4. If I had to make an important decision regarding the project, I would:

Individual Activity:

Entrepreneurship Style Quiz

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	1	2	3	4	
	Not very true of me	Somewhat true of me	True of me	Very true of me	
4. m ₁ See whether it fits my plan of action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
m ₂ Compare the costs and benefits of all actions quickly.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
m ₃ Go by my instinct and do what feels right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
m ₄ Bring my team together and include everyone's opinion before taking a decision.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2
m ₅ Do thorough research and gather all necessary data and facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4

17

5. What would be your biggest worry while the project is going on?

	1	2	3	4	
	Not very true of me	Somewhat true of me	True of me	Very true of me	
m ₁ Things going out of control or becoming chaotic	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2
m ₂ The project not making any money	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2
m ₃ Running out of original ideas halfway through the project	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2

Individual Activity:
Entrepreneurship Style Quiz

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People in the team not being able to work together in sync 3

Not having the knowledge to successfully finish the project 1
9

6. Imagine there is a crisis during your project. Your reaction would be to:

	Not very true of me	Somewhat true of me	True of me	Very true of me	
Use my Plan B (or the backup plan) that I had already created.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
Make the most of the situation and adapt quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
Think of how to turn the challenge into an opportunity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
Get the team together and brainstorm to find an appropriate solution.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
Face the challenge with the confidence that I can get through it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4 19

Individual Activity:
Entrepreneurship Style Quiz

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7. Imagine that you are asked to evaluate your project and your peers' projects. What is a successful project according to you?

	Not very true of me	Somewhat true of me	True of me	Very true of me	
The project is executed effectively and on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
The project makes profit and financial sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
The project has the most innovative solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4
The team members complement each other's strengths.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3
The end result is of the highest quality, with attention to detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4

19

8. Imagine that you are considering to start a business. You would start something of your own because:

	Not very true of me	Somewhat true of me	True of me	Very true of me
I see a much more efficient solution to the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I see an opportunity to build a profitable business quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Individual Activity:
Entrepreneurship Style Quiz

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I have an idea that will change the world.

4

I want to solve society's problems through my venture.

2

I have the expertise and knowledge to deliver a good product/service.

4

18

9. How close are each of the following entrepreneurs to your personality?

Not very true of me Somewhat true of me True of me Very true of me

Henry Ford, the founder of Ford Motor Company, who built the first automobile that many middle-class Americans could afford.

Richard Branson, the founder of Virgin Group, who is quick to spot market opportunities and unmet needs. The Virgin group comprises of more than 400 companies - from mobile phones to space travel.

Individual Activity: Entrepreneurship Style Quiz

Steve Jobs, founder of Apple and Pixar. Steve Jobs dreamed of staying ahead of the market, believed in surprising and delighting customers, and navigating entirely on new territories all the time.

Mohammad Yunus, founder of Grameen Bank, who pioneered microfinance and social entrepreneurship. He is a great catalyst, who brought systemic change and addressed large-scale social problems by gathering the right people.

Kiran Mazumdar Shaw, Founder of Biocon: Established herself as an expert in biomedicine research and built a successful business out of it.

10. This question is about your outlook toward life, in general. You believe that:

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Entrepreneurship Style Quiz

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	Not very true of me	Somewhat true of me	True of me	Very true of me
Life is a well-planned adventure.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life is about making the most of every moment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life is about living my own dreams.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Life is about helping other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Life is about finding out what I am best at and doing it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Individual Activity:
Entrepreneurship Style Quiz

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YOU ARE A MAKER

Makers bring ideas to life through tangible plans. A maker sees the big picture and the smallest details, simplifies complex problems – their strength lies in execution. Simply put, they're great at getting things done. Makers prefer processes and systems over people, and apply their organizational skills across fields.



CORE DESIRE

SOLVE PROBLEMS
EFFICIENTLY

CORE FEAR

LOSING CONTROL

CORE PRIORITY

PROCESS

STRENGTHS

- Very disciplined and organized
- Goal-oriented
- Master Planner

You are very good at planning and operational work, coming up with structures, processes, and systems to get things done as efficiently as possible.

WEAKNESSES

- Does not like to give up control
- Can be dominating or aggressive
- Low emotional quotient

You are naturally focused on process and tasks - you will need to connect with people and be open to new ideas to be an effective leader and entrepreneur.

FAMOUS MAKER



HENRY FORD, FOUNDER OF FORD

Henry Ford revolutionized production and manufacturing, thereby making automobiles (which were then a luxury) accessible to masses.

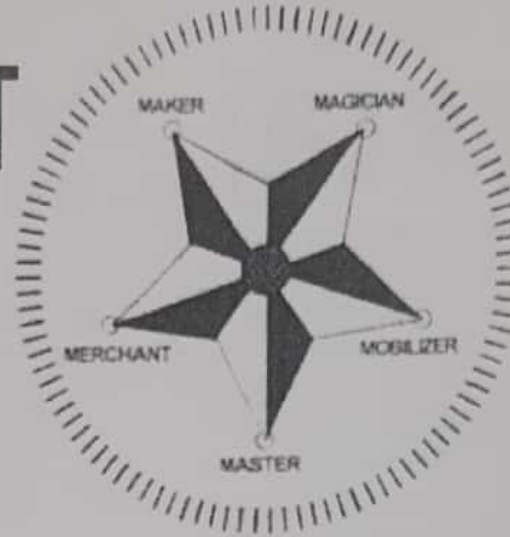
Individual Activity:
Entrepreneurship Style Quiz

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YOU ARE A MERCHANT

Merchants are often on the lookout for the next big thing — they quickly spot a market opportunity, an unmet need, and identify how to match demand with supply. They often tweak or improvise on existing ideas, and innovatively apply concepts from other industries.



CORE DESIRE	CORE FEAR	CORE PRIORITY
CAPTIALIZE ON OPPORTUNITIES	LOSING MONEY	PROFIT

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Decisive • Persuasive • Improvisor <p>You are very good at spotting opportunities. Rational, resourceful, and tactful, you decide and act quickly, and persuade others to come on board.</p>	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Focused on short-term goals • Prone to taking shortcuts • Impatient <p>While you have high business acumen, and quickly find profitable solutions, you will need to focus on ethical practices, and the big picture - not just short-term profits.</p>
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FAMOUS MERCHANT



RICHARD BRANSON, FOUNDER OF VIRGIN GROUP
Richard Branson is one of the most celebrated entrepreneurs, who has made a mark in everything from music to space tourism

Individual Activity:
Entrepreneurship Style Quiz

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WFNEN 100: Orientation Program in Entrepreneurship

YOU ARE A MAGICIAN

Often challenging the status quo, the Magician dreams of what can be. He or she takes risks that aren't always calculated, navigates uncharted territory, and stays ahead of the market. Magicians are the ones creating the future, surprising their customers and competitors. These are the visionaries and rule-breakers who ask - "why not?"



