GOVERNMENT DEGREE COLLEGE FOR WOMEN, BEGUMPET HYDERABAD-500016
(Autonomous – Affiliated to Osmania University)

1.3.2 List of Brochures and Course Contents of Value Added Courses (2016-17 to 2020-21)

S.No.	Name of the Program - Relevant Brochure	Year	Page No
1	Creating Opportunities for the employment and entrepreneurship for women in India -CCE (UNDP) - DISHA PROJECT	2016-17	3-6
2	Human Values and Professional Ethics	2016-17	7
3	(MOOCS)-Spoken Tutorial -Libre Office	2017-18	8-11
4	Human Values and Professional Ethics	2017-18	12
5	Mahindra Pride Class Room Training	2018-19	13
6	Saritha Krishna Foundation - Course in Mass Communication	2018-19	14-22
7	Human Values and Professional Ethics	2018-19	23
8	Course in Marketing Strategies	2019-20	24
9	Course in Planning and Promotion of Agro and Food Entrepreneurs	2019-20	25
10	Strategic Approaches for Micro, Small and Medium Enterprises	2019-20	26
11	(MOOCS)-Spoken Tutorial -Libre Office	2019-20	27-30
12	Mahindra Pride Class Room - Mass Communications Skills Training	2019-20	31
13	Course in Business Correspondent and Business Facilitator - Edubridge Pvt. Ltd (NSDC)	2019-20	32-46
14	Tally	2019-20	47
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Disha is a three-year partnership between the India Development Foundation, UNDP, and Xyntéo, supported by IKEA Foundation, aimed at helping one million **underprivileged women** in India learn marketable skills and connect them with income opportunities. The aim is to help women become **economically self-sufficient** so that they, their families and future generations can have **better opportunitie**s in life.

MORE WOMEN WORKERS MAKES SOUND ECONOMIC SENSE

Challenges and Opportunities

Women face significant **social and economic barriers** in participating in India's workforce.

10% **Workforce participation of Indian women has declined** by 10 percentage points between 2005 and 2010.

$\dfrac{120}{131}$ ILO's Global Employment Trends 2013 report **ranks India** 120 out of 131 countries surveyed on female labour force participation.

Women face significant **disparities in wages** across industrial sectors.

20% **Women owned businesses** account for only 20 per cent of registered businesses.

IMF estimates suggest that India's GDP could rise by **27 per cent** if the number of women workers were equal to men

UNESCAP estimates that if India's female labour force participation reached parity with that of the United States, its GDP could gain **US$19 billion** annually.

Launched in 2015, this innovative partnership brings together a diverse set of partners, including national and international businesses, government, educational and training institutions, and civil society, to enable women to secure employment or start their own enterprise.

WHAT WE DO

HARMONIZE
private sector demand through skills and training with supply that meets women's aspirations

CREATE
a benchmark for scale and impact by demonstrating the power of collaboration

CONVERGE
multiple interventions including skill- based training, counselling and entrepreneurship training to enable women's economic empowerment

DEVELOP
innovative public-private collaboration

ENSURE
quality and scalability through a robust certification model

EMBED
concurrent monitoring and evaluation in project design

GOVERNMENT DEGREE COLLEGE FOR WOMEN BEGUMPE (AUTONOMOUS) HYDERABAD-16

UG II and III Year Sem- III and V CBCS

Human Values and Professional Ethics- Syllabus

AECC-2 (2hrs/week)   Credits-2

30 Hrs

Unit I: Love and Compassion, Truth, Non-Violence   (15 Hrs)

1. Introduction: What is Love? Forms of Love- for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living.

2. What is the truth? Universal truth, truth as value, Truth as fact(veracity, sincerity, honesty among others)

3. What is Non -Violence? Its need. Love, compassion, empathy, sympathy for others as prerequisites for non- violence.

Unit II: Righteousness, Peace, Service, Renunciation

1. Introduction: What is righteousness? Righteousness and dharma. Righteousness and propriety.

2. What is Peace? Its need, Relation with harmony and balance.

3. What is Service? Forms of service, for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living, person in distress or disaster.

4. What is Renunciation? Renunciation and Sacrifice, self restraint and ways of overcoming Greed. Renunciation with action as true Renunciation.
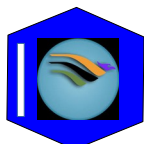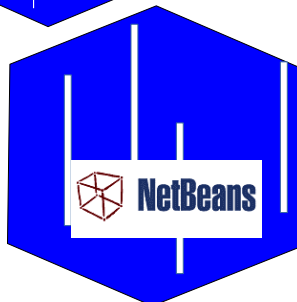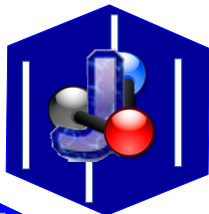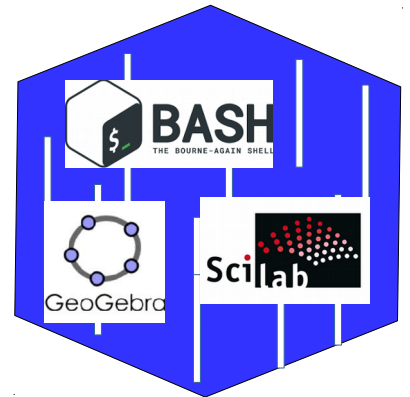
Learn Free and Open Source Software through Spoken Tutorial at Very Low Cost

Spoken Tutorial

IIT Bombay

E-Brochure

Arduino   QCad

Advanced C++   DWSIM   Drupal

Python   Ruby   Scilab   eSim

Ngspice   Blender   HTML   Tux Typing

Linux AWK   Koha   PERL

GIMP   Libreoffice

OpenFOAM   Latex   Bio Python

Linux   C/C++   Java

BASH   Xfig

InKscape   GIT   Jmol Application

OpenModelica   ExpEYES   Avogadro

GeoGebra   Moodle   NetBeans   GChemPaint

Cell Designer   PHP & MySQL

Basic Computer Skills & Office Automation	
Software / FOSS name	**Applications / Skills & Employability**
Introduction to Computers	How to use computers for day-today activities.
LibreOffice – Writer, Calc, Impress, Base, Draw, Math	Office Automation system – Documentation, Spreadsheet, Slide making.
Linux, Linux AWK, Ubuntu, BOSS	Free and Open source operating system. Actively being taken up by E-Governance programs and SMEs.
Firefox	Web browser. Used for all internet browsing purposes.
Tux Typing	Teaches 10 Finger typing.

Programming Languages / Information Technology	
C / C++, Advance C++, Java, Java Business Application, Netbeans	**C** is the most popular language worldwide. **Java** is also popular with ability to run the same program on different systems relevant to World Wide Web *software*. **NetBeans** is an open-source integrated development environment (**IDE**). Smooth JavaScript editor, Templates profiler & GUI Design tool. **JBA** is used to create business applications and provide domain expertise.
Ruby	Ruby is an object oriented scripting language use widely for developing web applications.
GIT	GIT is a version-control system for tracking changes in computer files and coordinating work on those files among multiple people.
Android App using Kotlin	Learn to architect and develop Android apps in the Kotlin programming language. With these techniques you'll create apps in less time, writing less code, and with fewer errors.
HTML	Hypertext Markup Language is the standard markup language for documents designed to be displayed in a web browser.

Modelling and Simulation	
DWSIM	DWSIM is a software for modeling, simulation, and optimization of steady-state chemical processes, Use in Chemical industry.
OpenModelica	OpenModelica is used for Simulating, Optimising, Analysing complex dynamic systems. Eg. In power plant, water treatment, automotive processes optimization.

Mathematics / Statistics	
GeoGebra	Dynamic Mathematics Software (DMS) for teaching and learning mathematics from middle school through college level.
R (like SPSS)	Programming language used for statistical computing and graphics.
Biopython	Tool for Computational Biology and Bioinformatics.

Multimedia / Drawing	
GIMP (like Photoshop)	GIMP is a graphics editor used for image retouching and editing, free-form drawing etc.
Inkscape (like Corel Draw)	Inkscape designs and creates a wide variety of graphics such as illustrations, icons, logos, diagrams, maps and web graphics.
Blender (like Maya 3D)	Blender is a 3D computer graphics software toolset used for creating animated films, visual effects, art, 3D printed models, games.
QCad	QCAD is used to create technical drawings such as plans for buildings, interiors, mechanical parts or schematics and diagrams.
Synfig	Synfig Studio eliminates the need to create animation frame-by frame, allowing you to produce 2D animation of a higher quality with fewer people and resources.

Scripting Languages / Web Development	
Python	Used for web programming eg. Django, Zope, Google App Engine, Desktop applications, Web Developement sites eg. Facebook, Google search, Wikipedia.
PERL	Perl is a general-purpose programming language useful as a Glue language for tying together systems – hence invaluable to System Administrators and for Web Development.
PHP & MySQL	Used as Web development and Database Management Systems package.
Drupal	Drupal is a content management system (CMS) written in PHP and distributed under the GNU General Public License. Useful for website-building and web applications.

Mechanical / Civil / Electrical – Engineering disciplines	
Open Foam	Data processing and visualisation. Aerodynamics, Building constructions.
Oscad (eSim)	Tool for circuit design, simulation,analysis and PCB design.
QGIS	QGIS is an application that supports viewing, editing, and analysis of geospatial data. It allows users to analyse and edit spatial information, in addition to composing and exporting graphical maps.

Chemistry / Bio-Chemistry	
Avogadro	Avogadro is a molecule editor and visualizer.
GChemPaint	GChemPaint allows you to draw and display 2D chemical structures. Very useful to teach and learn abstract chemistry concepts.
Cell Designer	Cell designer is a drawing tool – a structured diagram editor for biochemical networks & gene-regulatory drawings.
Jmol Application	It is used for molecular modelling chemical structures in 3 dimensions. eg. In molecular biology pertinent structures.

Electronics / Physics	
Arduino	Arduino is an open source platform used for building electronics projects. Or creating interactive objects or environments. eg. Used in Robotics
Ngspice	It is a program used in integrated circuit and board-level design to check the integrity of circuit designs and to predict circuit behavior.
ExpEYES	ExpEYES stands for Experiments for Young Engineers and Scientists. A tool for learning science by exploring and experimenting.
Single Board Heater System(SBHS)	The application of this device is in the Control Systems area of Engineering.

Learning Management System	
Moodle	Moodle is a learning management system or an online platform for customized learning, assignment and assessment purposes.
LaTeX	The best tool for Technical writing. eg. Math typesetting for Science, Engineering, Technology writing of theses, projects, journal articles, books etc. LaTeX has automatic generation of high quality PDF reports.
Scilab (like MATLAB)	Scientific computation package for Advanced mathematical computations. Use for academics in Physics, Engineering, Applied mathematics, Statistics & in Data Analytics companies and departments.

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http://spoken-tutorial.org

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One Program Training Program on Employability Skills : NAANDI Foundation - Mahindra Pride Class Room

Day	Topic
Day 1	This is me + I am Unique
	Body Language Grooming and Hyginene
	Yes we can
Day 2	Time Management
	Social manners
	Point of view
Day3	Story Board
	Goal Setting
	Money management
Day 4	Count Your blessings
	Interview Preparation
	Interview Preparation
Day 5	Professional Ethics
	Group Discussion
	Explaining a Process
Day 6	Skit Preparation
	Skit Presentation
	Extempore Advance
Day 7	GD
	Jam
	Spreading happiness

Saritha Krishna Foundation - Course in Mass Communication

■ What Is Multimedia?

Multimedia is an eerie wail as two cat's eyes appear on a dark screen. It's the red rose that dissolves into a little girl's face when you press "Valentine's Day" on your iPhone.

It's a small window of video laid onto a map of India, showing an old man recalling his dusty journey to meet a rajah there.

It's an e-catalog of hybrid cars with a guide to help you buy one. It's a real-time video conference with colleagues in Paris, London, and Hong Kong, using whiteboards, microphones, and question techniques (see www.webtrain.com) on your office computer.

 At home, it's an interactive geometry lesson for a fifth-grader.

 At the arcade, it's goggle faced kids flying fighter planes in sweaty, virtual reality.

On a DVD, it's the interactive video sequence (or screen hot spots) that explain how the Harry Potter movie was made—all using your remote control.

 Multimedia is any combination of text, art, sound, animation, and video delivered to you by computer or other electronic or digitally manipulated means. It is richly presented sensation.

Multimedia is, a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements.

When we allow an end user—also known as the viewer of a multimedia project—to control what and when the elements are delivered, it is called interactive multimedia.

Although the definition of multimedia is a simple one, making it work can be complicated.Not only do you need to understand how to make each multimedia element stand up and dance, but you also need to know how to use multimedia computer tools and technologies to weave them together The people who weave multimedia into meaningful tapestries are called multimedia developers.

The software vehicle, the messages, and the content presented on a computer, television screen, PDA (personal digital assistant), or mobile phone together constitute a multimedia project. If the project is to be shipped or sold to consumers or end users, typically delivered as a download on the Internet but also on a CD-ROM or DVD in a box or sleeve, with or without instructions, it is a multimedia title. Your project may also be a page or site on the World Wide Web, where you can weave the elements of multimedia into documents with HTML (Hypertext Markup Language) or DHTML (Dynamic Hypertext Markup Language) or XML (eXtensible Markup Language) and play rich media files created in such The implementation of multimedia capabilities in computers is just the latest episode in a long series: cave painting, hand-crafted manuscripts, the printing press, radio, and television. . . . These advances reflect the innate desire of man to create outlets for creative expression, to use technology and imagination to gain empowerment and freedom for ideas. Glenn Ochsenreiter, Director, Multimedia PC Council 2 Multimedia: Making programs as Adobe's Flash, Live Motion, or Apple's Quick Time by installing plug-ins into a browser application such as Internet Explorer, Safari, Google Chrome, or Firefox. Browsers are software programs or tools for viewing content on the Web. See Chapter 12 for more about plug-ins, multimedia, and the Web.

A multimedia project need not be interactive to be called multimedia: users can sit back and watch it just as they do a movie or the television. In such cases a project is linear, or starting at the beginning and running through to the end. When users are given navigational control and can wander through the content at will, multimedia becomes nonlinear and user interactive, and is a powerful personal gateway to information.

Determining how a user will interact with and navigate through the content of a project requires great attention to the message, the scripting or story boarding, the artwork, and the programming. You can break an entire project with a badly designed interface. You can also lose the message in a project with inadequate or inaccurate content.

Multimedia elements are typically sewn together into a project using authoring tools. These software tools are designed to manage individual multimedia elements and provide user interaction. Integrated multimedia is the "weaving" part of the multimedia definition, where source documents such as montages, graphics, video cuts, and sounds merge into a final presentation. In addition to providing a method for users to interact with the project, most authoring tools also offer facilities for creating and editing text and images and controls for playing back separate audio and video files that have been created with editing tools designed for these media.

The sum of what gets played back and how it is presented to the viewer on a monitor is the graphical user interface, or GUI (pronounced "gooey"). The GUI is more than just the actual graphics on the screen—it also often provides the rules or structure for the user's input. The hardware and software that govern the limits of what can happen here are the multimedia platform or environment.

Where to Use Multimedia

Multimedia is appropriate whenever a human user is connected to electronic information of any kind, at the "human interface." Multimedia enhances minimalist, text-only computer interfaces and yields measurable benefit by gaining and holding attention and interest; in short, multimedia improves information retention. When it's properly constructed, multimedia can also be profoundly entertaining as well as useful.

Multimedia in Business

Business applications for multimedia include presentations, training, marketing, advertising, product demos, simulations, databases, catalogs, instant messaging, and networked communications. Voice mail and video conferencing are provided on many local and wide area networks (LANs and WANs) using distributed networks and Internet protocols.

After a morning of mind-numbing overhead presentations delivered from the podium of a national sales conference, a multimedia presentation can make an audience come alive. Most presentation software packages let you make pretty text and add audio and video clips to the usual slide show of graphics and text material.