CORE DESIRE	CORE FEAR	CORE PRIORITY
TO INNOVATE	RUNNING OUT OF CREATIVE IDEAS	IDEAS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Thinks wildly and imaginatively • Has an innovation mindset • Not afraid to challenge status quo <p>You are very good at thinking big and coming up with gamechanging ideas. You tend to go by your gut and take risks for things that you believe in strongly.</p>	<ul style="list-style-type: none"> • Impractical at times • High emotional investment in ideas/ defensive <p>While you are great at ideation, you should focus on execution as well, so that your dreams come with a plan. Remember that ideas without action create little impact.</p>

FAMOUS MAGICIAN



STEVE JOBS, FOUNDER OF APPLE AND PIXAR

Steve Jobs was a visionary and radical entrepreneur, best known for his perfection and great design. He revolutionised personal computers, animated movies, music, phones, tablets, and digital publishing.

Individual Activity:

Entrepreneurship Style Quiz

YOU ARE A MOBILIZER

Mobilizers are the connecting thread - they connect ideas, people, and resources and are great at building relationships and high-energy teams. They are often involved at the grass-roots level, and tend to focus on large-scale social problems and act as catalysts to bring about systemic change.



CORE DESIRE

TO HELP OTHERS

CORE FEAR

CONFLICT

CORE PRIORITY

PEOPLE

STRENGTHS

- Connects ideas and people
- Empathetic and compassionate
- Catalyst for social change

You are very good at relating to others and bringing the right people together to work as a team. You care deeply about social problems and want to make an impact.

WEAKNESSES

- Dependency on people is high
- May lack depth or expertise

While you are great at connecting people to create systemic change, you should also focus on building your expertise in an area, and reduce dependency on others.

FAMOUS MOBILIZER



MUHAMMAD YUNUS, FOUNDER OF GRAMEEN BANK

Muhammad Yunus is a Bangladeshi social entrepreneur, banker, economist, and civil society leader who founded the Grameen Bank and pioneered the concepts of microfinance and microcredit.

Individual Activity:
Entrepreneurship Style Quiz

LEARNWISE

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YOU ARE A MASTER

Experts in their own right, Masters are highly skilled and knowledgeable individuals with great passion for their chosen field. They adhere to high quality standards and expect the same of others. An expert is often looked up to as a role model, thought leader, or influencer in their industry.



CORE DESIRE	CORE FEAR	CORE PRIORITY
TO BE AN EXPERT	BEING AVERAGE	KNOWLEDGE

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Highly skilled and knowledgeable • Confident • Has high standards for excellence <p>You are very good at seeking out knowledge and mastering things better than others - your experience makes you highly valuable. You are a perfectionist.</p>	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Can be inflexible • Can become myopic <p>While you are great at building on your domain expertise, you face the risk of losing sight of the larger picture. Be open to others' opinions and what's beyond your area of expertise.</p>
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FAMOUS MASTER



BILL GATES, FOUNDER OF MICROSOFT & GATES FOUNDATION
Bill Gates, undoubtedly an expert at computer programming, revolutionized the software industry by introducing the Windows OS. He is also a great leader and a highly influential philanthropist.

Team Activity:

Design Thinking Process: Backpack Redesign

BACKPACK REDESIGN

PART 1: To be completed within the classroom

Team Name: _____

Empathize: Interview the User (10 minutes)

- Make eye contact.
- Look for needs, emotions, and stories.
- Develop empathy.

The Backpack Interview
<Record your interview notes here>

This is what the user feels about the backpack
<Record user feelings here>

Reflections <Record your reflections on the interview and what you learned about the user here>

Few things I learned about the user	How can we help the user?	What can we do differently?

Team Activity:

Design Thinking Process: Backpack Redesign

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Define: Problem Statement (5 minutes)

- Identify highlights of the interview/conversation.
- Shortlist the significant needs.
- Express insights.

Problem Statement
<Define the problem statement here>

Ideate: Frame Solutions (10 minutes)

- Discuss in your groups.
- List down all ideas – every team member should give an idea.
- Build on each other's ideas.

Ideas
<Illustrate/sketch all the ideas here>

Team Activity:

Design Thinking Process: Backpack Redesign

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PART 2: To be completed outside the classroom

Date for Completion: _____

Team Leader: _____

<Fill the above and share with your facilitator>

Prototype: Generate Artifacts (10 minutes)

- Pick any material that is available.
- Start building Prototypes (at least two in a team).
- Don't get emotionally involved with a prototype.

Note: In case you do not get the materials that you want, sketch out the prototypes.

Test (10 minutes)

- Seek user feedback.
- Place the prototype in the user's hands.
- Keep asking *why*.

Test	
<List the feedback here>	
Feedback on Prototype 1	
User Feedback	Why?
Feedback on Prototype 2	
User Feedback	Why?

Individual Activity:

Dream it, Do it

LEARNWISE

If you can dream it, you can do it - Walt Disney

This is a self-reflection exercise. You will answer a few simple questions, which will help you understand how to make your dreams come true.

PART I: DREAM IT

A. Describe your Dream

I. What is your dream for the future?

II. Where do you want to be in the next 10 years in terms of your career?

III. Identify which of the words below describe your image in the future:

- a. Successful
- b. Rich
- c. Famous
- d. Powerful
- e. Respected
- f. A Leader!

Individual Activity:

Dream it, Do it

LEARNWISE

B. Draw your Dream

A simple illustration will do; we are not expecting a great painting 😊.

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Individual Activity:

Dream it, Do it

LEARNWISE

PART II: DO IT

A. Your Qualities – A SWOT Analysis

I. Which are the qualities in you that will help realize your dream?

II. What are the hurdles you foresee in pursuing your dream?

List your strengths, weaknesses, opportunities and threats to answer these questions:

Strengths	Weaknesses
Opportunities	Threats

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Individual Activity:

Dream it, Do it

LEARNWISE

B. Identifying Gaps

Do you want to improve in any of the following areas in order to overcome your weaknesses and threats?

- Confidence
- Communication and Presentation
- Creative and Innovative Thinking
- Organizational Skills
- Leadership
- Team Work
- Knowledge and Skills
- Networking – Ability to Connect With People
- Any Other

Individual Activity:

Dream it, Do it

LEADERSHIP
ADVANCE

C. Realizing Opportunities

Do you need help to make the best use of opportunities around you to become successful?