Multimedia is enjoying widespread use in training programs. Flight attendants learn to manage international terrorism and security through simulation. Drug enforcement agencies of the UN are trained using interactive videos and photographs to recognize likely hiding places on airplanes and ships. Medical doctors and veterinarians can practice surgery methods via simulation prior to actual surgery. Mechanics learn to repair engines. Salespeople learn about product lines and leave behind software to train their customers. Fighter pilots practice full-terrain sorties before spooling up for the real thing. Increasingly easy-to-use authoring programs and media production tools even let workers on assembly lines create their own training programs for use by their peers.

Multimedia around the office has also become more commonplace. Image capture hardware is used for building employee ID and badging databases, scanning medical insurance cards, for video annotation, and for real-time teleconferencing.

Presentation documents attached to e-mail and video conferencing are widely available. Laptop computers and high resolution projectors are commonplace for multimedia presentations on the road. Mobile phones and personal digital assistants (PDAs) utilizing Bluetooth and Wi-Fi communications technology make communication and the pursuit of business more efficient.

As companies and businesses catch on to the power of multimedia, the cost of installing multimedia capability decreases, meaning that more applications can be developed both in-house and by third parties, which allow businesses to run more smoothly and effectively. These advances are changing the very way business is transacted by affirming that the use of multimedia offers a significant contribution to the bottom line while also advertising the public image of the business as an investor in technology

Multimedia in Schools

Schools are perhaps the destination most in need of multimedia. Many schools in the United States today are chronically underfunded and occasionally slow to adopt new technologies, and it is here that the power of multimedia can be maximized for the greatest long-term benefit to all.

The U.S. government has challenged the telecommunications industry to connect every classroom, library, clinic, and hospital in America to the information superhighway. Funded by telephone surcharges (eRate), most schools and libraries in America are now connected. Steps have also been taken to provide governmental support for state-of-the-art technology in low-income rural and urban school districts. The National Grid for Learning (NGfL) has established similar aims for schools in the United Kingdom.

Multimedia will provoke radical changes in the teaching process during the coming decades, particularly as smart students discover they can go beyond the limits of traditional teaching methods. There is, indeed, a move away from the transmission or passive-learner model of learning to the experiential learning or active-learner model. In some instances, teachers may become more like guides and mentors, or facilitators of learning, leading students along a learning path, rather than the more traditional role of being the primary providers of information and understanding. The students, not teachers, become the core of the teaching and learning process. E-learning is a sensitive and highly politicized subject among educators, so educational software is often positioned as "enriching" the learning process, not as a potential substitute for traditional teacher-based methods.

Figure 1-1 shows a selection of instructional videos used for training emergency medicine specialists. Such online e-learning provides a cost-effective vehicle to learn clinical techniques outside of the hospital setting. From real-time echocardiographic images to explanations of the chemistry of synaptic transmission, multimedia is used as an effective teaching medium in medicine and other disciplines.

An interesting use of multimedia in schools involves the students themselves. Students can put together interactive magazines and newsletters, make original art using image-manipulation software tools, and interview students, townspeople, coaches, and teachers. They can even make video clips with cameras and mobile phones for local use or uploading to YouTube. They can also design and run web sites. As schools become more a part of the Internet, multimedia arrives by glass fiber and over a network ITV

(Interactive TV) is widely used among campuses to join students from different locations into one class with one teacher. Remote trucks containing computers, generators, and a satellite dish can be dispatched to areas where people want to learn but have no computers or schools near them. In the online version of school, students can enroll at schools all over the world and interact with particular teachers and other students—classes can be accessed at the convenience of the student's lifestyle while the teacher may be relaxing on a beach and communicating via a wireless system. Washington On Line (www.waol.org), for example, offers classes to students who do not wish to spend gas money, fight traffic, and compete for parking space; they even provide training to professors so they can learn how best to present their classes online.

Multimedia at Home

From gardening, cooking, home design, remodeling, and repair to genealogy software (see Figure 1-2), multimedia has entered the home. Eventually, most multimedia projects will reach the home via television sets or monitors with built-in interactive user inputs—either on old-fashioned color TVs or on new high-definition sets. The multimedia viewed on these sets will likely arrive on a pay-for-use basis along the data highway. Today, home consumers of multimedia own either a computer with an attached CD-ROM or DVD drive or a set-top player that hooks up to the television, such as a Nintendo Wii, X-box, or Sony PlayStation machine. There is increasing convergence or melding of computerbased multimedia with entertainment and games-based media traditionally described as "shoot-em-up." Nintendo alone has sold over 118 million game players worldwide along with more than 750 million games. Users with TiVo technology

(www.tivo.com) can store 80 hours of television viewing and gaming on a stand-alone hard disk.

be the most successful, with tens of thousands of people logged on and playing every evening. Multimedia in Public Places In hotels, train stations, shopping malls, museums, libraries, and grocery stores, multimedia is already available at stand-alone terminals or kiosks, providing information and help for customers. Multimedia is piped to wireless devices such as cell phones and PDAs. Such installations reduce demand on traditional information booths and personnel, add value, and are available around the clock, even in the middle of the night, when live help is off duty. The way we live is changing as multimedia penetrates our day-to-day experience and our culture. Imagine a friend's bout of maudlin drunk dialing (DD) on a new iPhone, with the camera accidentally enabled. Figure 1-3 shows a menu screen from a supermarket kiosk that provides services ranging from meal planning to coupons. Hotel kiosks list nearby restaurants, maps of the city, airline schedules, and provide guest services such as automated checkout. Printers are often attached so that users can walk away with a printed copy of the information. Museum kiosks are not only used to guide patrons through the exhibits, but when installed at each exhibit, provide great added depth, allowing visitors to browse through richly detailed information specific to that display The power of multimedia has been part of the human experience for many thousands of years, and the mystical chants of monks, cantors, and shamans accompanied by potent visual cues, raised icons, and persuasive text has long been known to produce effective responses in public places. Scriabin, the 19th-century Russian composer, used an orchestra, a piano, a chorus, and a special color organ to synthesize music and color in his Fifth Symphony, Prometheus. Probably suffering from synesthesia (a strange condition where a sensory stimulus, such as a color, evokes a false response, such as a smell), Scriabin talked of tactile symphonies with burning incense scored into the work. He also claimed that colors could be heard; Table 1-1 lists the colors of his color organ. Frequency (Hz) Note Scriabin's Color 256 C Red 277 C# Violet 298 D Yellow 319 D# Glint of steel 341 E Pearly white shimmer of moonlight 362 F Deep red 383 F# Bright blue 405 G Rosy orange 426 G# Purple 447 A Green 469 A# Glint of steel 490 B Pearly blue Table 1-1 Scriabin's Color Organ Prometheus premiered before a live audience in Moscow in 1911, but the color organ had proved technologically too complicated and was eliminated from the program. Then Scriabin died suddenly of blood poisoning from a boil on his lip, so his ultimate multimedia vision, the Mysterium, remained unwritten. He would have reveled in today's world of MIDI synthesizers (see Chapter 4), rich computer colors, and video digitizers, and, though smell is not yet part of any multimedia standard, he would surely have researched that concept,

too. The platforms for multimedia presentation have much improved since Scriabin's time. Today, multimedia is found in churches and places of worship as live video with attached song lyrics Chapter 1 What Is Multimedia? 9 shown on large screens using elaborate sound systems with special effects lighting and recording facilities. Scriabin would have loved this. Virtual Reality At the convergence of technology and creative invention in multimedia is virtual reality, or VR. Goggles, helmets, special gloves, and bizarre human interfaces attempt to place you "inside" a lifelike experience. Take a step forward, and the view gets closer; turn your head, and the view rotates. Reach out and grab an object; your hand moves in front of you. Maybe the object explodes in a 90-decibel crescendo as you wrap your fingers around it. Or it slips out from your grip, falls to the floor, and hurriedly escapes through a mouse hole at the bottom of the wall. VR requires terrific computing horsepower to be realistic. In VR, your cyberspace is made up of many thousands of geometric objects plotted in three-dimensional space: the more objects and the more points that describe the objects, the higher the resolution and the more realistic your view. As you move about, each motion or action requires the computer to recalculate the position, angle, size, and shape of all the objects that make up your view, and many thousands of computations must occur as fast as 30 times per second to seem smooth. On the World Wide Web, standards for transmitting virtual reality worlds or scenes in VRML (Virtual Reality Modeling Language) documents (with the filename extension .wrl) have been developed. Intel and software makers such as Adobe have announced support for new 3-D technologies. Using high-speed dedicated computers, multi-million-dollar flight simulators built by Singer, RediFusion, and others have led the way in commercial application of VR. Pilots of F-16s, Boeing 777s, and Rockwell space shuttles have made many simulated dry runs before doing the real thing. At the Maine Maritime Academy and other merchant marine officer training schools, computer-controlled simulators teach the intricate loading and unloading of oil tankers and container ships. Virtual reality (VR) is an extension of multimedia—and it uses the basic multimedia elements of imagery, sound, and animation. Because it requires instrumented feedback from a wired-up person, VR is perhaps interactive multimedia at its fullest extension. Delivering Multimedia Multimedia requires large amounts of digital memory when stored in an end user's library, or large amounts of bandwidth when distributed over People who work in VR do not see themselves as part of "multimedia." VR deals with goggles and gloves and is still a research field where no authoring products are available, and you need a hell of a computer to develop the real-time 3-D graphics. Although there is a middle ground covered by such things as QuickTime VR and VRML that gives multimedia developers a "window" into VR, people often confuse multimedia and VR and want to create futuristic environments using multimedia-authoring tools

not designed for that purpose. Takis Metaxis, Assistant Professor of Computer Science, Wellesley College 10 Multimedia: Making It Work wires, glass fiber, or airwaves on a network. The greater the bandwidth, the bigger the pipeline, so more content can be delivered to end users quickly. CD-ROM, DVD, Flash Drives CD-ROM (compact disc read-only memory, see Chapter 7) discs can be mass-produced for pennies and can contain up to 80 minutes of full-screen video, images, or sound. The disc can also contain unique mixes of images, sounds, text, video, and animations controlled by an authoring system to provide unlimited user interaction. Discs can be stamped out of polycarbonate plastic as fast as cookies on a baker's production line and just as cheaply. Virtually all personal computers sold today include at least a CD-ROM player, and the software that drives these computers is commonly delivered on a CD-ROM disc. Many systems also come with a DVD player combination that can read and burn CD-ROMs as well. Multilayered Digital Versatile Disc (DVD) technology increases the capacity and multimedia capability of CDs to 4.7GB on a single-sided, single-layered disc to as much as 17.08GB of storage on a double-sided, double-layered disc. CD and DVD burners are used for reading discs and for making them, too, in audio, video, and data formats. DVD authoring and integration software allows the creation of interactive front-end menus for both films and games. In the very long term, however, CD-ROM and DVD discs are but interim memory technologies that will be replaced by new devices such as flash drives and thumb drives that do not require moving parts. As highspeed connections become more and more pervasive and users become better connected, copper wire, glass fiber, and radio/cellular technologies may prevail as the most common delivery means for interactive multimedia files, served across the broadband Internet or from dedicated computer farms and storage facilities. The Broadband Internet These days telecommunications networks are global, so when information providers and content owners determine the worth of their products and how to charge money for them, information elements will ultimately link up online as distributed resources on a data highway (actually more like a toll road), where you will pay to acquire and use multimedia-based information. Curiously, the actual glass fiber cables that make up much of the physical backbone of the data highway are, in many cases, owned by railroads and pipeline companies who simply buried the cable on existing rights of way, where no special permits and environmental studies are necessary. Chapter 1 What Is Multimedia? 11 One railroad in the United States invested more than a million dollars in a special cable-laying trenching car; in the United Kingdom, fiber-optic cable runs in the towpaths of the decaying 19th-century canal and barge system. Bandwidth on these fiber-optic lines is leased to others, so competing retailers such as AT&T, Verizon, MCI, and Sprint may even share the same cable. Full-text content from books and magazines is downloadable;

feature movies are played at home; real-time news feeds from anywhere on earth are available; lectures from participating universities are monitored for education credits; street maps of cities are viewable—with recommendations for restaurants, in any language—and online travelogues include testimonials and video tracks. Just think—each of these interfaces or gateways to information is a multimedia project waiting to be developed! http://earth.google.com http://maps.google.com/help/maps/streetview www.moviefone.com www.netflix.com www.travelocity.com www.nytimes.com www.5pm.co.uk Showtimes for many major cities, restaurants, vacation trips, and current news items are quickly available on the Web. Interactive multimedia is delivered to many homes throughout the world. Interest from a confluence of entertainment mega-corps, information publishers and providers, cable and telephone companies, and hardware and software manufacturers is driving this inevitable evolution, and profound changes in global communications strategy are on the drawing boards. What will be piped through this new system for entertainment, reference, and lifelong learning experiences are the very multimedia elements discussed in the chapters of this book, including text, graphics, animation, sound, and video. The actual content provided, let us hope, will be excellent fare, generated by thinking and caring creative people using ideas that will propel all of us into a better world. Entertainment companies that own content easily converted to multimedia projects are teaming up with cable TV companies. Film studios are creating new divisions to produce interactive multimedia and wealthy talents have formed new companies to join in on 12 Multimedia: Making It Work the action. Google is scanning millions of books and periodicals. Even without a clear business model with known profits, large media corporations are uniting to create huge conglomerates to control the content and delivery of tomorrow's information. Some companies will own the routes for carrying data, other companies will own the hardware and software interfaces at the end of the line, at offices and homes. Some will knit it all together and provide supply-ondemand and billing services. Regardless of who owns the roadways and the hardware boxes, multimedia producers will create the new literature and the rich content sent along them. This is a fresh and exciting industry that is coming of age, but one that is still faced with many growing pains.

GOVERNMENT DEGREE COLLEGE FOR WOMEN BEGUMPE (AUTONOMOUS) HYDERABAD-16

UG II and III Year Sem- III and V CBCS

Human Values and Professional Ethics- Syllabus

AECC-2 (2hrs/week)   Credits-2

30 Hrs

Unit I: Love and Compassion, Truth, Non-Violence   (15 Hrs)

1. Introduction: What is Love? Forms of Love- for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living.

2. What is the truth? Universal truth, truth as value, Truth as fact(veracity, sincerity, honesty among others)

3. What is Non -Violence? Its need. Love, compassion, empathy, sympathy for others as prerequisites for non- violence.

Unit II: Righteousness, Peace, Service, Renunciation

1. Introduction: What is righteousness? Righteousness and dharma. Righteousness and propriety.

2. What is Peace? Its need, Relation with harmony and balance.

3. What is Service? Forms of service, for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living, person in distress or disaster.

4. What is Renunciation? Renunciation and Sacrifice, self restraint and ways of overcoming Greed. Renunciation with action as true Renunciation.

Course in Marketing Strategies for MSMEs by NIMSME

About

Micro, small and medium enterprises have found that internet and social media helps them get increased exposure for growing into the market. Many small businesses make the mistake of overlooking branding efforts because they think of themselves as a business and not a brand. Brands, they think, are the big fish in the pond with huge budgets and national recognition. Resigned to their supposed small-fish status, small businesses do little more than come up with a fun logo and some flashy business cards. But branding is important for businesses of all sizes because it increases their value, gives employees direction and motivation, and makes acquiring new customers easier.

Benefits
- Comprehend changes in the consumer behaviour and its imperatives on advertising, branding, and ultimately how all these yielding return on investment (RoI).
- Understand value of website and traffic generations and utilise website as a valuable tool for marketing.
- Assess implications of Porter's 5 Ms to RoI
- Utilise search engine optimisation and marketing to generate traffic and monitoring tool especially drawing the benefits of social networking and building market expertise.