If yes,

I. Can people on campus with whom you interact everyday help you?

- Faculty
- Friends
- Classmates

II. Are there people outside your campus with whom you want to connect?

- Alumni
- Mentors
- Corporate Professionals
- Domain Experts
- Entrepreneurs
- Investors

Class Activity:

Understanding Risks through Risk-Takers

Understanding Risks Through Risk-Takers

Sachin Bansal – Flipkart

Sachin Bansal and Binny Bansal, studied in the same college and bonded over their common ideas. In September 2007, soon after Sachin Bansal quit his job at Amazon, the two teamed up and pooled their savings worth Rs. 2 lakh to start Flipkart, then an online book retail portal. This was a time when start-ups were not that *cool* and e-commerce had not gained any momentum in India. From June 2010 till date, Flipkart has expanded its retail offerings to include products ranging from music, movies, and games to electronics items, mobile phones, and accessories, personal and healthcare items, kitchen accessories, and clothing. In May 2014, it acquired Myntra.com, an e-commerce company, which offers fashion and lifestyle products. Another bold step that Flipkart has taken is the manner in which it recruits employees. Normally companies recruit employees after a series of interviews. Telephone interview starts the process, followed by personal interviews, group discussions, and the final interview. Some companies outsource the process to hiring agencies. Flipkart has arranged with an online learning agency Udacity to do away with this process. They recruit students from Udacity and the criteria for selection is based on project reports and class work of a candidate. *"The idea,"* as Sachin Bansal told a reporter, *"is to build a business centred around the customer."*

What risks did Sachin Bansal take?

Class Activity:

Understanding Risks through Risk-Takers

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Drew Houston - Dropbox

You must be familiar with Dropbox - the personal cloud storage service used for file sharing and collaboration. If you are a user, you can thank Drew Houston for taking some big-time risks to see his company through to today. Drew was an MIT student who hauled around USB sticks and emailed himself documents to transfer and store information across computers. He came up with the idea of developing online backup and storage service and co-founded Dropbox in 2007, at a time when he could have joined any leading IT firm for a secure and well-paying job.

In 2009, the late Steve Jobs, Apple's co-founder and former CEO, reportedly met and told Dropbox's founders that they should sell because Apple would crush the company with a competing product very soon. This product was the iCloud service that was released in 2011. However, Drew refused the offer because he felt that they knew their business better than anyone else. To quote Drew: *Nobody knew our business better than we did. And our thinking was, we built something we really loved, and it's doing well. If the company has this much value today, it's going to be much more valuable in the future.*

Can you identify the risks that Drew Houston took? Was it a risk or gamble?

Class Activity:

Understanding Risks through Risk-Takers

LEARNWISE

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Jack Ma – Alibaba

These are some quotes by Jack Ma, in an interview.

Excerpted from:

<https://vulcanpost.com/5407/billionaire-jack-ma-teaches-you-how-to-be-successful-in-life-and-business/>

In 2001, I made a mistake. I told 18 of my fellow comrades who embarked on the entrepreneurship journey with me that the highest positions they could go was a managerial role. To fill all our Vice President and Senior Executive positions, we would have to hire from external parties. Years later, those I hired were gone, but those whom I doubted their abilities became Vice Presidents or Directors.

The 4 main questions the young generation must ponder on:

1. *What is failure: Giving up is the greatest failure.*
2. *What is resilience: Once you have been through hardships, grievances, and disappointments, only then will you understand what is resilience.*
3. *What your duties are: To be more diligent, hardworking, and ambitious than others.*
4. *Only fools use their mouth to speak. A smart man uses his brain, and a wise man uses his heart.*

Based on these quotes, what do you think of Jack Ma's views on resilience and learning from mistakes?

**ENTREPRENEURSHIP DEVELOPMENT
SAMPLE ASSIGNMENT**

BY

Roll No: SAMP00100

LESSON 3

Name of the entrepreneur: Mr. Gopal

Type of business: stationery shop

Shop name: Krishna stationery

Address: Haralur, Bangalore.

Entrepreneur's Personality

Mr. Gopal is resilient: he is able to learn from his mistakes. He is also self-confident person. He is a natural leader and strong problem-solver, and he also work well under pressure. He is the Trailblazer, the Go-Getter, the Manager and the Motivator.

Entrepreneurial Idea

Interview of Goal was taken at Krishna stationery. He also said that he had just identified the problem faced by students in his locality and found solution for it. The solution which he found is the main reason for him to be an successful entrepreneur. Yes, I like the products offered by Goal.

Interview questions and answers

Why did you start a business? Why didn't you take up a job instead?

He always wanted to be an entrepreneur so he started business instead of taking up a job.

How did you come up with the idea for this business?

When Gopal was studying it used to be very difficult for him to get stationery items in his locality because of this problem he came up with this business idea.

Who were the people who encouraged you and helped you shape your ideas?

Family and friends is the people who encouraged and helped Goal to shape his idea.

When did you start your business?

Gopal started business at the age of 23.

What are your strengths that make you keep doing what you are doing?

His business is making profit; this is the strength which makes him keep doing what he is doing.

What's special about your product or service?

He says his stationery shop is at a reachable distance for the students in his locality. So students need not waste their time on travelling long distance for stationery shop.

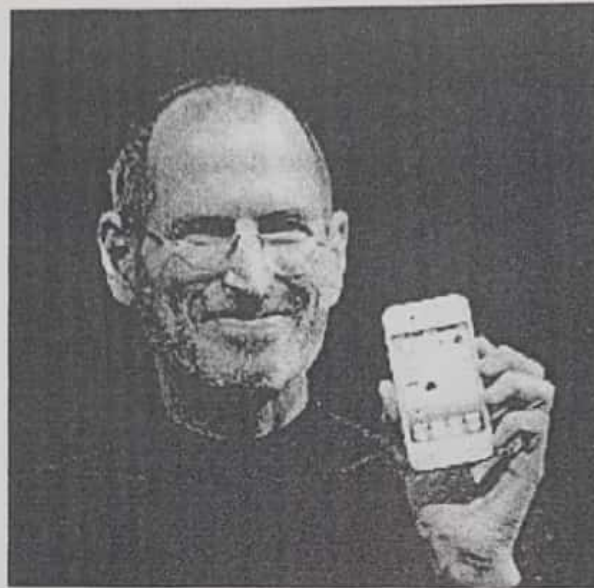
Do you have plans to expand?

Yes. Gopal has plans to expand his business as if now only stationery items are available in his shop. He is planning to provide Xerox and printout facility to his customers.