Course in Planning and Promotion of Agro and Food Entrepreneurship

About

Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring more equitable distribution of national income and wealth. MSMEs are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. Development of the rural economy has been one of the prime concerns for Government of India. Accordingly, efforts have been made on a continuous basis for improving the economic and social well-being of people in rural areas on a sustainable basis. Despite the sincere efforts, the problems of poverty, unemployment, drudgery and migration still exist in rural economy. There is a need to address these problems by creating employment opportunities in the rural areas and this could be done by setting up of small enterprises in the Agro- based industry sector more so as nearly 56 % of the population is still dependent on agriculture. There is ample scope for innovation, value addition and entrepreneurship development in this sector. This is possible chiefly by skill up-gradation, mentoring, and training.

Duration

1 week

Strategic Approaches for MSME

About

Micro, Small and Medium Enterprises (MSMEs) are playing a very important role in Indian economy and constitute more than 98% of all firms. MSME sector provide employment for large number of population, promote entrepreneurship and accounts for development of value added products through knowledge creation and innovation. The Union and State Governments are giving due importance to MSME sector and continuously supporting through number of schemes and programmes for their sustainable development. But in the current scenario MSME sector is facing numerous problems which call for some strategic approaches for their development. Globally many nations particularly developed countries are focusing on number of strategies for SME development. In India, Innovation, Business Incubation, Cluster Approach, Skill Development, Public Private Partnership, Social Entrepreneurship and Export Promotion are prominent among them. In order to create awareness on various strategic approaches, and also share Government interventions, ni-msme with its vast experience in research, training and consultancy in the area of MSME development proposes to organize one week training programme on "Strategic Approaches for MSME Development" during 10- 14 June 2019 for the stakeholders involved in promotion and development of MSME sector.

Benefits

- To scan policies and programmes of Government of India vis-à-vis State Governments
- To identify key Institutions/ Organizations and their role in development of MSME sector
- To discuss various strategies for MSME development
- To share experiences and best practices
- To design new strategic approaches for specified region
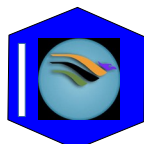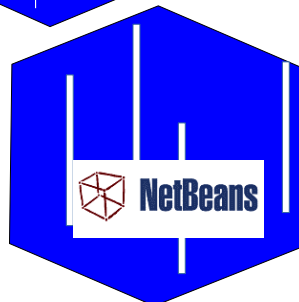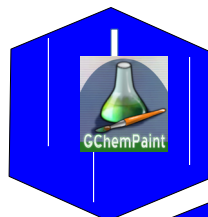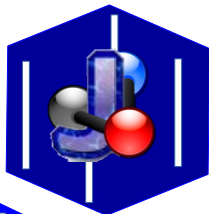
Duration

1 week
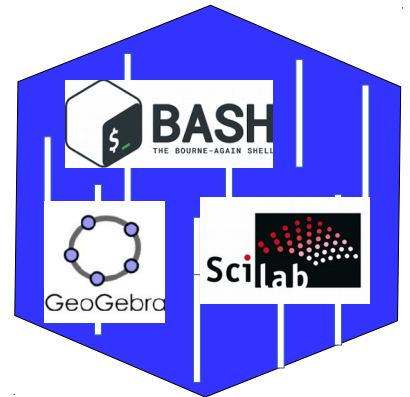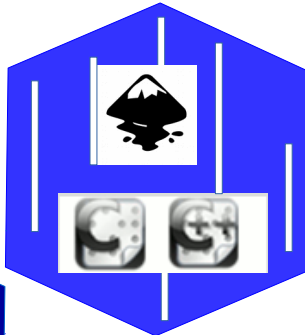
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C++

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Linux AWK   Koha

GIMP   Libreoffice

OpenFOAM   Latex   Bio

Linux   Python

BASH   C/C++   Java

InKscape   GIT   Jmol   Xfig
Application

OpenModelica

GeoGebra   ExpEYES   Avogadro

Moodle   NetBeans   GChemPaint

Cell Designer   PHP & MySQL

Basic Computer Skills & Office Automation

Software / FOSS name	Applications / Skills & Employability
Introduction to Computers	How to use computers for day-today activities.
LibreOffice – Writer, Calc, Impress, Base, Draw, Math	Office Automation system – Documentation, Spreadsheet, Slide making.
Linux, Linux AWK, Ubuntu, BOSS	Free and Open source operating system. Actively being taken up by E-Governance programs and SMEs.
Firefox	Web browser. Used for all internet browsing purposes.
Tux Typing	Teaches 10 Finger typing.

Programming Languages / Information Technology

C / C++, Advance C++, Java, Java Business Application, Netbeans	**C** is the most popular language worldwide. **Java** is also popular with ability to run the same program on different systems relevant to World Wide Web *software*. **NetBeans** is an open-source integrated development environment (**IDE**). Smooth JavaScript editor, Templates profiler & GUI Design tool. **JBA** is used to create business applications and provide domain expertise.
Ruby	Ruby is an object oriented scripting language use widely for developing web applications.
GIT	GIT is a version-control system for tracking changes in computer files and coordinating work on those files among multiple people.
Android App using Kotlin	Learn to architect and develop Android apps in the Kotlin programming language. With these techniques you'll create apps in less time, writing less code, and with fewer errors.
HTML	Hypertext Markup Language is the standard markup language for documents designed to be displayed in a web browser.

Modelling and Simulation

DWSIM	DWSIM is a software for modeling, simulation, and optimization of steady-state chemical processes, Use in Chemical industry.
OpenModelica	OpenModelica is used for Simulating, Optimising, Analysing complex dynamic systems. Eg. In power plant, water treatment, automotive processes optimization.

Mathematics / Statistics

GeoGebra	Dynamic Mathematics Software (DMS) for teaching and learning mathematics from middle school through college level.
R (like SPSS)	Programming language used for statistical computing and graphics.
Biopython	Tool for Computational Biology and Bioinformatics.

Multimedia / Drawing	
GIMP (like Photoshop)	GIMP is a graphics editor used for image retouching and editing, free-form drawing etc.
Inkscape (like Corel Draw)	Inkscape designs and creates a wide variety of graphics such as illustrations, icons, logos, diagrams, maps and web graphics.
Blender (like Maya 3D)	Blender is a 3D computer graphics software toolset used for creating animated films, visual effects, art, 3D printed models, games.
QCad	QCAD is used to create technical drawings such as plans for buildings, interiors, mechanical parts or schematics and diagrams.
Synfig	Synfig Studio eliminates the need to create animation frame-by frame, allowing you to produce 2D animation of a higher quality with fewer people and resources.

Scripting Languages / Web Development	
Python	Used for web programming eg. Django, Zope, Google App Engine, Desktop applications, Web Developement sites eg. Facebook, Google search, Wikipedia.
PERL	Perl is a general-purpose programming language useful as a Glue language for tying together systems – hence invaluable to System Administrators and for Web Development.
PHP & MySQL	Used as Web development and Database Management Systems package.
Drupal	Drupal is a content management system (CMS) written in PHP and distributed under the GNU General Public License. Useful for website-building and web applications.

Mechanical / Civil / Electrical – Engineering disciplines	
Open Foam	Data processing and visualisation. Aerodynamics, Building constructions.
Oscad (eSim)	Tool for circuit design, simulation,analysis and PCB design.
QGIS	QGIS is an application that supports viewing, editing, and analysis of geospatial data. It allows users to analyse and edit spatial information, in addition to composing and exporting graphical maps.

Chemistry / Bio-Chemistry	
Avogadro	Avogadro is a molecule editor and visualizer.
GChemPaint	GChemPaint allows you to draw and display 2D chemical structures. Very useful to teach and learn abstract chemistry concepts.
Cell Designer	Cell designer is a drawing tool – a structured diagram editor for biochemical networks & gene-regulatory drawings.
Jmol Application	It is used for molecular modelling chemical structures in 3 dimensions. eg. In molecular biology pertinent structures.

Electronics / Physics	
Arduino	Arduino is an open source platform used for building electronics projects. Or creating interactive objects or environments. eg. Used in Robotics
Ngspice	It is a program used in integrated circuit and board-level design to check the integrity of circuit designs and to predict circuit behavior.
ExpEYES	ExpEYES stands for Experiments for Young Engineers and Scientists. A tool for learning science by exploring and experimenting.
Single Board Heater System(SBHS)	The application of this device is in the Control Systems area of Engineering.

Learning Management System	
Moodle	Moodle is a learning management system or an online platform for customized learning, assignment and assessment purposes.
LaTeX	The best tool for Technical writing. eg. Math typesetting for Science, Engineering, Technology writing of theses, projects, journal articles, books etc. LaTeX has automatic generation of high quality PDF reports.
Scilab (like MATLAB)	Scientific computation package for Advanced mathematical computations. Use for academics in Physics, Engineering, Applied mathematics, Statistics & in Data Analytics companies and departments.

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Spoken Tutorial project is funded by National Mission Education through ICT, Ministry of Education, Govt. Of India.
http://spoken-tutorial.org

One Program Training Program on Employability Skills : NAANDI Foundation - Mahindra Pride Class Room

Day 1	This is me + I am Unique
	Body Language Grooming and Hyginene
	Yes we can
Day 2	Time Management
	Social manners
	Point of view
Day3	Story Board
	Goal Setting
	Money management
Day 4	Count Your blessings
	Interview Preparation
	Interview Preparation
Day 5	Professional Ethics
	Group Discussion
	Explaining a Process
Day 6	Skit Preparation
	Skit Presentation
	Extempore Advance
Day 7	GD
	Jam
	Spreading happiness

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR BANKING, FINANCIAL SERVICES AND INSURANCE (BFSI) INDUSTRY

Contents

What are Occupational Standards (OS)?

➢ OS describe what individuals need to do, know and understand in order to carry out a particular job role or function

➢ OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

Contact Us :
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E-mail:
operations@bfsissc.com

Introduction

Qualifications Pack - Business Correspondent & Business Facilitator

SECTOR: BANKING, FINANCIAL SERVICES AND INSURANCE (BFSI)

SUB-SECTOR: Banking

OCCUPATION: Financial Inclusion Services

REFERENCE ID: BSC / Q 0301

ALIGNED TO: NCO-2004/NIL

Brief Job Description: Business Correspondents (BCs) & Business Facilitators (BFs) are representatives appointed by banks to act as their agent and provide banking services in remote locations where the bank does not have a presence in order to promote financial inclusion. The fundamental difference in the role of the BC and BF is that BCs are permitted to carry out regular transactions for customers on behalf of the bank.

BFs are only responsible for spreading awareness related to banking and bank's products, assisting the bank in business generation activities and recovery of bad debts. However, they do not undertake any cash transactions.

Personal Attributes: The individual is required to have good interpersonal and problem solving skills. The individual must be self-driven and organized with their work and act with integrity when performing multiple task1s for the customers

Definitions

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OS	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills or Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS , these include communication related skills that are applicable to most job roles.

Keywords /Terms	Description
SSC	Sector Skill Council
OS	Occupational Standard(s)
NOS	National Occupational Standard(s)
QP	Qualifications Pack
UGC	University Grants Commission
MHRD	Ministry of Human Resource Development
MoLE	Ministry of Labor and Employment
NVEQF	National Vocational Education Qualifications Framework
NVQF	National Vocational Qualifications Framework

Acronyms

National Occupational Standard

Overview

To identify and source new customers for the bank

Unit Code	N 0301
Unit Title (Task)	**Sourcing New Customers**
Description	This OS unit is about sourcing new customers for banking services.
Scope	This unit/task covers the following: • Spreading awareness about banking and the bank's products • **General/Administrative**

Performance Criteria (PC) w.r.t. the Scope	
Element	**Performance Criteria**
Spreading awareness about banking and the bank's products	To be competent, the user/individual on the job must be able to: PC1. Segment prospective customers according to demographics for area assigned (villages, rural remote areas etc.) PC2. Assess demand for various products offered according to segments (housewives, farmers etc.) PC3. Approach prospective customers through various methods including door-to-door calls and community gatherings to create awareness about banking and the bank's products PC4. Arrange campaign/ educational activities on behalf of the banks to inform potential customers about products offered. PC5. Discuss with customer to ascertain basic goals and financial needs. PC6. Assess prospective customer's financial status (income, dependents etc.) and current trend of cash flows PC7. Suggest appropriate products according to life-cycle needs and income such as agricultural loans/savings plans etc. PC8. Explain to the prospective customer, the terms and conditions of product, application procedure, documents required and timelines for processing the application PC9. Respond to all queries and concerns regarding products and application process
General/ Administrative	To be competent, the user/individual on the job must be able to: PC10. Update details of customers acquired and status into information system/records. PC11. Prepare and submit periodic reports on status of acquired customers to supervisor/ manager PC12. Discuss and set revenue/account targets with supervisor/manager if applicable PC13. Prepare reports on targets achieved and review future targets.
Knowledge and Understanding (K)	

National Occupational Standard

5

	The user/individual on the job needs to know and understand:
A. Organizational Context (Knowledge of the company / organization and its processes)	KA1. Types and features of products and services offered to targeted customers KA2. Standard operating procedure and guidelines for performing the correspondent/facilitator's function KA3. Organizational guidelines for delivering marketing merchandise and marketing procedures KA4. Banking regulations relevant to the products offered by the Business Correspondent/facilitator KA5. Types of documents required for applications including KYC forms, acceptable options of identity & address proof and other supporting documents KA6. Processes and methods of acceptable payments as stipulated by organization KA7. Risk compliance and risk associated with various products. KA8. Types of customer segments and their suitability to products offered KA9. Methods to map prospective customer's needs to products offered by organization KA10. Procedure for assisting customers with application forms and processing policies KA11. Security procedures for handling sensitive customer information KA12. Routes and schedule for visiting areas assigned to the Business Correspondent/facilitator
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. Types of products offered and details of the same KB2. Products offered by other financial provides including other banks, NBFCs, money lenders etc. KB3. Bank's objectives, its role, functions and structure KB4. Maintenance and operating procedure for using equipment provided by bank such as POS (Point of Sale) machines, computers etc. KB5. IT skills and operating procedures to update status of leads, prospective customers, if applicable. KB6. Procedure for digitally updating customer details, if required. KB7. Marketing techniques for the banking sector when hosting campaigns KB8. Factors that impact the creditworthiness of the customer. KB9. Basic economic, accounting and financial concepts such as interest rates, profit/loss etc. KB10. Basic accounting techniques for recording transactions if required

Skills (S)	
A. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to know and understand how to: SA1. Prepare reports and summary of the documents for review. SA2. Prepare reports on status of leads and prospective customers
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA3. Read and understand organizational and regulatory guidelines SA4. Read and verify legitimacy of documents submitted by prospective customers SA5. Read and explain terms and conditions of various bank products to prospective customers

		Oral Communication (Listening and Speaking skills)
		The user/individual on the job needs to know and understand how to: SA10. Listen to the customers and be able to offer products that are pertinent to their requirements. SA11. Communicate clearly with the customer using language that he/she understands. SA12. Communicate and share knowledge with peers and supervisors.
B.	**Professional Skills**	**Decision Making**
		The user/individual on the job needs to know and understand how to: SB1. Determine what Banking Product is best for the customer based on needs assessment and financial status of the customer. SB2. Make clear, logical decisions and portray confidence to the customers.
		Plan and Organize
		The user/individual on the job needs to know and understand how to: SB3. Plan appointments with prospective customers; be prepared with appropriate plans prior to the meeting. SB4. Organize work & time in order to maximize productivity.
		Customer Centricity

		The user/individual on the job needs to know and understand how to:
		  SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry
		  SB6. build customer relationships and use customer centric approach

		Problem Solving
		The user/individual on the job needs to know and understand how to: SB8. Address problems arising either due to a technical issue, customer grievance or administration related issues and escalate those issues beyond one's role.
		Analytical Thinking
		The user/individual on the job needs to know and understand how to: SB9. Assess customers financial status and understand their financial capacity for the appropriate product SB10. Draw insights from prospective customer interaction and refine marketing techniques
		Critical Thinking
		NA

National Occupational Standard

Unit Code	BSC/ N 0302
Unit Title (Task)	**Assist with Application Process**
Description	This OS unit is about assisting with the application process for opening bank accounts
Scope	The unit/ task cover the following: • Conduct basic/preliminary verifications of primary information/data about the customer • Collection of documents • Confirm account opening approval & deliver related documents

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Conduct basic /preliminary verifications of primary information/ data about the customer	To be competent, the user/individual on the job must be able to: PC1. Provide customer with forms needed and assist customer in filling application forms, if required PC2. Obtain necessary documents required for processing of the account opening application PC3. Perform basic verification and ensure that the primary information details shared are legitimate. PC4. Pursue referrals enquiring about the past records/business of the customer to ensure safety of dealing with the customer PC5. Receive all required documents and forms duly filled and signed/thumb printed by customer and attach it into the application file, if any PC6. Upload documents/information received into computer system/smart device (kiosk, point-of-sale unit etc.) if applicable. PC7. For loan accounts, collect the additional documents required PC8. Clarify payment mechanisms and conditions, prepare payment schedule if required PC9. Deliver application file/the documents collected from the customer to the assigned bank branch PC10. Assist bank with any further information, if required, for processing of application. PC11. Receive notification from bank regarding status of the application PC12. Inform customer if the application is accepted/ rejected or if another account category has been assigned, with reasons for the same as provided by the bank PC13. On successful account opening, deliver the relevant documents and materials provided by the bank to the customer including pass book, smart card if provided etc. PC14. Explain the documents and materials provided by bank- demonstrate methods to use them and their functions to the customer. PC15. Plan future follow-up visits

General/Administrative	To be competent, the user/individual on the job must be able to:
	PC16. Update details of accounts opened and their status into information system/records.
	PC17. Prepare and submit periodic reports on status of acquired customers to supervisor/ manager
	PC18. Discuss and set revenue/account targets with supervisor/manager if applicable
	PC19. Prepare reports on targets achieved and review future targets.
	PC20. Follow proper procedures as laid down by the bank in handling sensitive and confidential customer information.