LESSON 5

Entrepreneur's Communication Style

STEVE JOBS



Steve Jobs (February 24, 1955 – October 5, 2011) was an American entrepreneur, businessman, inventor, and industrial designer. He was the co-founder, chairman, and chief executive officer (CEO) of Apple Inc.; CEO and majority shareholder of Pixar; a member of The Walt Disney Company's board of directors following its acquisition of Pixar; and founder, chairman, and CEO of NeXT. Jobs and Apple co-founder Steve Wozniak are widely recognized as pioneers of the microcomputer revolution of the 1970s and 1980s.

Jobs was born in San Francisco and adopted at birth; he was raised in the San Francisco Bay Area during the 1960s. Jobs briefly attended Reed College in 1972 before dropping out. He then decided to travel through India in 1974 seeking enlightenment and studying Zen Buddhism. Jobs's declassified FBI report stated that an acquaintance knew that Jobs had used the illegal drugs marijuana and LSD while he was in college. Jobs once told a reporter that taking LSD was "one of the two or three most important things" he did in his life.

Jobs and Wozniak co-founded Apple in 1976 to sell Wozniak's Apple I personal computer. The visionaries gained fame and wealth a year later for the Apple II, one of the first highly successful mass-produced personal computers. In 1979, after a tour of PARC, Jobs saw the commercial potential of the Xerox Alto, which was mouse-driven and had a graphical user interface (GUI). This led to development of the unsuccessful Apple Lisa in 1983, followed by

the breakthrough Macintosh in 1984. In addition to being the first mass-produced computer with a GUI, the Macintosh introduced the sudden rise of the desktop publishing industry in 1985 with the addition of the Apple LaserWriter, the first laser printer to feature vector graphics. Following a long power struggle, Jobs was forced out of Apple in 1985.

After leaving Apple, Jobs took a few of its members with him to found next, a computer platform development company specializing in state-of-the-art computers for higher-education and business markets. In addition, Jobs helped to initiate the development of the visual effects industry when he funded the spinout of the computer graphics division of George Lucas's Lucasfilm in 1986. The new company, Pixar, would eventually produce the first fully computer-animated film, Toy Story—an event made possible in part because of Jobs' financial support.

In 1997, Apple merged with NeXT. Within a few months of the merger, Jobs became CEO of his former company, reviving Apple at the verge of bankruptcy. Beginning in 1997 with the "Think different" advertising campaign, Jobs worked closely with designer Jonathan Ive to develop a line of products that would have larger cultural ramifications: the iMac, iTunes and iTunes Store, Apple Store, iPod, iPhone, App Store, and the iPad. Mac OS was also revamped into OS X (renamed "macOS" in 2016), based on NeXT's NeXT STEP platform.

Jobs was diagnosed with a pancreatic neuroendocrine tumor in 2003 and died on October 5, 2011, of respiratory arrest related to the tumor.

Communication style

a) Used the right words to make their speech powerful.

Jobs had an amazing ability to speak with passion and make his ideas understandable and memorable through telling stories and demonstrations. He only focused on one idea at a time and did not muddle what he was saying by having busy PowerPoint slides behind him.

His use of PowerPoint is another example of how he simplified his message. Jobs hardly ever used words on his slides; he let the image paint the picture and reinforced it with stories.

b) Connected with people through appropriate body language.

The way Jobs walked around the stage freely, comfortably and relaxed is a lesson that everyone should learn and follow. You never saw him stationary, holding onto a lectern like many people making a presentation.

c) **Possessed outstanding listening skills.**

Along with being a good presenter, Jobs is also a good listener. He always listens to his audience carefully and answers all their questions.

d) **Exhibited executive presence.**

Steve Jobs had executive presence, we can know about this skill of Jobs if you see the presentation videos. He will be the centre of attraction at the time of presentation.

e) **Was charismatic in dealing with people.**

Jobs never let the fact that he was a techie and generally speaking to a tech audience turn his speeches stale with an overload of jargon. He knew that he needed to connect on a human level and speak about.

LESSON 6

Problem of pollution in our city



Empathize

Bangalore has ranked second in the list of most polluted cities in India as far as air pollution is concerned; all is not well in Bangalore. According to a survey, the Garden City has been ranked second in the list of most polluted cities with 14% of school-going children suffering because of air pollution. New Delhi has acquired the first position at 21%; Mumbai is in the third place at 13% while Kolkata is in the fourth place with 9% of school-going children suffering due to air pollution.

While the lung health screening test (LHST) results were 'poor' for 14% of the students, 22% were detected to be in the 'bad' category. According to the survey released by Breathe Blue' 15, about 35% students in the entire country fared 'badly' in the LHST, indicating poor air quality across India. The lung health of around 2,000 students aged between 8 and 12 years was screened for this purpose. "The LHST confirms how much air the lungs can hold and how quickly one can inhale and exhale. The LHST can detect lung diseases and measure the severity of lung problems." said Dr Komarla Nagendra Prasad, senior allergist and immunologist.

Define

Cities have many sources of outdoor air pollution and all require mitigation action. But vehicles pose a special challenge. In the future cities will witness rapid increase in vehicular traffic. Cities are not expected to locate new industry or power plants inside the city. This means in terms actual exposure people will be more vulnerable to vehicular fume while Pollution concentration in our breath is 3-4 times higher than the ambient air concentration. In densely-populated cities more than 50 – 60% of the population lives or works near roadside where levels are much higher. Vehicles contribute hugely to air pollution in Bengaluru: Vehicles contribute 42% of the particulate and 67% of nitrogen oxides, according to the National assessment of air pollution put out by Ministry of Environment and Forests based on six city source apportionment study in 2010.

The survey found that the worst-affected children are those who commute in open air vehicles as they more exposed to dust particles in the air. In Delhi alone, about 92% of children using open-air transport fared poor as against 8% of those who did not. 86% of school children use open-air transport and only 14% use other mediums of transport in Bangalore. Dr Vaman Acharya, chairman, Karnataka State Pollution Control Board said that reckless cutting of trees, rapid urbanization and above all, a dearth of environment-friendly laws are responsible for the rising levels of air pollution in the city.

Ideate

Need stringent technology roadmap:

It is extremely worrying that even after the implementation of the Auto Fuel Policy in 2010 which introduced Bharat Stage III in the country and Bharat Stage IV in few cities, the government of India has not set the next target for moving quickly to Euro VI emissions standards. New automobile production and investments in the country are not even linked to any further commitment to improving vehicle technology and fuel quality. This will significantly delay adoption of clean diesel technology in the country and add to the toxic risk. Cities need early timeline for introduction of Euro VI emissions standards. It is important to note that only at Euro VI level diesel and petrol emissions begin to close gaps. Introduce Bharat Stage IV nationwide immediately so that all trucks can move to Bharat Stage IV and leapfrog quickly to Euro VI emission standards.