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand:
	KA1. All products and services details with exceptions offered to customers situated in rural areas.
	KA2. The roles and responsibilities of the job - the bank's expectation of the role
	KA3. The regulatory system that governs banks and their impact on procedures.
	KA4. Requirements for KYC Norms, acceptable options of identity & address proof, supporting documents required and other identification procedures.
	KA5. Escalation matrix in the case application is rejected.
	KA6. The organizations' accepted methods of payment & their respective processes.
	KA7. Risk compliance and risk associated with various products.
	KA8. Methods through which suitable products and services are recommended to prospective customers.
	KA9. Methods to calculate interest & principal amounts for loans repayment.
	KA10. Modes of payment available to the customer.
	KA11. List of supporting documents required with specifics.
	KA12. Procedure for assisting customers with application forms and processes.
	KA13. The organizations' policy of privacy & discretion when dealing with customer's personal information.
	KA14. All relevant legal procedures involved in application.
	KA15. Methods to format data and information required for reporting on customer base.
B. Technical Knowledge	The user/individual on the job needs to know and understand:
	KB1. Types of products offered and details of the same
	KB2. Products offered by other financial provides including other banks, NBFCs, money lenders etc.
	KB3. Bank's objectives, its role, functions and structure
	KB4. Maintenance and operating procedure for using equipment provided by bank such as POS (Point of Sale) machines, computers etc.
	KB5. IT skills and operating procedures to update status of accounts acquired, account details
	KB6. Procedure for digitally updating customer details, if required.
	KB7. Marketing techniques for the banking sector when hosting campaigns
	KB8. Factors that impact the creditworthiness of the customer.
	KB9. Basic economic, accounting and financial concepts such as interest rates, profit/loss etc.
	KB9. Basic accounting techniques for recording transactions if required.

		KB10. The information available in supporting documents such as pamphlets, fliers, manuals, terms and conditions documents etc.
		KB11. Methods to evaluate life cycle and wealth cycle of each customer when working on a financial plan
Skills (S)		
A. Core Skills/ Generic Skills	**Writing Skills**	
	The user/ individual on the job needs to know and understand how to:	
	SA1. Prepare reports and summary of the documents for review.	
	SA2. Prepare reports on status of leads and prospective customers	
	Reading Skills	
	The user/individual on the job needs to know and understand how to:	
	SA3. Read and understand organizational and regulatory guidelines	
	SA4. Read and verify legitimacy of documents submitted by prospective customers	
	SA5. Read and explain terms and conditions of various bank products to prospective customers	
	Oral Communication (Listening and Speaking skills)	
	The user/individual on the job needs to know and understand how to:	
	SA6 . Listen to the customers and be able to offer products that are pertinent to their requirements.	
	SA7 . Communicate clearly with the customer using language that he/she understands.	
	SA12. Communicate and share knowledge with peers and supervisors.	
B. Professional Skills	**Decision Making**	
	The user/individual on the job needs to know and understand how to:	
	SB1. Determine what Banking Product is best for the customer based on needs assessment and financial status of the customer.	
	SB2. Make clear, logical decisions and portray confidence to the customers.	
	Plan and Organize	
	The user/individual on the job needs to know and understand how to:	
	SB3. Plan appointments with prospective customers; be prepared with appropriate plans prior to the meeting.	
	SB4. Organize work & time in order to maximize productivity.	
	Customer Centricity	
	The user/individual on the job needs to know and understand how to:	
	SB5. manage relationships with customers who may be stressed, frustrated, confused, or angry	
	SB6. build customer relationships and use customer centric approach	
	Problem Solving	
	The user/individual on the job needs to know and understand how to:	
	SB7. Address problems arising either due to a technical issue, customer or administration related issues and escalate those issues beyond one's role.	
	Analytical Thinking	
	The user/individual on the job needs to know and understand how to:	
	SB9. Assess customers financial status and understand their financial capacity for the appropriate product	
	SB10. Draw insights from prospective customer interaction and refine marketing techniques	

National Occupational Standard

Overview

To facilitate/execute banking transactions for customers

National Occupational Standard

Unit Code	BSC/ N 0303
Unit Title (Task)	Facilitate/Execute Transactions
Description	This OS unit is about facilitating/executing banking transactions for customers.
Scope	The unit/ task cover the following: • Carry out regular banking transactions for customers • General/ Administrative

Performance Criteria (PC) w.r.t. the Scope

Element	Performance Criteria
Operations - Carry out regular banking transactions for customers	To be competent, the user/individual on the job must be able to: PC1. Obtain cash from appropriate account at bank branch for meeting the cash withdrawal requirements of the customers PC2. Carry out regular banking transactions on behalf of customers using equipment such as a banking kiosk or point-of-sale machine or manually PC3. Collect cheques/ cash for payment or for deposits into accounts made by customers PC4. Disburse cash for withdrawals made by customers PC5. Facilitate remittances to other accounts within the same bank if required PC6. Provide receipts/confirmation to the customers for all transactions executed PC7. Assist customer in updating their passbook PC8. Answer customer queries & connect customer to bank, if necessary. PC9. Respond to customer complaints and escalate issue if necessary. PC10. Report to bank branch assigned with cash and cheques collected and deposit the same within stipulated timelines PC11. Ensure details of cash and funds disbursed to customers are recorded with bank PC12. Monitor and collect loan payments if required PC13. Deposits cash collected from PC14. Assist customers with the documentation and procedure for closure of their accounts if required PC15. Assist bank in closing all pending payments prior to closure of account. PC16. Collect all deliverables such as smart card etc from customer and deliver to bank if applicable
General/ Administrative	To be competent, the user/individual on the job must be able to: PC17. Update details cash disbursed and received into information system/records PC18. Prepare periodic reports on status of customers, bank transactions, number of complaints etc. to supervisor/Manager PC19. Prepare reports on targets achieved and review future targets, if applicable. PC20. Follow security procedures when handling payment cash and cheques, customer confidential details etc.

A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand:	
	KA1.	Types and features of products and services offered to targeted customers
	KA2.	Standard operating procedure and guidelines for performing the correspondent's function, if applicable
	KA3.	Banking regulations relevant to the products offered by the Business Correspondent
	KA4.	Processes and methods of acceptable payments as stipulated by organization
	KA5.	Risk compliance and risk associated with various products
	KA6.	Procedure for the loan application process and documents required
	KA7.	Termination procedure and documents required for the same
	KA8.	The limit/restriction on transaction amount per day and per operation
	KA9.	Security procedures for handling sensitive customer information.
	KA10.	All relevant laws and regulatory procedures
	KA11.	Methods to format data and information required
	KA12.	Organization's policy on maintaining inactive accounts
	KA13.	Escalation matrix in the case of customer grievances.
	KA14.	Point of contact in base branch to direct any queries
	KA15.	The procedure in the case of customer grievance and point of contact to resolve issues
B. Technical Knowledge	The user/individual on the job needs to know and understand:	
	KB1.	Types of products offered and details of the same.
	KB2.	Products offered by other financial provides including other banks, NBFCs, money lenders etc. Bank's objectives, its role, functions and structure
	KB3.	Maintenance and operating procedure for using equipment provided by bank such as POS (Point of Sale) machines, computers etc.
	KB4.	Procedure for conducting transactions such as cash deposits, withdrawals, debit/credit transactions etc with equipment provided or manually (kiosk, point-of-sale machine)
	KB5.	Procedure for updating transactions and depositing cash collected with bank branch
	KB6.	IT skills and operating procedures to update transactions, if applicable.
	KB7.	Procedure for digitally updating customer details, if required.
	KB8.	Factors that impact the creditworthiness of the customer.
	KB9.	Basic economic and financial concepts such as interest rates, profit/loss etc.
	KB10.	Basic accounting principles required to record bank transactions, if required.

Skills (S)

A. Core Skills/ Generic Skills	**Writing Skills**	
	The user/ individual on the job needs to know and understand how to:	
	SA1.	Prepare reports and summary of the documents for review.
	SA2.	Prepare reports on status of leads and prospective customers
	Reading Skills	
	The user/individual on the job needs to know and understand how to:	
	SA3.	Read and understand organizational and regulatory guidelines
	SA4.	Read and verify legitimacy of documents submitted by prospective customers
	SA5.	Read and explain terms and conditions of various bank products to prospective customers

		Oral Communication (Listening and Speaking skills)
		The user/individual on the job needs to know and understand how to: SA6. Listen to the customers and be able to offer products that are pertinent to their requirements. SA7. Communicate clearly with the customer using language that he/she understands. SA8. Communicate and share knowledge with peers and supervisors.
B.	**Professional Skills**	**Decision Making**
		The user/individual on the job needs to know and understand how to: SB1. Determine what Banking Product is best for the customer based on needs assessment and financial status of the customer. SB2. Make clear, logical decisions and portray confidence to the customers.
		Plan and Organize
		The user/individual on the job needs to know and understand how to: SB3. Plan appointments with prospective customers; be prepared with appropriate plans prior to the meeting. SB4. Organize work & time in order to maximize productivity.
		Customer Centricity

		The user/individual on the job needs to know and understand how to:
		  SB5. manage relationships with customers who may be stressed, frustrated, confused, or angry
		  SB6. build customer relationships and use customer centric approach

		Problem Solving
		The user/individual on the job needs to know and understand how to: SB8. Address problems arising either due to a technical issue, customer or administration related issues and escalate those issues beyond one's role.
		Analytical Thinking
		The user/individual on the job needs to know and understand how to: SB9. Assess customers financial status and understand their financial capacity for the appropriate product SB10. Draw insights from prospective customer interaction and refine marketing techniques
		Critical Thinking
		NA

Tally Course - Brochure

ISFS INTERNATIONAL SCHOOL FOR FINANCIAL STUDIES
(An AVINASH Group Institution)

India's Youngest Triple Qualified Post Graduate Professional

World Record Holder

Commerce Guru
Avinash Brahmadevara
M.Com., CA, CS, CMA

TALLY PRIME

BASICS:
TALLY ESSENTIAL LEVEL 1

- Fundamental of Accounting
- Introduction to Tally
- Maintaining Chart of Accounts
- Recording and Maintaining Accounting Transactions
- Banking
- Generating Financial Statements and MIS Reports
- Data Security
- Company Data Management
- Business Case Studies

FEE: 3,500/- (TRAINING + ASSESSMENT + CERTIFICATION) | DURATION: 40 HOURS

ADVANCED:
TALLY ESSENTIAL LEVEL 2

- Storage and Classification of Inventory
- Accounts Receivables and Accounts Payables
- Purchase and Sales Order Management
- Cost/Profit Centres Management
- Booking Additional Cost incurred on Purchase
- Budgets and Controls Managements
- Generating and Printing Reports
- Business Case Studies

FEE: 7,500/- (TRAINING + ASSESSMENT + CERTIFICATION) | DURATION: 40 HOURS

COMPREHENSIVE:
TALLY ESSENTIAL LEVEL 3

- Level 1
- Level 2
- Goods and Service Tax
- Tax Deducted at Source
- Management of Business Data
- Moving to Next Financial Year
- Business Case Studies

FEE: 12,500/- (TRAINING + ASSESSMENT + CERTIFICATION) | DURATION: 40 HOURS

COMBOPACK: TALLY ESSENTIAL LEVEL 1,2,3

TOTAL 3 LEVELS CONTENT | FEE: 15,000/- (3 CERTIFICATES) | DURATION: 80 HOURS

ISFS Towers, S D Road, Patny Circle, Secunderabad.

📞 💬 **98 49 22 22 44**

ICSI - Professional Career Course

Introduction

"**The Institute of Company Secretaries of India**" **(ICSI)** is a premier National Professional body **established by Act of Parliament to develop and regulate the Profession of Company Secretaries.**

ICSI imparts training in Company Secretaryship by Distance Learning (by correspondence) enabling students to qualify as Company Secretaries. The Institute provides "Course Material" for all the subjects at the time of Registration. There is also provision for Optional Oral Coaching classes.

Career as a Company Secretary is not only prestigious and financially rewarding but also carries with it a high level of job satisfaction.

Stages to become a Company Secretary

The student who would like to join the Course after 10+2 has to undergo three stages to pursue the Company Secretaries Course i.e.

> Foundation Programme
> Executive Programme
> Professional Programme

In addition, the student has to undergo Practical Training for about 15 months which a student may opt to start after passing the Executive Programme.

The Student who would like to join the Course after passing the Graduation has to undergo two stages of the Company Secretaryship i.e.

> Executive Programme
> Professional Programme

Besides, the student has to undergo Practical Training for about 15 months.
Foundation Programme which is of eight months duration can be pursued by 10+2 pass students of Arts, Science or Commerce stream.
Executive Programme can be pursued by a Graduate of all streams except Fine Arts.
Professional Programme can be pursued only after clearing the Executive Programme of CS Course.
  Training: A Student has to undergo **15 months Management Training** in Companies sponsored by the Institute after passing the Executive or Professional Programme or under the guidance of a Company Secretary in Practice.

After qualifying Professional Examination and on successful completion of training a candidate is admitted as an **Associate Member of the ICSI** and can use the letters **ACS** after his/her name i.e. **Associate Company Secretary**.

GOVERNMENT DEGREE COLLEGE FOR WOMEN BEGUMPE (AUTONOMOUS) HYDERABAD-16

UG II and III Year Sem- III and V CBCS

Human Values and Professional Ethics- Syllabus

AECC-2 (2hrs/week)   Credits-2

30 Hrs

Unit I: Love and Compassion, Truth, Non-Violence   (15 Hrs)

1. Introduction: What is Love? Forms of Love- for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living.

2. What is the truth? Universal truth, truth as value, Truth as fact(veracity, sincerity, honesty among others)

3. What is Non -Violence? Its need. Love, compassion, empathy, sympathy for others as prerequisites for non- violence.

Unit II: Righteousness, Peace, Service, Renunciation

1. Introduction: What is righteousness? Righteousness and dharma. Righteousness and propriety.

2. What is Peace? Its need, Relation with harmony and balance.

3. What is Service? Forms of service, for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living, person in distress or disaster.

4. What is Renunciation? Renunciation and Sacrifice, self restraint and ways of overcoming Greed. Renunciation with action as true Renunciation.

BAKERY UNIT (Baking Technician)

Duration: 240 hours

TOPIC

Programme inauguration, ESDP overview, Aims and objectives of the programme.
ESDP: characteristics of Entrepreneur and Motivation& communication

Introduction to machine, machinery parts operational manual and operation.
Demonstration, Familiarize, selection, usage and maintenance of
Tools/Machines/Equipments.
Introduction to Raw Material, variety, Qualities and their uses.
Specification/ types/make of tools, equipment, raw material and consumables.
Identification of different raw materials
Preparation of equipments
EDP :how to become Entrepreneur
Practical of making bread rolls

Recipe of Biscuits

Making of Biscuits

Recipe of Donuts

Making of Donuts

Understanding of baking process

Communication skills

Understanding and developing Entrepreneurial personality(Day-1)

Recipe of White Bread

Making of White Bread

Recipe of Peta packet

Making of peta Packet

Recipe of Dark chocolate Brownie

Making of Dark chocolate Brownie

Understanding and developing Entrepreneurial personality(Day-2)

Understanding and developing Entrepreneurial personality(Day-3)

Recipe of Muffins

Making of Muffins

Recipe of Pizza Base

Making of Pizza Base

Steps for setting up Enterprise(Day-1)

Steps for setting up Enterprise(Day-2)

Recipe of carrot cake

Making of carrot cake

Recipe of sweet paste

Making of sweet paste

Recipe of vanilla sponge

Making of vanilla sponge

Steps for setting up Enterprise(Day-3)

Explanation of Costing table

Decoration Cake with icing

Recipe of Banana Bread

Making of Banana Bread

Supports Available for Starting up Enterprise(day-1)

Recipe of eggless Sponge

Making of eggless sponge

Supports Available for Starting up Enterprise(day-2)

Recipe of puffs

Making of puffs

Gmail

abdul wajid Mohd <abdulwajid.4b9@gmail.com>

ESDPs -Reg
4 messages

Swapna V <swapnaipfc@nimsme.org>   Tue, Mar 30, 2021 at 12:51 PM
To: abdulwajid.4b9@gmail.com

Sir

Greetings for National Institute for MSME !

As requested, please find the information on the ESDPs courses.

1. Baking Technician

Objective: **To impart Skill training and develop entrepreneurial skills among unemployed youth to motivate them towards Self-employment.**
Syllabus: Enclosed sheet (As Per NSQF)
Duration: 240 Hrs
Provider: **National Institute for MSME(ni-msme)** under the ATI scheme - Entrepreneurship & Skill Development Programs governed and initiated by the Ministry of Micro, Small & Medium Enterprises.

2. Animation

Objective: **To impart Skill training and develop entrepreneurial skills among unemployed youth to motivate them towards Self-employment**
Syllabus: Enclosed sheet (As Per NSQF)
Duration: 280 Hrs
Provider: **National Institute for MSME(ni-msme)** under the ATI scheme - Entrepreneurship & Skill Development Programs governed and initiated by the Ministry of Micro, Small & Medium Enterprises.

3. VFX Editor

Objective: **To impart Skill training and develop entrepreneurial skills among unemployed youth to motivate them towards Self-employment**
Syllabus: Enclosed sheet (As Per NSQF)
Duration: 280 Hrs
Provider: **National Institute for MSME(ni-msme)** under the ATI scheme - Entrepreneurship & Skill Development Programs governed and initiated by the Ministry of Micro, Small & Medium Enterprises.

Thanks for your support

With Regards
V. Swapna
Associate Faculty Member
Incharge of Skill Trainings under ATI, MOMSME
Registered Patent Agent & Trademark Agent, IPFC
Certified ZED Assessor(QCI-India)
ni-msme (National Institute for Micro, Small and Medium Enterprises)
An organisation of Ministry of MSME, Govt. of India
Yousufguda, Hyderabad - 500 045 (India)
T: 040-23633261, F: 23608547
9885999073
E: swapnaipfc@nimsme.org

6 attachments

VFX Editor.doc
64K

Animator qp.pdf
1072K

baking technician qp.pdf
1777K

VFX Editor QP.pdf
842K

Animation course curriculum.docx
17K

Bakery Unit Curriculum.docx
29K

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abdul wajid Mohd <abdulwajid.4b9@gmail.com>   Tue, Mar 30, 2021 at 2:01 PM
To: iqac@gdcwbegumpet.ac.in

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BEST REGARDS,

Mohammed Abdul Wajid

6 attachments

VFX Editor.doc
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Animator qp.pdf
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baking technician qp.pdf
1777K

VFX Editor QP.pdf
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Animation course curriculum.docx
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abdul wajid Mohd <abdulwajid.4b9@gmail.com>   Wed, Dec 22, 2021 at 3:36 PM
To: abdul wajid mohd <abdulwajid.4b9@gmail.com>

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Animation course curriculum.docx
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abdul wajid Mohd <abdulwajid.4b9@gmail.com>   Sat, Feb 12, 2022 at 1:28 PM

To: sundara.mopury@gmail.com

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baking technician qp.pdf
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Thanks for your support

With Regards
V. Swapna
Associate Faculty Member
Incharge of Skill Trainings under ATI, MOMSME
Registered Patent Agent & Trademark Agent, IPFC
Certified ZED Assessor(QCI-India)
ni-msme (National Institute for Micro, Small and Medium Enterprises)
An organisation of Ministry of MSME, Govt. of India

Entrepreneurship & Skill Development Programmes (ESDPs)

Name of the programme:	VFX Editor
Duration	50 Days / 280 Hrs
Job Role	VFX Editor

Day wise	Topic
Day-1	Introduction to VFX Industry
Day-2	Photoshop Introduction, Basic Document Design
Day-3	Photoshop Layers & Drawing
Day-4	Photoshop Transformation, Tools & Selection
Day-5	Photoshop Masking, Smart Object & Adjustment Layers
Day-6	Photoshop Retouching, Bridge & Camera Raw
Day-7	Photoshop Menus
Day-8	Photoshop Work Flow, Save & Export
Day-9	Use of Color theory in image composition
Day-10	Importance of Lighting in Image Composition
Day-11	Creating Photomontage
Day-12	Introduction to Digital Painting
Day-13	Exploring the Painting Techniques
Day-14	Creating Matte painting
Day-15	Adding cinematic Effects to Designs
Day-16	Premiere Introduction and project overview
Day-17	Editing basics
Day-18	Following the five rules of editing
Day-19	Using the Trim Edit tools
Day-20	Building narrative through editing
Day-21	Eisenstein's theories of montage
Day-20	Practice
Day-21	Exploring color correction
Day-22	Sound editing in Premiere Pro
Day-23	Continuing with sound editing
Day-24	Creating titles
Day-25	How to Edit a short film & Editing Cuts

Day-26	How to Edit a Movie & Short film with techniques
Day-27	Practice
Day-28	Exporting a Various Video Formats
Day-29	Making and editing Show reel
Day-30	Introduction to After Effects
Day-31	Work Space
Day-32	Project and Composition
Day-33	Importing footage views & previews
Day-34	Layers and Properties
Day-35	Key frames Animation
Day-36	Effects and Color
Day-37	Drawing, Painting and paths
Day-38	Practice
Day-39	Transparency and Compositing
Day-40	Effects on Text Animation
Day-41	Reel life composition in Production, practice
Day-42	Rendering & Exporting
Day-43	Expression & automation
Day-44	Create a Composition Show reel
Day-45	Introduction to Nuke
Day-46	Fundamentals of Nuke
Day-47	Creating Motion Graphics
Day-48	Color Correction & Green screen Keying
Day-49	Rotoscoping
Day-50	Final Rendering & Exporting

निम्समे
ni-msme

ni-msme

राष्ट्रीय सूक्ष्म, लघु और मध्यम
उद्यम संस्थान (निम्समे)

National Institute for
Micro, Small and
Medium Enterprises
(ni-msme)

An Organisation of the
Ministry of MSME, Govt. of India
(An ISO 9001:2015 Certified Organisation)
Yousufguda,
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Email
webmaster@nimsme.org

Website
www.nimsme.org

To

Dr. M. Manzoor Hussain
Registrar
Jawaharlal Nehru Technological University Hyderabad,
Kukatpally, Hyderabad-500 085
Telangana, INDIA

Sir,

Greetings from National Institute for Micro, Small and Medium Enterprises (ni-msme)!!

Sub: Nominations for "**Exclusive Entrepreneurship and Skill Development Program**", sponsored by Ministry of MSME, Govt. of India – Reg.

In order to recognize and nurture the entrepreneurship talent, ni-msme is **inviting exceptional students free-of-cost** <u>**Exclusive Online Entrepreneurship and Skill Development Training**</u> sponsored by Ministry of MSME, Govt. of India under ATI Scheme.
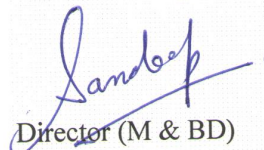
<u>The online training is starting from 14th September, 2020</u> onwards as per the attached schedule. The programmes will help the students with entrepreneurial skills; domain knowledge of NSQF skills and gain much-needed competitive edge in the global scenario to start a micro enterprise or get a suitable employment.

We request your office to circulate the information and finalize the list of students with the high level of interest in setting up their own business/ micro-enterprise/ self-employment venture and share us the details on or before 14th September, 2020. <u>**Shortlisted students should directly register online at www.nimsme.org to reserve their seats**</u>.

ni-msme, an organization of Ministry of Micro, Small and Medium Enterprises (MSME), Govt. of India is pioneer entrepreneurship development institute since 1962 that has made many memorable contributions to enterprise development both nationally and internationally. Executives from all over the world have been taking the advantage of the programmes, workshops and seminars organised at ni-msme.

An early response is highly appreciated.

Yours sincerely,

Director (M & BD)

Encl: Schedule of Entrepreneurship and Skill Development Programmes

National Institute for Micro, Small and Medium Enterprises (ni-msme), Hyderabad

FREE ONLINE SKILL TRAINING PROGRAMMES

For Educated and Unemployed Youth

Sponsored by Ministry of MSME, Govt. of India under ATI Scheme

Entrepreneurship and Skill Development Programmes (ESDPs) in

Sr. No	Skill / Trade	Qualification	Age	Duration (Hours)
1	Assistant Fashion Designer (offline)	10th	18-35	500
2	Baking Technician (offline)	10th	18-35	240
3	Domestic Data Entry Operator	10th	18-35	400
4	Accounts Executive	10 + 2	18-35	120
5	Multifunctional Administration Executive	10 + 2	18-35	250
6	VFX Editor (offline)	Graduate/B.Tech	18-35	280
7	Animator (offline)	Graduate/B.Tech	18-35	280
8	Web Developer	Graduate/B.Tech	18-35	400
9	Linux Administrator	Graduate/B.Tech	18-35	400
10	Cloud Engineer	Graduate/B.Tech	18-35	400
11	Junior Software Developer	Graduate/B.Tech	18-35	400

Training Starts on 14 September 2020 Register Now !!!

www.nimsme.org

Training Starts on 14th September 2020 Register Online Now !!!

Contact: 040-23633211, 244, 9948736041, 8555823936

Email: info@nimsme.org Visit www.nimsme.org for more information

National Institute for Micro, Small and Medium Enterprises (ni-msme)

(An Organisation of the Ministry of MSME, Govt. of India, An ISO 9001 : 2015 Certified) Yousufguda, Hyderabad - 500 045

ni-msme/M&BD/ATI/2020-21/   9th September 2020

To

Dr. M. Manzoor Hussain
Registrar
Jawaharlal Nehru Technological University Hyderabad,
Kukatpally, Hyderabad-500 085
Telangana, INDIA

Sir,

Greetings from National Institute for Micro, Small and Medium Enterprises (ni-msme)!!

Sub: Nominations for "**Exclusive Entrepreneurship and Skill Development Program**", sponsored by Ministry of MSME, Govt. of India – Reg.

In order to recognize and nurture the entrepreneurship talent, ni-msme is **inviting exceptional students free-of-cost Exclusive Online Entrepreneurship and Skill Development Training** sponsored by Ministry of MSME, Govt. of India under ATI Scheme.
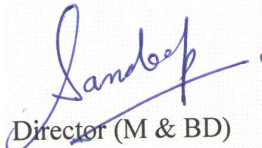
The online training is starting from 14th September, 2020 onwards as per the attached schedule. The programmes will help the students with entrepreneurial skills; domain knowledge of NSQF skills and gain much-needed competitive edge in the global scenario to start a micro enterprise or get a suitable employment.

We request your office to circulate the information and finalize the list of students with the high level of interest in setting up their own business/ micro-enterprise/ self-employment venture and share us the details on or before 14th September, 2020. **Shortlisted students should directly register online at www.nimsme.org to reserve their seats**.

ni-msme, an organization of Ministry of Micro, Small and Medium Enterprises (MSME), Govt. of India is pioneer entrepreneurship development institute since 1962 that has made many memorable contributions to enterprise development both nationally and internationally. Executives from all over the world have been taking the advantage of the programmes, workshops and seminars organised at ni-msme.

An early response is highly appreciated.

Yours sincerely,

Director (M & BD)

Encl: Schedule of Entrepreneurship and Skill Development Programmes

National Institute for Micro, Small and Medium Enterprises (ni-msme), Hyderabad

FREE ONLINE SKILL TRAINING PROGRAMMES

For Educated and Unemployed Youth

Sponsored by Ministry of MSME, Govt. of India under ATI Scheme

Entrepreneurship and Skill Development Programmes (ESDPs) in

Sr. No	Skill / Trade	Qualification	Age	Duration (Hours)
1	Assistant Fashion Designer (offline)	10th	18-35	500
2	Baking Technician (offline)	10th	18-35	240
3	Domestic Data Entry Operator	10th	18-35	400
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6	VFX Editor (offline)	Graduate/B.Tech	18-35	280
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Training Starts on 14 September 2020 Register Now !!!

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Contact: 040-23633211, 244, 9948736041, 8555823936

Email: info@nimsme.org Visit www.nimsme.org for more information

National Institute for Micro, Small and Medium Enterprises (ni-msme)

(An Organisation of the Ministry of MSME, Govt. of India, An ISO 9001 : 2015 Certified) Yousufguda, Hyderabad - 500 045

 Gmail

abdul wajid Mohd <abdulwajid.4b9@gmail.com>

ESDPs -Reg
4 messages

Swapna V <swapnaipfc@nimsme.org>   Tue, Mar 30, 2021 at 12:51 PM
To: abdulwajid.4b9@gmail.com

Sir

Greetings for National Institute for MSME !

As requested, please find the information on the ESDPs courses.

1. Baking Technician

Objective: **To impart Skill training and develop entrepreneurial skills among unemployed youth to motivate them towards Self-employment.**
Syllabus: Enclosed sheet (As Per NSQF)
Duration: 240 Hrs
Provider: **National Institute for MSME(ni-msme)** under the ATI scheme - Entrepreneurship & Skill Development Programs governed and initiated by the Ministry of Micro, Small & Medium Enterprises.

2. Animation

Objective: **To impart Skill training and develop entrepreneurial skills among unemployed youth to motivate them towards Self-employment**
Syllabus: Enclosed sheet (As Per NSQF)
Duration: 280 Hrs
Provider: **National Institute for MSME(ni-msme)** under the ATI scheme - Entrepreneurship & Skill Development Programs governed and initiated by the Ministry of Micro, Small & Medium Enterprises.

3. VFX Editor

Objective: **To impart Skill training and develop entrepreneurial skills among unemployed youth to motivate them towards Self-employment**
Syllabus: Enclosed sheet (As Per NSQF)
Duration: 280 Hrs
Provider: **National Institute for MSME(ni-msme)** under the ATI scheme - Entrepreneurship & Skill Development Programs governed and initiated by the Ministry of Micro, Small & Medium Enterprises.