Avert mobility crisis and pollution:

Cities are paying a very high price for congestion. Traffic jams lead to fuel wastage, more pollution and serious economic losses. Usual commuting time has increased significantly during peak hours. On many arterial roads the traffic volume has exceeded the designed capacity and the service level of the road. A quick glance at the city development plans and other sources bring out the nature of mobility crisis in Bengaluru.

As of now, there are approximately 58 lakh vehicles in Bangalore; this is 2nd highest after Delhi. For every 2 people, there is 1 vehicle (1:2 ratio). There are almost 1, 25,000 trips everyday of which 45% are using public transport. 50 lakhs people travel using BMTC while 7-8 lakhs travel using auto. More than 1300 vehicles are registered every day, two-wheelers and cars are 90% of the total registered vehicles. Travel speed has dropped to 15 kmph during the peak hours, there is no parking spaces left for vehicles and public transport vehicles vying for road space. An average citizen of Bengaluru spends more than 240 hours stuck in traffic each year resulting in loss of productivity, reduced air quality, reduced quality of life, and increased costs of goods and services. About 120 lakh person trips by mechanical modes are estimated to be generated in 2025 in Bengaluru. Present modal split of 54% in favour of public transport is estimated to fall to 49% by 2025, says CSE analysis.

Not only the vehicles taking over road but also the urban space to meet the insatiable demand for parking. In Bengaluru the numbers of car and two-wheelers have already crossed the numbers of walk and cycle trips. In Bengaluru the average distance is 10 km. This emerges from the analysis of the data from the study on 'traffic and transportation policies and strategies in urban areas', a study conducted by Wilbur Smith Associates for Ministry of Urban Development. Car centric infrastructure – signal free and one-way corridors are facilitating more car movement and locking in enormous pollution.

Vertical gardens

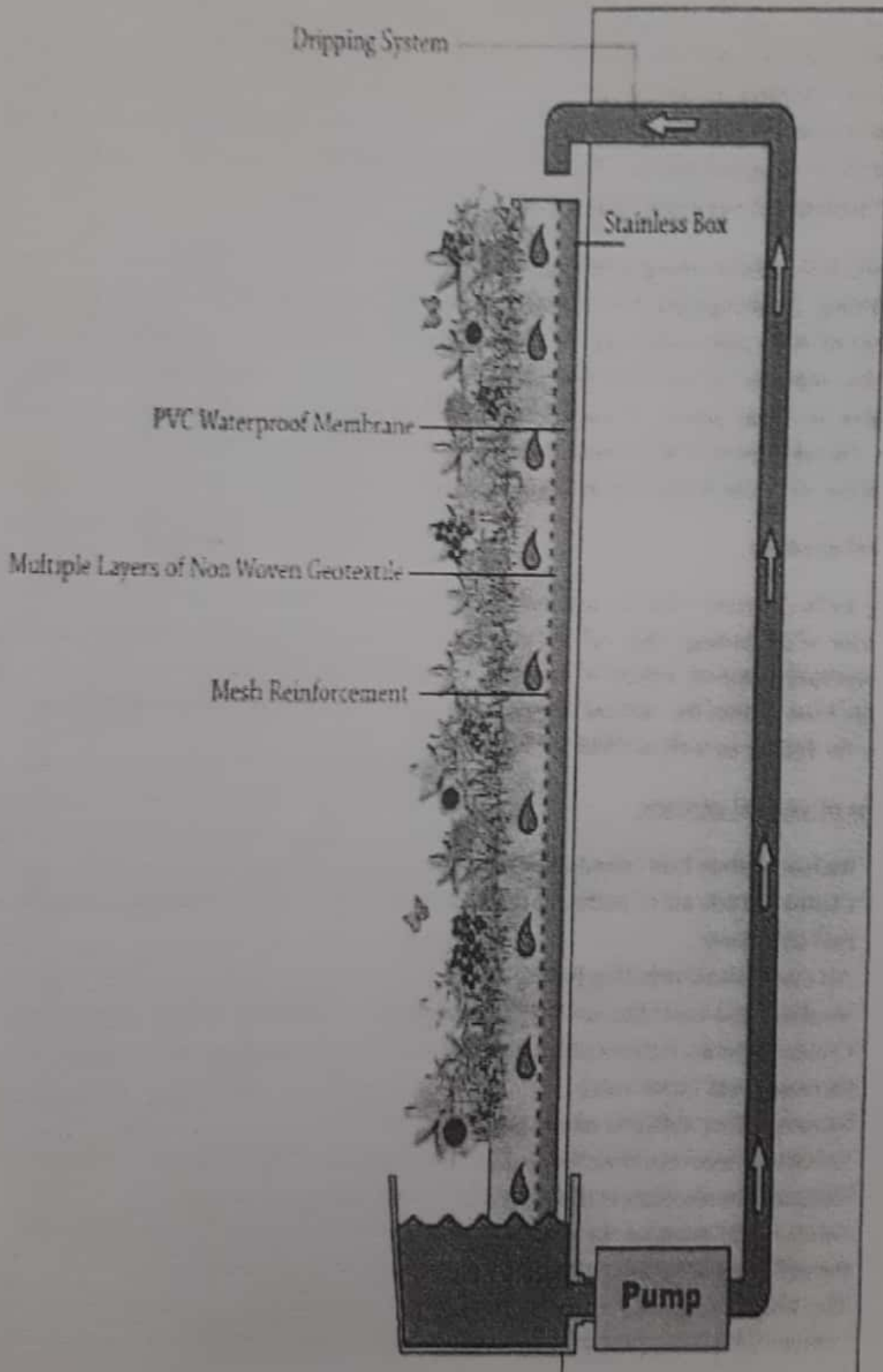
Living walls or green walls are self-sufficient vertical gardens that are attached to the exterior or interior of a building. They differ from green façades (e.g. ivy walls) in that the plants root in a structural support which is fastened to the wall itself. The plants receive water and nutrients from within the vertical support instead of from the ground. Vertical Gardening Can is done for Indoor as well as Outdoor Purposes.

Benefits of vertical gardens:

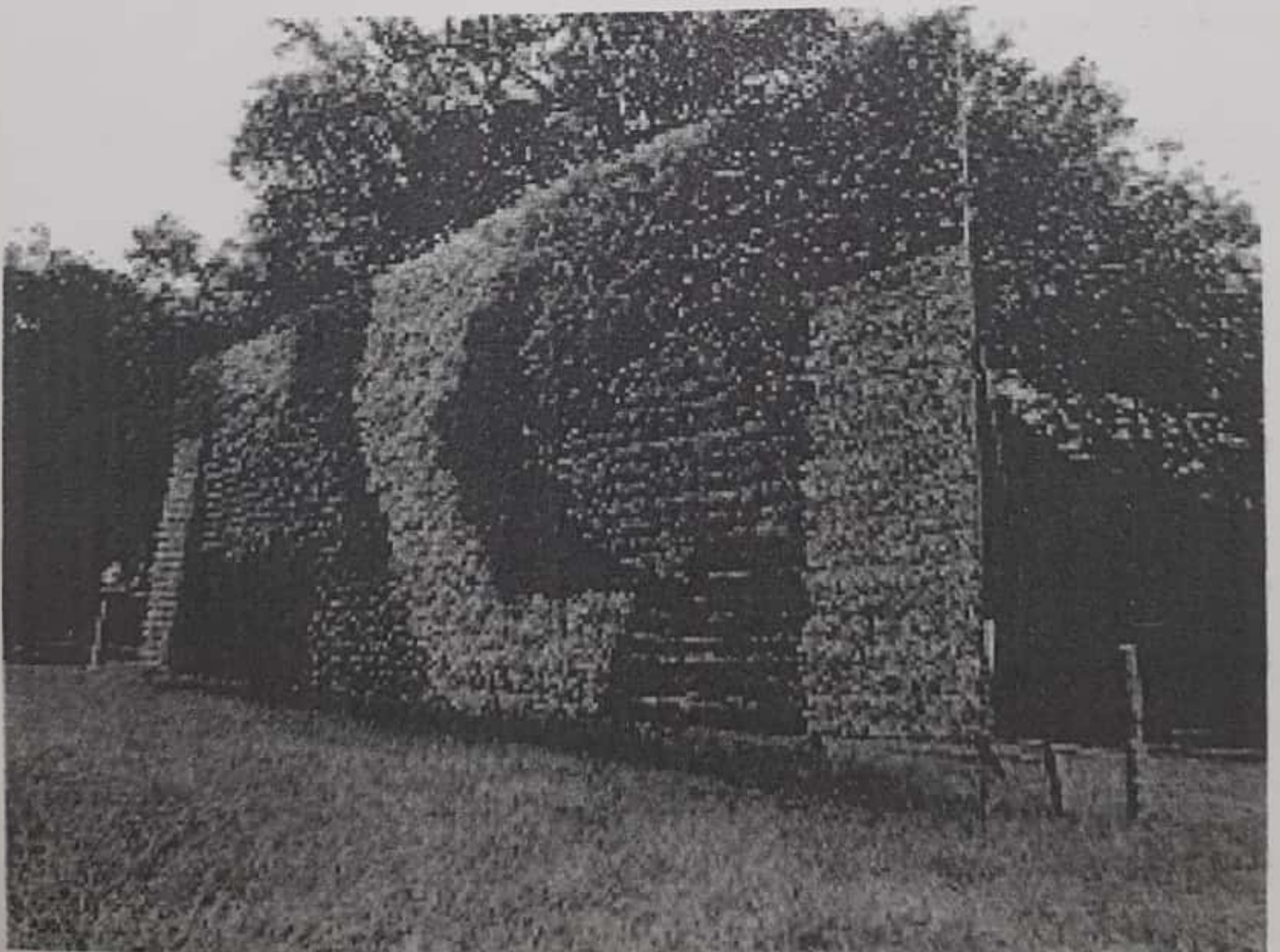
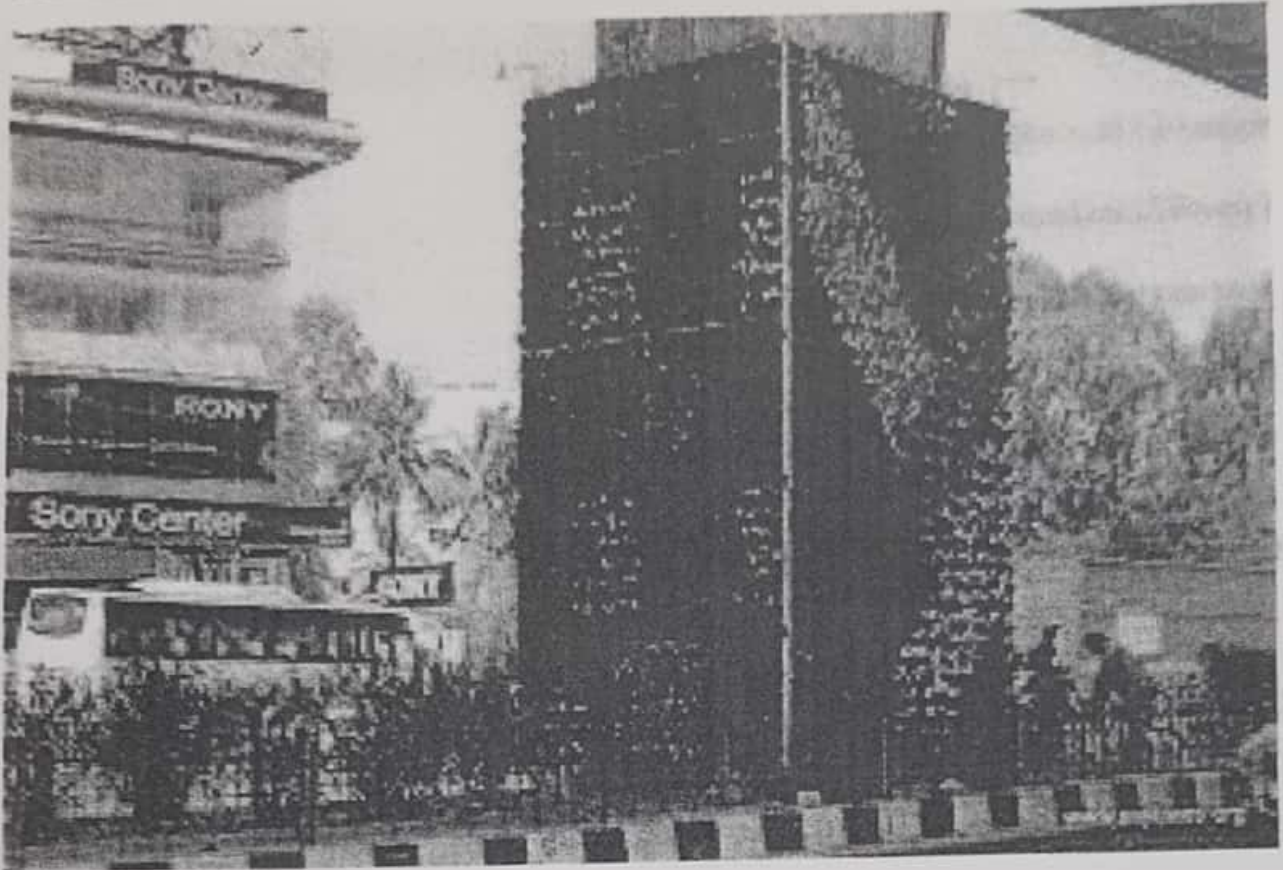
- Reduces urban heat island effect and smog
- Cleans outside air of pollutants and dust and offsets the carbon footprint of people and fuel emissions
- Acts as a sound proofing barrier
- Insulates and cools the building envelope, as well as protecting it from the elements
- Creates habitats for birds and beneficial insects, thus increasing biodiversity
- Increases real estate value
- Increases foot traffic in retail spaces
- Speeds up recovery time for patients through biophilia
- Reduces absenteeism in the workplace and boosts employee morale
- Green walls mitigate air pollution levels by lowering extreme summer temperatures through photosynthesis, trapping particulate matter, and capturing gases
- The ability of green walls to provide thermal insulation for buildings means less demand on power, and as a result, fewer polluting by-products are released into the air.