Thanks for your support

With Regards
V. Swapna
Associate Faculty Member
Incharge of Skill Trainings under ATI, MOMSME
Registered Patent Agent & Trademark Agent, IPFC
Certified ZED Assessor(QCI-India)
ni-msme (National Institute for Micro, Small and Medium Enterprises)
An organisation of Ministry of MSME, Govt. of India
Yousufguda, Hyderabad - 500 045 (India)
T: 040-23633261, F: 23608547
9885999073
E: swapnaipfc@nimsme.org

6 attachments

VFX Editor.doc
64K

Animator qp.pdf
1072K

baking technician qp.pdf
1777K

VFX Editor QP.pdf
842K

Animation course curriculum.docx
17K

Bakery Unit Curriculum.docx
29K

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abdul wajid Mohd <abdulwajid.4b9@gmail.com>
To: iqac@gdcwbegumpet.ac.in

Tue, Mar 30, 2021 at 2:01 PM

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BEST REGARDS,

Mohammed Abdul Wajid

6 attachments

VFX Editor.doc
64K

Animator qp.pdf
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baking technician qp.pdf
1777K

VFX Editor QP.pdf
842K

Animation course curriculum.docx
17K

Bakery Unit Curriculum.docx
29K

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abdul wajid Mohd <abdulwajid.4b9@gmail.com>
To: abdul wajid mohd <abdulwajid.4b9@gmail.com>

Wed, Dec 22, 2021 at 3:36 PM

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6 attachments

VFX Editor.doc
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Animator qp.pdf
1072K

baking technician qp.pdf
1777K

VFX Editor QP.pdf
842K

Animation course curriculum.docx
17K

Bakery Unit Curriculum.docx
29K

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abdul wajid Mohd <abdulwajid.4b9@gmail.com>

Sat, Feb 12, 2022 at 1:28 PM

To: sundara.mopury@gmail.com

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6 attachments

📄 **VFX Editor.doc**
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📄 **Animator qp.pdf**
1072K

📄 **baking technician qp.pdf**
1777K

📄 **VFX Editor QP.pdf**
842K

📄 **Animation course curriculum.docx**
17K

📄 **Bakery Unit Curriculum.docx**
29K

The Hope Foundation

HOPE
Working with Street & Slum Children

HOPE's Mission Statement
The Hope Foundation is dedicated to promoting the protection of street and slum children in Kolkata and the most underprivileged in India. HOPE works to effect immediate and lasting change in their lives.

IRELAND:

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The Hope Foundation
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Dublin 7.
T: + 353(0) 1 8716930
E: dublin@hopefoundation.ie

INDIA:

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39 Panditya Place, Kolkata
700029 West Bengal, India.
Registered under FCRA
(Foreign Contribution Regulation Act)
T: +91 33 2474 2904
E: info@hopechild.org
W: www.hopechild.org

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W: www.hope-foundation.in

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Lane End, Bucks HP14 3 JG, UK
Charity Reg No SC 038809
T: +44 844 478 0778
E: info@thehopefoundation.org.uk
W: www.thehopefoundation.org.uk

USA:

Hope Foundation USA
1223 Wilshire Blvd,
#322 Santa Monica, CA 90403, USA
Charity Reg No 13237
T: 1-310-866-2717
E: info@hopefoundationusa.com

HOPE NEWS

THE HOPE FOUNDATION
HOPE
Working with Street & Slum Children

2017 | Issue 15

THE FORGOTTEN GENERATION

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HOPE
NEWS

2017 | Issue 15

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Contents

Welcome

Dear Friends of HOPE

Our cover story this year is about the children who are invisible in society. These are the lost children of the world; children starting life without a birth certificate. One in three babies born across the world each year are not registered – over 50 million children.

Legally, these children do not exist; they are never recognised. Lack of a birth certificate denies them the most basic of human rights. A child without a birth certificate is far more at risk of being exploited, of being forced into child labour, child marriage or being trafficked. It also leads to social stigma and social exclusion from basic government services and diminished access to justice (see more on page 4).

Also in this edition, we share with you the stories of success over the past year both at home and abroad. To have achieved so much in such a short number of years is a testament to the dedication of the HOPE team, a family that includes, the many visitors, volunteers and students from schools and colleges, our loyal donors and campaigners from all over the world and our dedicated hard working staff. The children in Kolkata have been helped by your incredible generosity and support, no matter how great or small.

Thank you most sincerely and let's keep on working together for the world's poorest children.

Warmest wishes,

Maureen Forrest
Hon Director
The Hope Foundation

Chairman's Message

The Board of The Hope Foundation extends our sincere thanks for your care and generosity over the past year. Your support has enabled us to continue to provide education, health and support services to the poorest children and families in Kolkata.

I thank my fellow Board Members for your commitment over the past year and I look forward to us achieving the goals we have set together, to change the lives of the poorest in Kolkata in the year ahead.

Dr. Dermot F O'Mahoney
Chairman, The Hope Foundation

THE FORGOTTEN GENERATION

THE STORY OF INDIA'S LOST, UNREGISTERED AND NAMELESS CHILDREN

Our identity is one of our most valued possessions. We treasure it, we are formed by it. Love, belonging and connection are the universal sources of well-being. According to the U.N. it is a fundamental human right.

"The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and as far as possible, the right to know and be cared for by his or her parents."
Article 7 of the U.N. Convention on the Rights of the Child (CRC), 1989.

Birth registration is a permanent and official record of every human's existence. Globally, despite Article 7, U.N Convention on the Rights of the Child, 36% of all births in the world are not registered, leaving more than forty-eight million children under the age of five with no legal identity and no formal claim on any state. Millions of other children are born stateless or become undocumented as a result of migration. In India, of the 26 million children born every year, 10 million go unregistered – that's over double the population of Ireland.

Children not registered at birth are denied the right to an official identity, a recognised name and a nationality. With no document to prove how old they are, or even who they are, they join millions facing discrimination and are unable to access healthcare and education.

In addition, tens of thousands of children who have fled traffickers of child labour have no idea where they have come from or to whom they belong. This year the film 'Lion' brought the plight of these children into the spotlight. The global reaction to the Oscar nominated and critically acclaimed film is in part a response to the denial of identity, a sign of our deep human need to have our identity documented, both in life and in death. Such papers name and locate us: we know who we are and that we belong.

Lion is a true story of endurance, love and, above all, hope. Its protagonist Saroo survived a harrowing time alone on the streets of Kolkata, something no child should ever endure. The same extraordinary strength which enabled this little boy to survive so many dangers inspired his courageous journey through India to search for his mother and ultimately his identity.

Even though Saroo was adopted into a loving family in Tasmania, that sense of who he was and where he came from never left him. Today, along with the ten million unregistered children in India there are countless others like Saroo, the 'lost' children with whom we work, countless children who would love to be reconnected with their families, to know where they came from, to have an identity.

Who are the unregistered children?

Children of the poor and the marginalised are unregistered. These children are a target for child traffickers without the protection that a birth certificate provides. They are also vulnerable to early marriage, child labour or detention and persecution as an adult, all of which are ongoing abuses in India.

Birth registration and identity, knowing who we are and where we came from is something we take for granted in the developed world, but the importance of registration, or the lack of it, goes beyond the individual.

The Impact of Registration on Society

The value of birth registration and identity as a fundamental human right needs to find focus in India. Birth registration is the starting line, and everything possible must be done to give every child a decent start in life.

Sometimes it is difficult to find the words to aptly describe the injustices there are in our world. Sometimes words do not seem like enough, the right words heard by the right people, at the right time are always necessary. Words have the power to change the world by inspiring those who hear them into action. Silence is unacceptable.

Thanks to the support of people like you, HOPE'S work and capacity building in the poorest communities in Kolkata is teaching young mothers the value of registration. We are training community leaders to be agents of change. HOPE sees rising numbers of child registrations from such programmes. There is need for considerable more work to be done before every child in the world's second most populous country can claim the right to a legal identity so that they will know who they are, that they matter, and that they belong in this world.

STORIES OF HOPE

BUMBA
– The HOPE Hospital

Bumba first came into HOPE's care in 2013 after he was found abandoned in Howrah Railway Station. He was brought to the HOPE Hospital where he was diagnosed with cerebral palsy which means if left alone, he would have been defenceless and vulnerable to abuse or trafficking. Tragically, it is common for disabled children to be abandoned as parents in slums or on the streets are too poor to properly care for them and usually have other children to support.

Bumba is now 7 years old and has received treatment and physical therapy in the HOPE Hospital. He loves being with people, being taken on walks and is loved by everyone with his beautiful brown eyes so full of hope and a smile that would melt your heart. He has brought many a smile to the faces of the other patients, volunteers and staff who have looked after him.

Bumba has recently left the HOPE Hospital to be cared for by the Missionaries of Charity. It was extremely tough to say goodbye to him and a few tears were shed. However we are all delighted for Bumba and wish him the best of luck and happiness in his new home.

ANJALI
- HOPE Protection Home

Anjali first came to Kolkata when her father passed away, which forced her at five years old, her mother, grandmother and younger brother to migrate from Bihar state to live on the streets of Kolkata.

The streets of Kolkata are extremely dangerous, especially for girls, who are vulnerable to abuse, kidnapping and trafficking, as well as being denied safety, education and a childhood. Anjali's mother struggled to provide the only income for the family, who were living in severe poverty.

Anjali came into the care of HOPE and was placed in a protection home. She is now doing really well in Class X. She is bright and talented and enjoys drawing and dancing. Anjali recently won 1st prize in an art competition in her home, with a beautiful drawing of two peacocks by a sunset.

MALLIKA
- HOPE Crèche

Mallika comes from a family of eight who live in the recently registered slum of Bhagar, beside one of Howrah Municipal Corporation's largest dumps. Mallika's family are rag-pickers and rely on the small income they generate from selling pieces of rubber, seeds, metal, paper, plastic, wood etc, that they collect from the dump and sell to middlemen to be recycled. Each day, 150 trucks full of the city's waste are added to the dump, including hospital waste (used bandages, syringes etc.) and dead animals.

This waste is extremely polluting to the local environment and causes skin diseases, tuberculosis, UTIs, respiratory problems and lung infections in every family. Bhagar slum has only one water source and 12 toilets for 340 households, about 2,000 people. Children from the age of three or four are forced to scavenge through the dump in the scorching heat, some even without shoes, to help provide financial support for their families. Since little Mallika was enrolled in Bhagar crèche drop-in centre, she no longer has to risk her health and safety in the dump.

She is a very bright child and attends the crèche every day. She is a first generation learner in her family and is learning how to read and write the alphabet, songs and rhymes and about hygiene. Mallika is preparing to be enrolled in school. She has received sponsorship through The Hope Foundation which has changed her life and will allow her to continue her education in the local school, then go on to high school and college. She will have all of the opportunities in life that she would have otherwise been denied without access to education.

RIPON MOLLA

Ripon Molla who recently turned 15 year old, was taken into HOPE's care in 2012. Ripon's life is quite unique insofar as he has a physical condition called Duchenne Pseudo Muscular Hypertrophy, a progressive neuromuscular disorder rendering him with little or no use of his limbs. While Ripon's condition unfortunately leaves him physically restricted, on the contrary Ripon's mental ability is vast. He is a very intelligent teenager with a keen interest in natural sciences.

He thrives on new information and his reading progresses with every successive science chapter. He recently asked during a one-on-one science lesson how gas is compressed into a cylindrical form and stored in a container. The question he posed in English, his third language, given his native Bengali and Hindi tongue. Ripon's interest in sport is infectious. He is a loyal Calcutta Knights fan (the local cricket team who play in the IPL) and also the Kolkata soccer team which play in the Super League. Ripon can easily recite the past winners, players and scores of both the IPL and Superleague.

He is extremely particular about his few belongings and has the neatest pencil case in all of Kolkata! While he thrives on new factual information, Ripon quietly craves human attention, praise and encouragement. As his condition lends itself to a more isolated than usual existence, given his lack of participation in formal education or sports activity, Ripon benefits from one-on-one tuition. Ripon is without an official guardian (his mother died when he was 8 and his father is a low-earning rickshaw driver with no contact) and is acutely aware (in a matter-of-fact kind of way) and appreciative of the importance of HOPE in his life. While Ripon's physical condition is degenerative, it is hoped that with a stimulated and nurtured mind he will happily and comfortably enjoy the remainder of his teenage years.

April 2017
Teresita Kelly
HOPE Volunteer

STORIES OF CHANGE
with HOPE's Partners

TANAYA MANNA - SPONSORSHIP

Tanaya is 22 years old and has a younger sister Sayani, who is studying in Class XI. She comes from a small village in Janubasan in West Bengal and the family live in a small thatched house. Her father works as a daily wage labourer and with his wife, also makes incense sticks to sell in the village.

The family income is meagre and they struggled a lot to educate Tanaya until Class X. Her parents were keen on her continuing her higher education as she scored 81% in her Secondary Examination. However, they were not able to support the cost of her going further.

Being aware of the importance of education, the family wanted Tanaya to fulfil her potential and to become an independent woman. They approached SICW and with aid from The Hope Foundation, she joined Class XI and began studying Science. She went on to achieve 84% in her Higher Secondary examination. Her high scores helped her to then enrol in Midnapore College, where she achieved a Bachelor of Science in Chemistry Honours degree, scoring 74% in her final year. She was encouraged to pursue Masters in Science and with the support of The Hope Foundation, she is now studying for a Master's degree in Chemistry.

Tanaya attends seminars in organic chemistry and actively participates in all the extra-curricular activities of the college. She has a natural flair for art, plays badminton and carom and is an all-rounder. Tanaya's parents are very proud of her. She is the first generation in her family to access education and is well on the way to achieving her goals.

PURNIMA

Purnima is five years old and came to SICW in July 2011 through the Child Welfare Committee. She has developmental delay and chromosomal abnormalities and cannot speak. After receiving intensive intervention from SICW's physiotherapists, she has achieved head/neck control, is able to nod her head, raise her hands, clap and tries to imitate her teacher while doing exercises. When she is very happy, she laughs, nods her head and claps her hands.

Purnima participates enthusiastically in class and thoroughly enjoys rhymes, playing with the drum and seeing herself in the mirror. Purnima has a beautiful smile and loves to sit with the other students, observes various activities and participates happily in group activities. She loves social gatherings, festivals and programs.

RIYA- SICW & UMEED

Riya, a 13 year old girl was abandoned by her parents and declared neglected by the Juvenile Welfare Board. She came into the care of SICW in 2004 at only two days old. She was severely underweight and was diagnosed with Hydrocephalus, Sensory Neural Deafness and delayed development.

However after receiving intensive care and physiotherapy, she is now sitting on a special chair without support. She is also able to walk a few steps using her gaiters with support and is able to grasp objects and eat solid food.

Riya attends Janseva Community Centre (UDAAN) every morning and attends the evening class at UMEED. Riya is a very happy and friendly child and loves to communicate with her teachers and peers through her gestures.

HOPE CHILD SPONSORSHIP

A donation of €21 each month helps one child through education. Your sponsorship also includes support for health and nutrition. Where HOPE has intervened, school retention has increased from 25% to 75%. Sponsor a street child today and you will change his/her life forever.

Call: 021 429 2990
Email: office@hopefoundation.ie

Dear Teachers and Parents,

We are very proud that over 50 schools with their students participated in HOPE's 2016/2017 Development Education School Immersion Programme.

Since 2003 HOPE has worked closely with Irish secondary schools to offer transition year and fifth year students the unique opportunity to travel to Kolkata, making a real difference to the lives of street and slum children, their families and communities.

We would be delighted to hear from any school, teacher or student who is interested in finding out more about HOPE and our Schools Immersion Programme.

Maureen Forrest, Hon. Director

Madeleine Cummins, Schools Programme Manager

Teachers' Feedback

This Programme has been a life-changing experience both for the staff and students. I am hearing it from all the students and their families and I have no doubt they will carry this experience with them through their future lives and it will help shape the adult they become. We were all looked after so well from start to finish. The hotel was lovely, the food was plentiful and very good, the timetable was busy but allowed down time to recover too. The schedule went like clockwork, buses on time all of the time, the projects were amazing. The work being done by HOPE is inspirational, the difference it is making to the lives of so many children is so encouraging and they are making fantastic use of every cent they receive. I am so glad to have been afforded the chance to witness the hard work in person and for my students to be included in the very heart of your work. Thank you to HOPE and all of your staff, volunteers and guides. Keep up the good work.

Joan Kennedy, Rockwell College

Students' Feedback

Harry Drohan, Rockwell College, Cashel.
"Words cannot describe the experience that I had over the last week, I have made so many brilliant memories that I will never forget and it has shown me how happy people can be even though they have very little."

Gwen Kelleher, Mount Mercy College, Cork
"It was life changing and eye opening, and it really has encouraged me to do so much more work with The Hope Foundation in Kolkata. It has really made me see a purpose in life and how I can help a child thousands of miles away."

Johanna Finn, Our Lady's Secondary School, Templemore.
"Visiting Kolkata was a trip I will never forget, it made me experience life in another country that is completely different to mine. It made me so grateful and I want to visit again."
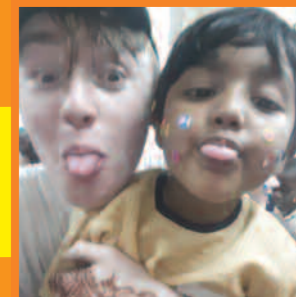
Seán Houlihan, Ballincollig Community School.
"The HOPE Immersion Programme is a once in a lifetime opportunity. It isn't easy but it is definitely worthwhile."

Rebecca Batt, Christ King Secondary School.
"I am so grateful that I had the opportunity to be a part of the HOPE Immersion Programme. I can honestly say that I will carry my experience in Kolkata with me throughout my life."

BCS Lismore, Meanscoil Ring, Loreto Secondary School Fermoy, Glanmire CC

Colaiste Treasa Kanturk with Maureen Forrest

Ballincollig Community School

Ballincollig Community School

Clonmel CBS

Davis College Mallow, Millstreet Community School, Ashton School Cork

Danu Ni Thuama from Colaíste Muire Realt na Mara Crosshaven
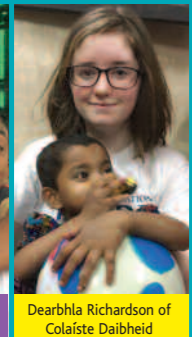
Molly O'Shea from Newtown Waterford in Chitpur Creche

Rochestown College

Presentation College

Group shot of students dancing with children

Kings Hospital

Dean Savage Pobalscoil na Trionoide

Dearbhla Richardson of Coláiste Daibheid

Loreto Secondary School Fermoy

Vivienne Doyle from Christ King

Regina Mundi Cork and Our Lady's Templemore

Teacher Roisin Egan from Rockwell College

St Marys Mallow

Gaelcholaiste Choilm Cork, St Marys Macroom

Molly O'Connor from Mount Mercy College

Newtown students enjoying St Patrick's Day in Kolkata

Coláiste an Chroi Naofa, Carraig na bhFear

Midleton College

Supervising adults from Clongowes Woods and Newtown enjoying St Patrick's Day in Kolkata

St Francis Rochestown and Pobalscoil na Trionoide Youghal

Scoil Ruain Killenaule

Teacher Kelly Motherway from Pobalscoil na Trionoide Youghal
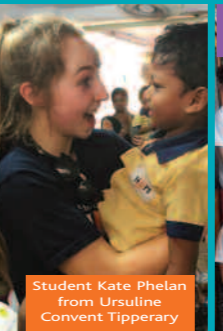
Student Kate Phelan from Ursuline Convent Tipperary

A sincere **THANK YOU** to all of the students and teachers who represented their schools, communities and families, and took part in HOPE's Development Education and Schools Immersion Programme during the 2016/2017 school year. You have made a difference!

CORK
Ashton School
Ballincollig Community School
Bandon Grammar School
Christ the King
Clonakilty Community School
Colaiste an Chroi Naofa, Carraig na bhFear
Scoil Mhuire gan Smal, Blarney
Colaiste Daibheid, Cork City
Coláiste Muire Buttevant
Coláiste Muire Realt na Mara Crosshaven
Colaiste Treasa Secondary School Kanturk
Davis College
Gaelcholáiste Choilm
Glanmire Community College
Kinsale Community College
Loretto Secondary School Fermoy
Midleton College
Millstreet Community School
Patrician Academy
Pobalscoil na Trionoide
Mount Mercy College
Regina Mundi College
Scoil Mhuire Kanturk
St Angela's College
St Francis College Rochestown
St Mary's Secondary School Charleville
St Mary's Secondary School Macroom
St Mary's Secondary School Mallow
St Mary's Secondary School Midleton

DUBLIN
Alexandra College Milltown
Gaelcholáiste na Mara Arklow
Kings Hospital Palmerstown

KILDARE
Clongowes Wood College

LIMERICK
Castletroy College
Coláiste Ide agus Iosaef Abbeyfeale
Coláiste Iosaef Killmallock
Desmond College
Gaelcholáiste Luimnigh
Hazelwood College
Laurel Hill

WATERFORD
Blackwater Community School
De La Salle College
Meanscoil San Nioclas
Newtown School

TIPPERARY
CBS High School Clonmel
Our Lady's Secondary School Templemore
Presentation College Thurles
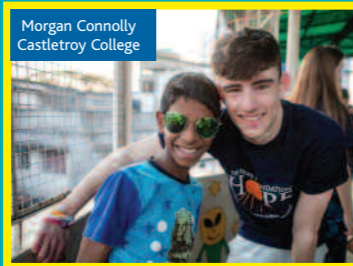Rockwell College
Scoil Ruáin
Ursuline Secondary School Thurles

Castletroy College, Gaelcholaiste Luimnigh, Scoil Mhuire, St Mary's Charleville, Desmond College, Colaiste Mhuire, Hazelwood College, Laurel Hill, Colaiste Iosaef Kilmallock.

Morgan Connolly Castletroy College

Laurel Hill students

Ciaran McCarthy, Colaiste Mhuire Buttevant, John Butler (teacher Gaelcholaiste Luimnigh) Niall Nicholas (teacher)

Morgan Connolly Castletroy College

Gaelcholaiste Luimnight Students

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The Froebel HOPE Teacher Education Partnership

Froebel Group June 2016

In its 9th year, the Froebel HOPE Teacher Education Partnership has brought up to 200 newly qualified teachers from Ireland to Kolkata for five-week periods to co-teach with their Bengali teaching colleagues across HOPE Education centres and state schools.

An incremental increase in the uptake of HOPE teachers to state school positions has been reported annually since 2015, recognising the success implementation of a Froebelian play-based approach and the experience and skill of HOPE teachers in supporting children's individual learning difficulties and needs. The support of three Education Coordinators of the Froebel HOPE Partnership has been instrumental to all progress made.

The UCC Hope Foundation Society 2016/17

Our society has been growing from strength to strength over the past few years and this progress was extremely evident this year when we signed up over 1,000 new members at the UCC societies day and had a committee of 16 members who met weekly to discuss different fund-raising and awareness-raising events. We had a jam-packed year from table quizzes, swap shops, a volunteer

information night and bake sales to our annual colour run, hands of hope event and concerts. We were very happy with the success of our events this year and we cannot wait to continue to expand and to promote the self-less work of

HOPE in UCC. Many of our committee this year travelled with HOPE last summer to work as volunteers in Kolkata for six weeks, and it is evident of the special place HOPE has in their hearts in the dedication they put into the society this year.

Grainne O'Donnell

Under heart-breaking circumstances, the UCC HOPE Society organized a tribute concert in memory of our beloved friend and volunteer **Grainne O'Donnell**, who passed away suddenly earlier this year. Grainne was a giver with a huge heart and wherever she went she shared her light and love. In Kolkata she brought so many smiles to so many faces and lifted hearts when they were falling low. Grainne worked on various different projects while she was in Kolkata and she brought her unique sense of humour, caring nature and smile to every single one of them. She loved playing with the kids and it was obvious that she made them so happy. It was an absolute pleasure to work with her and we wanted to remember her time spent in Kolkata by donating something small for the Bhorukha home in Grainne's name. Grainne left a light in everyone that knew her, a light that we will continue to carry and share with those who need it most.

The Hope Foundation would like to sincerely thank all of Grainne's family and friends who have donated to HOPE in Grainne's memory. These funds will go to the Bhorukha 'Snehneer' Protection Home; a home for HIV-infected and affected children which was one of the projects that Grainne worked on during her time in Kolkata with HOPE.

We at HOPE and our project beneficiaries are humbled and grateful for having had Grainne's bright presence in all our lives. Thank you Grainne for all that you gave and continue to give; your light shines on in all the lives you have touched.

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VOLUNTEERS

Teresita Kelly's EXPERIENCE

I wanted a change in my life and to do something meaningful. I researched charities and NGOs in Ireland and abroad and I liked HOPE's core values and aims. I was impressed by the transparency in HOPE's work.

In Kolkata, everything is vibrant and the ordinary is strikingly captivating. The streets are lined with people, huts, dumps, cars, autos, bikes, children, fruits, vegetables, rats - it's a paradox of diversity - capturing all of the senses.

There is no such thing as a typical day here. For example, today started off with a basketball training session with children from one of the Girls' Homes from 7am-8.15am. After that, I visited HOPE Hospital in Taratala, to see Ripon, one of my students from a boys' residential home who I teach science one-on-one. Ripon is 15 and his mobility is limited, as he has Duchenne Pseudo Muscular. Today we chatted about IPL (Indian Premier League for cricket), his favourite team (Kolkata Knight Riders), his favourite jersey (Royal Challengers Bangalore), and the difference between channa chur with or without peanuts!

This afternoon I visit G2B Girls Home, a residential home for girls aged 13-18 years of age and tonight I am going to an IPL game with two volunteers, Sive and Emma, and a local Indian friend!

The hardest aspect I've found of being a volunteer is trying to leverage your skills and implement them in a way that is worthwhile. It is easy to feel useless in an unstable environment to people whose lives have been and are challenging, but that is the reality.

This is what led to a few of us volunteers starting the basketball coaching three times a week a couple of months ago. I felt the benefit of organised physical exercise would benefit the girls physically and mentally, as well as build their confidence. We sourced a basketball ring from Delhi and got it permanently fixed near the Girls' Home. Hand-eye co-ordination was quite weak, as most have never cycled a bicycle. The girls love it and are surprising themselves at how quickly they are developing. They thrive on encouragement and it has been good for their confidence, co-ordination and social skills.

I feel like the highlight of being a volunteer will be the feeling I get when I have completed my placement and feel I have made a difference. I feel like the best is yet to come!

MAGUIRE FAMILY

all travel to Kolkata with HOPE

Our family of six, Dad - Frank, Mum - Tilly and four daughters - Julie, Alice, Sally and Pattie (all students in St Angela's College) have all travelled to Kolkata with The Hope Foundation as part of the School Immersion Programme. The Maguire family's HOPE adventure began in 2011.

Julie travelled in 2011 and Alice in 2012. Alice returned in 2013, along with mum Tilly who went as a supervisor. Sally was the third sibling to travel in 2014. In April 2017, Pattie, the youngest, travelled over. Tilly and Frank also travelled this year as supervisors. The immediate view of the entire family was, in the first instance, the sense of shock experienced that so many people in Kolkata live in such poor physical conditions - on the dumps, in the slums, and under the highway bridges.

However, the other view was the sheer pride experienced that an Irish organisation could have such a profound impact on so many people- through the provision of safe refuge accommodation, education for the most vulnerable street children and healthcare through the HOPE Hospital, which provides medical care to the poorest people in Kolkata. In eighteen years The Hope Foundation has created a very positive change for the poorest people of Kolkata, long may that great work continue. The Maguire's are very proud to support the work of HOPE.

Yoga For HOPE
22nd October - 4th November 2017

Join us on a Yoga experience unlike any other, designed for Yoga enthusiasts and teachers to engage in a spiritual journey of healing and to share their knowledge and pass on the gift to the children in HOPE's protection homes in Kolkata.

"I feel so privileged and blessed to have been part of this year's 'Yoga for HOPE'. I went with no expectations and was blown away, pushed out of my comfort zone, all emotions, high and low... an amazing trip, exciting and challenging. The journey to Pelling was tough, I thought we would never get there but I

Donal and Mella Murphy

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loved it and cried when I saw the mountain. We arrived in the dark so I got up about five to watch the sunrise and it was the most beautiful sight I have ever seen. The return trip was much better with a lovely stop off at the Big Budda, what a sight!

The Brothers are just great guys and were so attentive, nothing was too much bother. Returning to Kolkata I settled in grand and then we were off to HOPE projects. It was great to see them all, get involved and be hands on. I loved Foundation Day and felt so proud to be Irish... Maureen is a legend for sure and to see the work first-hand is really special." **Breda McDonald**

"It was an amazing experience, a rollercoaster and a total eye opener in terms of the poverty. The kids we met were amazing as were all the HOPE staff and volunteers. Thank you for organising everything, it was very well planned and we all felt very safe and supported. The group was lovely and bonded nicely. It was great that so many of the volunteers had been so many times. Very inspiring!" **Elaine Harris**

"It was a great experience and wonderful to see the improvement and progress in the past four years. Your wonderful support made our journey possible, thank you." **Joe Faulkner**

"I really enjoyed the Yoga for HOPE experience in India, it was wonderful. Suzi, Gillian and Mella were great. I got a lot out of it for myself too this time and I was so pleased to meet the kids...it makes all the fundraising worthwhile." **Teresa Owens**

Yoga for HOPE 2017

Guided by group leaders Gillian Houlihan & Suzi von Mensenkampff the programme also includes a 5-day Yoga retreat in the Himalayas, Pranic Healing, a 2-day workshop with a Yoga Master, meditation with Yoga in the Himalayas and Kolkata, sightseeing including Saint Teresa's. You will also get to visit some of HOPE's projects and see your fundraising in action. This spiritual journey will take place from 22nd October to 4th November.

To join this year's group, please email: susan@hopefoundation.ie
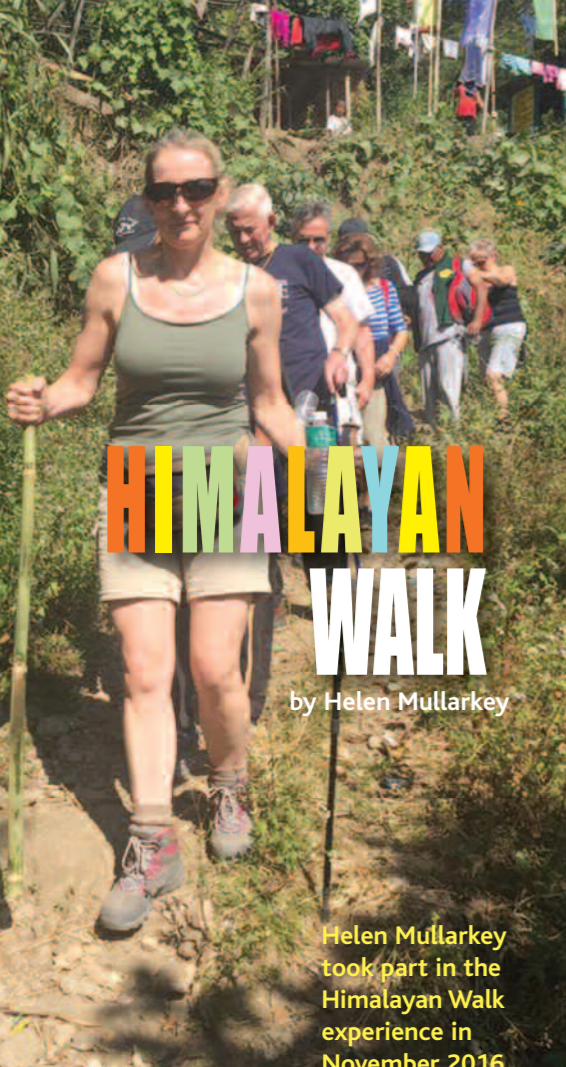
HIMALAYAN WALK

by Helen Mullarkey

Helen Mullarkey took part in the Himalayan Walk experience in November 2016.