Prototype

Vertical gardens would be the best solution for problem of pollution in Bangalore.



Final output



LESSON 8

Name of the entrepreneur: Mr. Gopal

Type of business: stationery shop

Shop name: Krishna stationery

Address: Haraluru, Bangalore.

Interview questions and answers

What risks did you foresee when you started this business?

Finding proper location was one of the major risks which he had faced when he started the business and also faced some financial problems.

Did you make any plans to manage these risks?

He knew when he would start a business there would be risk which he has to manage. So he was confident to face the risk.

What obstacles did you face in the early stage of your venture? Could you tell us about some mistakes that you made or some setbacks that you witnessed?

Stationery shop doesn't mean only pencil, pen, notebooks etc., there were many items which he didn't know. His mistake was that he didn't have proper idea about stationery products.

What lessons did you learn from these?

Should conduct a depth research about the field in which you will start your business and should always be updated about that field.

Did you ever feel like giving up?

There was one time where I felt let me just give it up because of financial problem.

Why didn't you give up?

My family encouraged me to overcome the financial problem so I didn't give up.

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 1		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Video: Welcome	5 minutes	Student Welcome Video
Video: Introduction	5 minutes	Video: Introduction
Class Activity: When's Your Birthday?	15 minutes	Facilitator Notes
Class Activity: Let's Form Teams	20 minutes	1. Video: Let's Form Teams 2. Facilitator Notes
Video: How Has Entrepreneurship Changed the World?	5 minutes	Video: How Has Entrepreneurship Changed the World?
Video: What Is Entrepreneurship?	5 minutes	Video: What Is Entrepreneurship?
Wrap Up	5 minutes	Not Applicable
SESSION 2 = 60 minutes		
Video: Myths About Entrepreneurship	10 minutes	Videos on Myths About Entrepreneurship: 1. Introduction 2. Myth 1 3. Myth 2 4. Myth 3 5. Myth 4 6. Myth 5 7. Myth 6
Class Activity: How Has Entrepreneurship Changed Your Country?	40 minutes	1. Video: How Has Entrepreneurship Changed Your Country? 2. Country Specific PPT: Your Local Heroes 3. Facilitator Notes
How Will You Take This Course?	5 minutes	How Will You Take This Course?
Wrap Up	5 minutes	Not Applicable

- Teams
- WhatsApp
- Facebook
etc
- oyo - Seeds

Academics

(individual starts companies)

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 2		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Class Activity: Dream It, Do It	40 minutes	1. Video: Dream It, Do It – Activity Instructions 2. Video: Dream It, Do It – Activity Debrief 3. Student Handout: Dream It, Do It 4. Facilitator Notes 5. Stationary: Pens/Coloring Material/Erasers/Pencils
Video: Why Join an E-cell?	10 minutes	1. Video: Why Join an E-cell? - Introduction 2. Facilitator Notes (from Class Activity Dream It, Do It)
Wrap-up	10 minutes	Not Applicable
SESSION 2 = 60 minutes		
From E-cell to Entrepreneurship - Shashank's Story	20 minutes	1. PPT: Shashank's Story 2. Facilitator Notes
Class Activity: Idea Planes	30 minutes	1. Video: Idea Planes – Activity Instructions 2. Video: Idea Planes – Activity Debrief 3. Facilitator Notes 4. Stationary: A4 Sheets/Pens
Wrap-up	10 minutes	Not Applicable

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 3		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 Minutes		
Class Activity: Global Legends	50 minutes	<ol style="list-style-type: none"> 1. Video: Global Legends – Introduction and Instructions 2. Video: Story of Travis Kalanick and Uber 3. Video: Story of Mark Zuckerberg and Facebook 4. Video: Story of Danae Ringelmann and Indiegogo 5. Facilitator Notes
Wrap Up	10 minutes	
SESSION 2 = 60 Minutes		
Class Activity: Your Own Heroes	50 minutes	<ol style="list-style-type: none"> 1. Video: Your Own Heroes – Introduction and Instructions 2. Video: Story of Kunal Bahl and Snapdeal 3. Video: Story of Varun Agarwal and Alma Mater 4. Video: Story of Phanindra Sama of RedBus 5. Facilitator Notes
Wrap Up	10 minutes	

Characteristics of a Successful Entrepreneur

VF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 4		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Video: Entrepreneurial Styles Introduction	10 minutes	Video: Entrepreneurial Styles - Introduction
Class Activity: Entrepreneurial Styles Quiz	35 minutes	<ol style="list-style-type: none"> 1. Student Handout: Entrepreneurial Style Quiz 2. Student Handout: Entrepreneurial Style Quiz – Results 3. Video: Entrepreneurial Style Quiz -Introduction 4. Video: Entrepreneurial Style Quiz – Results 5. Facilitator Notes
Video: Different Entrepreneurial Styles - Concept	10 minutes	Video: Different Entrepreneurial Styles - Concept
Wrap Up	5 minutes	
SESSION 2 = 60 minutes		
Video: Entrepreneurial Styles Recap	10	Video: Entrepreneurial Style Recap
Class Activity: Build It	45 minutes	<ol style="list-style-type: none"> 1. Old Newspapers 2. Tape 3. Video: Build It - Activity Instructions 4. Video: Build It – Activity Debrief 5. Facilitator Notes
Wrap Up	5 minutes	

Communicative Effectively.

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 5		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Class Activity: Everything Is Not What It Seems	30 minutes	<ol style="list-style-type: none"> 1. Video: Everything Is Not What It Seems – Concept and Instructions 2. Video: Everything Is Not What It Seems – Activity Debrief 3. Student Handout: Everything Is Not What It Seems 4. Facilitator Notes
Class Discussion: Barriers to Communication	20 minutes	<ol style="list-style-type: none"> 1. Video: Barriers to Communication – Role-play 2. Video: Barriers to Communication - Debrief 3. Facilitator Notes
Wrap-Up 1	10 minutes	<ol style="list-style-type: none"> 1. Student Handout: Wrap-up 1 2. Facilitator Notes
SESSION 2 = 60 minutes		
Class Activity: Tell-a-Story	30 minutes	<ol style="list-style-type: none"> 1. Video: Active Listening - Debrief 2. Facilitator Notes
Class Discussion: Body Language Speaks Louder than Words	20 minutes	<ol style="list-style-type: none"> 1. Video: All About Handshakes 2. Video: Body Language Speaks Louder than Words – Concept and Debrief 3. Facilitator Notes
Wrap-Up 2	10 minutes	<ol style="list-style-type: none"> 1. Student Handout: Wrap-up 2 2. Facilitator Notes

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 6		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Video: What Is Design Thinking?	5 minutes	Video: What Is Design Thinking?
Class Activity: Design Thinking - Myth Buster	15 minutes	<ol style="list-style-type: none"> 1. Video: Myth Buster - Activity Instructions 2. Video: Myth Buster - Activity Debrief 3. Student Handout: Design Thinking: Myth Buster 4. Facilitator Notes
Video: Understanding Design Thinking – Concept	10 minutes	Video: Understanding Design Thinking - Concept
Class Activity: Keep It, Junk It!	25 minutes	<ol style="list-style-type: none"> 1. Video: Keep It, Junk It! – Activity Overview 2. Video: Keep It, Junk It! – Activity Instructions 3. Video: Keep It, Junk It! – Activity Debrief 4. Facilitator Notes
Wrap Up	5 minutes	Not Applicable
SESSION 2 = 60 minutes		
Video: Design Thinking Process	10 minutes	<ol style="list-style-type: none"> 1. Video: Design Thinking Process – Introduction 2. Video: Design Thinking Process – Concept
Class Activity: Backpack Redesign Activity	45 minutes	<ol style="list-style-type: none"> 1. Video: Backpack Redesign – Overview 2. Video: Backpack Redesign – Activity Instructions 3. Video: Backpack Redesign – Activity Debrief 4. Student Handout: Design Thinking Process: Backpack Redesign 5. Facilitator Notes
Wrap Up	5 minutes	Not Applicable

Sales Skills

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 7		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Video: Customer Profiling	10 minutes	Video: Customer Profiling – Introduction and Concept
Class Activity: Customer Profiling	20 minutes	<ol style="list-style-type: none"> 1. Video: Types of Customers - Concept 2. Student Handout: Customer Profiling 3. Facilitator Notes
Video: What Is Wowing Your Customer?	10 minutes	Video: What Is Wowing Your Customer?
Class activity: Wowing your Customer	15 minutes	<ol style="list-style-type: none"> 1. Video: Wowing Your Customer – Activity Debrief 2. Student Handout: Wowing Your Customer 3. Facilitator Notes
Wrap Up		Not applicable
SESSION 2 = 60 minutes		
Video: Personal Selling – Concept and Process	5 minutes	Video: Personal Selling – Concept and Process
Class Activity: Personal Selling	50 minutes	<ol style="list-style-type: none"> 1. Video: Personal Selling – Activity Debrief 2. Student Handout: Personal Selling 3. Facilitator Notes
Wrap Up	5 minutes	Not applicable
SESSION 3 = 60 minutes		
Video: Show and Tell – Concept	5 minutes	Video: Show and Tell – Concept
Class Activity: Show and Tell	50 minutes	<ol style="list-style-type: none"> 1. Video: Show and Tell – Activity Instructions 2. Video: Show and Tell – Activity Debrief 3. Facilitator Notes 4. Objects/Props (for students to bring)
Wrap Up	5 minutes	Not applicable
SESSION 4 = 60 minutes		
Video: Elevator Pitch – Concept and Introduction	5 minutes	Video: Elevator Pitch – Concept and Introduction
Class Activity: Craft Your Elevator Pitch	50 minutes	<ol style="list-style-type: none"> 1. Video: Elevator Pitch – Debrief and Myths 2. Facilitator Notes 3. Notepads and pens
Wrap Up	5 minutes	Not applicable

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Risks ?

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 8		
SESSION DETAILS	TIME	MATERIALS REQUIRED
Session 1: Introduction to Risk-taking and Resilience = 60 minutes		
Class Activity: Managing Risks and Learning from Failure - Myth Buster	30 minutes	1. Video: Risks and Myths - Myth Buster Activity 2. Student Handout/ Workbook 3. Facilitator Notes
Video: Introduction to Risk and Resilience	10 minutes	Video: Introduction to Risk and Resilience
Class Activity: Let's Discuss Risks	15 minutes	1. Video: Let's Discuss Risks - Activity 2. Facilitator Notes
Wrap Up	5 minutes	Not Applicable
Session 2: Managing Risks = 60 minutes		
Video: Managing Risks	15 minutes	Video: Managing Risks
Class Activity: Understanding Risks Through Risk Takers	40 minutes	1. Video: Understanding Risks Through Risk-takers – Activity 2. Facilitator Notes
Wrap Up	5 minutes	Not Applicable

⑨ Are you Ready to Be an Entrepreneur?

WF 100: Orientation Program in Entrepreneurship – Session Plans for All Lessons

Lesson 9		
SESSION DETAILS	TIME	MATERIALS REQUIRED
SESSION 1 = 60 minutes		
Class Activity: The Big Debate	60	<ol style="list-style-type: none"> 1. Video: The Big Debate – Scenario and Activity Instructions 2. Student Handout: The Big Debate Scenario 3. Facilitator Notes
SESSION 2 = 60 minutes		
Class Activity: Why Do I Do What I Do?	40	<ol style="list-style-type: none"> 1. Video: Why Do I Do What I Do? – Activity Introduction and Instructions 2. Facilitator Notes
Video: Till We Meet Again	10	Video: Till We Meet Again
Wrap Up	10	Not applicable