Helen and Maureen Forrest

Helen meets Bumba at HOPE Hospital

" On arriving in Kolkata the first thing that hit me as I came out of the airport was the noise, the chorus of beeping from car horns was pretty deafening.

I visited some boys and girls homes where I really enjoyed engaging with the children of all ages.

On my visit to the HOPE Hospital I was blown away with the cleanliness of the hospital and the staff were so friendly.

I especially enjoyed my time with the children in one of the slum preschools although I found the heat and flies pretty overpowering as were the amount of children in such a small area. My memory is of lots of smiling happy faces, what an amazing job those teachers are doing.

On the walk in both Kalimpong and Pelling I had the pleasure of meeting some very interesting and incredible people in the beautiful little villages and got the chance to show my dancing skills as we popped into a school en route. They were having a celebration and BBQ, which was so much fun.

The 2016 HOPE Himalayan group

I went out on the HOPE night ambulance which again was a real eye opener to see the amount of people living on the streets but yet these people, although they have very little, are so upbeat. It made me realise how much we have but yet we are not always happy.

Lastly, the most emotional part of this trip was my visit to one of the dumps, seeing the children and women salvaging for stuff to sell so they can make a living and the horrific smell was very moving. I have to say I shed a few tears and was silenced for quite some time. This was my first trip to Kolkata and the Himalayas but I hope to make a return visit in 2018.

Thank you so much to The Hope Foundation for doing such an incredible job for the children and their families in Kolkata."

The Himalayan Walk group visit the Ashirbad Boys Home

This year's Walk will take place from 28th October - 12th November 2017
For more information :
admin@hopefoundation.ie

HOPE U Can Paint
28th - 5th November 2017

Trudy O'Halloran, Group Leader,
Terence McSwiney Community College

The HOPE U Can Paint programme is a unique opportunity to paint HOPE's crèches and homes. You will also visit some of our projects to see your fundraising in action. You don't need to be an artist; you only need to be enthusiastic about helping to give children a brighter future. Participants are asked to fundraise to help HOPE's projects and will have an opportunity in Kolkata to spend time with the children who live in the HOPE homes and children who benefit from HOPE's work.

Terence MacSwiney Community College and Cork Life Centre 2017

It was an honour to be part of the "HOPE U can Paint" week, knowing you're helping to make a difference no matter how small. Having the itinerary was great as we knew what each day had in store for us. It was jam packed, from HOPE Protection Homes, temples, city tours, visiting the HOPE Life Skills Centre, it was fantastic.

The painting projects were a great way of getting students from Terence MacSwiney & the Cork Life Centre to mix, both schools just gelled from day one, we all got on so well together.

The Cork Life Centre

We loved Foundation Day.
It was amazing to see all those who had completed schooling because of HOPE and also seeing the amount of children perform on stage that HOPE works with spoke volumes. Seeing such huge numbers really brought home how much is being done in Kolkata.

Students from Terence MacSwiney Community College presenting their fundraising for "HOPE U Can Paint" to Ciara Murray and Susan Forrest, HOPE.

Terence MacSwiney Community College

What did the students say?

"Thank you for giving me an amazing, life-changing experience."

"Really enjoyed the painting projects, I loved helping others and felt very welcomed."

"I would 100% go back...I will never forget this experience... I look at everything differently now, in a good way."

"I had a great experience in Kolkata with HOPE...I'm so glad to have been given the opportunity to do it."

"It was a life-changing experience, I really liked it."

"It was amazing to help the kids with the painting and the visits to the projects was the best part of the week."

To join this year's group, please email:
ciara@hopefoundation.ie

Mark Seymour's Street Photography Workshop
18th–22nd November 2017

HOPE's photography workshop with Mark Seymour will continue in Kolkata this year from 18th–22nd November 2017.

The workshop enables you to spend five amazing days with Mark Seymour, capturing and documenting life on the streets of Kolkata. This is a unique cultural experience and is a professionally organised course. It covers a variety of inspiring locations which are sure to result in a unique portfolio.

Last year we hosted 13 participants across two groups raising over £7,000! Participants returned with not only a great collection of images but also a keen determination to continue their support in the UK.

Sean Lenihan in Kolkata.

" I booked on to this course because of my interest in street photography and because of my ongoing support of The Hope Foundation. Marks approach to street photography was an eye opener: very informative sympathetic and insightful. His selection of locations gave great opportunities for creative street photography. Mark is an excellent professional photographer in his own right and he is a superb teacher, I really enjoyed learning from him and being in his company. I have no hesitation in recommending this course to anyone with an interest in street photography "

Sean Lenihan
Irish child sponsor

"I have been doing street photography for a number of years but Mark showed me some techniques and composition ideas I had never even thought of and I came away with some fantastic shots. I would certainly recommend you attend any of Mark's courses as I'm sure you will come away with some new found knowledge and skills – thanks Mark"

Steve Beckett
Photographer

The 2016 group in Kolkata

For more information or to take part in the 2017 programme, please get in touch or visit:
www.hopefoundation.ie

"A few years ago I travelled to Kolkata to photograph the streets and people as part of a trip through The Hope Foundation. My photos capture the very young through to the very old, living, working and getting on with their daily lives. My favourite images are of the children at play, just like children all around the world, enjoying climbing, exploring and making up their own games. The difference was in where they were found playing, not play parks and gardens, instead railway lines and amongst the confined spaces between the homes and make-shift buildings. The Hope Foundation works to improve the lives of the street connected children in Kolkata and I am really proud to work with them and offer a 5 day training workshop each November.

Mark Seymour

NEW YORK, NEW YORK

Our Hon Director Maureen was delighted to meet Terry George Director of Hotel Rwanda and writer of "In the name of the Father" at the Irish Consulate during her fundraising visit to NYC in November.
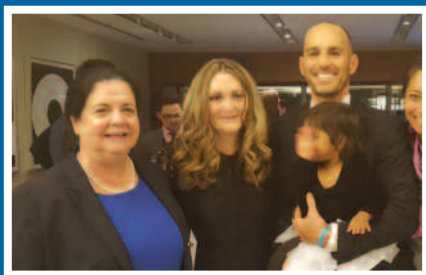
Charlotte Nagle (HOPE Communications and development education officer) Alfonso Paradinas (Girl2Be) Christina Paradinas (Girl2Be) with their daughter Urmila pictured.

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LOVE AT LAST

Founder of Yoga for HOPE, Mella Murphy has published a beautiful collection of inspirational quotes, 'Love at Last', and a set of inspirational cards, with proceeds in aid of The Hope Foundation. Mella has also launched her book 'Simplicity', a beautiful collection of inspirational quotes stemming from her time spent in India. Mella has also created a card set version, which can provide a positive and reaffirming thought for the day.

Mella has said, "In 2006, my heart expanded to include the street and slum children of Kolkata. My experience with the Hope Foundation charity was responsible for that. As my heart expanded I began to realise that by keeping life simple the world could be a better place for all of us and from my heart came the little book Simplicity."

The books and card sets are available to buy (€10 each plus p+p) at www.hopeshop.ie

A NIGHT OF ADVENTURE FOR HOPE

Former champion jockey and polar adventurer, Richard Dunwoody, expedition leader and head of group tours at Wild Frontiers, Marc Leaderman and Wild Frontiers founder, Jonny Bealby, shared unique adventure stories in 'A Night of Adventure' in Fota Island Resort in February in aid of HOPE.

The trio discussed their travels through places as diverse as Afghanistan, Antarctica, Africa and the Old Silk Road. Wild Frontiers Adventure Travel support HOPE through sponsorship programmes for street and slum children in Kolkata and fundraising in Ireland and the UK.

Marc leaderman, Jonny Bealby, Maureen Forrest, Richard Dunwoody.

LAWYERS RUN FOR HOPE

The Hope Foundation were honoured to be a new charity partner of the Calcutta Run, the legal profession's annual charity fundraiser, organised and supported by the Law Society of Ireland, as well as solicitors and legal firms.

The run aimed to raise €200,000, for HOPE and the Peter McVerry Trust. This amazing event will make such an incredible difference to the children of Kolkata. We thank you all so much for your support!

BUSINESS BREAKFAST RAISES OVER €13,000 FOR HOPE

Claire Barry pictured left with Jim Barry, Rose McHugh, Maureen Forrest and Marcus Sperber, Organised a sold out breakfast in aid of HOPE at the Kingsley Hotel, Cork Last October.

This successful event raised just over €13k. Jim spoke on 'Ireland in a Volatile World" Marcus spoke on 'Real Estate Investment in a low interest rate environment'.

Claire Barry, Jim Barry, Rose McHugh, Maureen Forrest and Marcus Sperber

DUBLIN LUNCH

L-R: Norah Casey, Lorraine Keane, Maureen Forrest

Mairead Sorensen has once again organised a spectacular Dublin Lunch event at the Intercontinental Hotel with HOPE Patron Christopher Biggins kindly hosting.

CORK LUNCH

Our annual Cork Lunch fundraising event was held in the luxurious Maryborough Hotel & Spa on September 9th. Special guest Miriam O'Callaghan spoke of her experience visiting HOPE projects in Kolkata and a wonderful day was had, all in aid of HOPE. This year, the Lunch takes place on September 29th and we would love your support once again.

LIMERICK LUNCH

At the third annual International Women's Day Luncheon on Friday (3rd March), Hope founder and Hon. Director Maureen Forrest, MC RTE's Ruth Scott and author Moira Geary (the Recombobulator) joined forces with The Savoy hotel to highlight the role of women in society and raise awareness for marginalised women and girls in Kolkata, India.
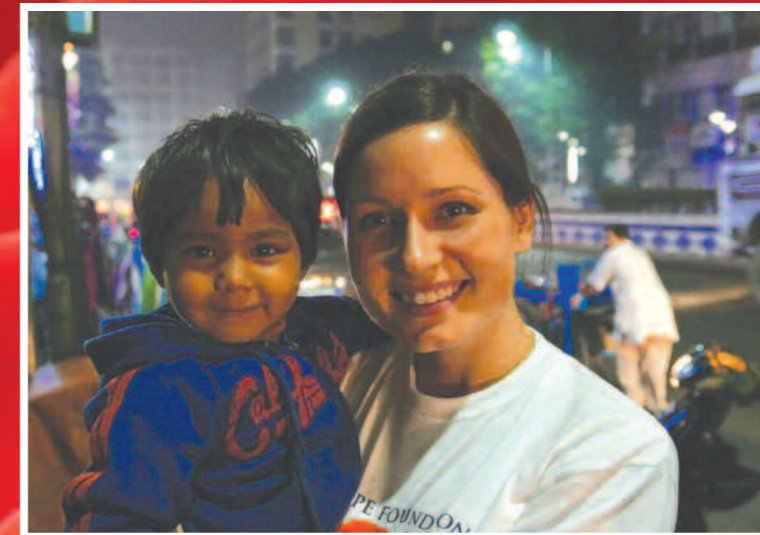
The 2016 Rose's Kolkata Experience

"Bhager dump is home to hundreds of people, the numbers are baffling and no words can provide an adequate sense of the ungodly and inescapable smell of this area. When HOPE first came, there were countless children digging for food, plastic, glass; anything worth value to resell, hoping to make 200-300 rupees a week. Since The Hope Foundation opened a crèche, these children go on to attend school and there are now plenty of success stories.

In Kolkata I witnessed first-hand that gifts come in all shapes and sizes, standing in a classroom, I was fortunate enough to witness your gifts in action, the classroom was funded by HOPE donors. The children receiving an education that they would not do otherwise. I am so truly grateful for my experience in Kolkata. I witnessed a lot of heart-breaking situations, but was able to witness the incredible work the Hope Foundation has accomplished in India. I am so proud to act as an Ambassador for HOPE.

Maggie McEldowney, Rose of Tralee 2016

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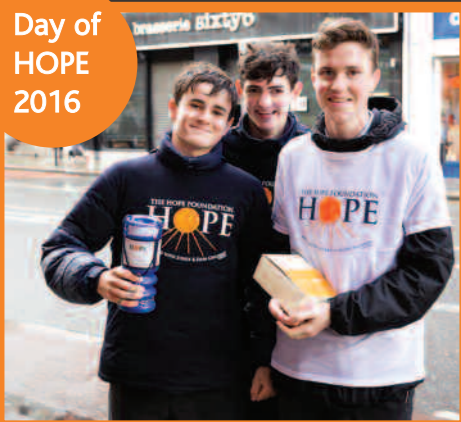
Day of HOPE 2016 took place across Dublin, Cork and Limerick on October 13th, with many school students, volunteers and companies donating their time to sell our Butlers HOPE chocolate bars. We would love to make it bigger and better in 2017 – please get in touch if you are able to spare an hour or two to help out on October 11th this year.
Email: office@hopefoundation.ie

SANTA SPLASH

Our annual Santa Splash was held on December 4th, with many supporters braving the cold Atlantic Ocean at Garretstown Beach in Cork. Thanks go once again to Áine Bonass, chief organiser of the event. We'd love to have more Splashers in 2017 so get in touch if you would like to participate or host a Santa Splash in your area.

PRANIC HEALING IRELAND

L-R Susan Foley (PH), Suzi von Mensenkampff (PH), Frank Cummins (HOPE), Gillian Houlihan (PH), Colm Scanlon (PH), Madeleine Cummins (HOPE), Les Flitcroft (PH), Kathy McKenna (PH), Joan Hunt (PH).

Our Hon.Director Maureen Forrest was delighted to be a guest at the reception of the British Ambassador's residence in Dublin. It was a wonderful opportunity to meet Prince Charles and Camilla Duchess of Cornwall during their visit to Ireland. Prince Charles had heard about the work of HOPE in Kolkata, he went on to mention the friendship between the late Princess Diana and Mother Teresa along with his great love of India.

Madeleine Cummins (HOPE) pictured accepting a cheque for €12,500 in aid of HOPE from Pranic Healing Ireland.

HOPE Events 2017/2018

Events	2017/2018
HOPE Dublin Lunch	19th May 2017
Calcutta Run Dublin	20th May 2017
Cork City Marathon	4th June 2017
VHI Dublin City Marathon	5th June 2017
Follow the Camino Portgues	17th August - 24th August
Transition Year Expo	11th & 12th September 2017
HOPE Cork Lunch	29th September 2017
Day of HOPE	11th October 2017
Himalayan Walk	28th October - 12th November 2017
HOPE U Can Paint	28th October - 5th November 2017
Yoga For HOPE	22nd October - 4th November 2017
Foundation Day in Kolkata	1st November 2017
Mark Seymour's Street Photography Workshop	18th - 22nd November 2017
Golf For HOPE Kolkata	November 2017
Cork Santa Splash	December 2017
School Immersion Programme	Jan to April 2018
HOPE Limerick Lunch	March 2018
UCC Colour Run	February 2018

Thank you for making it happen!

A big thank you to all our volunteers and fundraisers in the UK. We cannot tell you how much we appreciate your commitment and support! It has been another successful year for HOPE UK as we have increased the charitable funds transferred to the projects in Kolkata by 39%. Our Child Sponsorship programme has also increased at a strong pace and we would like to say a special thank you to the child sponsors for their ongoing support. It has been an amazing year and from all of us at HOPE and from the children in Kolkata – THANK YOU!

Competitive Cycle

A huge thank you to Dassi Bikes, employees from HSBC & Virgin Money and students from London Business School for participating in The Competitive Cycle for HOPE in February. The Canary Wharf Group generously donated the venue where our participants battled it out for five hours.

There were many winners on the day with HSBC winning overall, closely followed by Virgin Money. Get in touch if you would like to enter a team for our second edition in 2018!

Eat4HOPE launches in the UK

The Eat4HOPE campaign partners with restaurants where a discretionary donation of £1 towards HOPE is added to the bill for every table that dines. This campaign is kindly sponsored by Wild Frontiers Foundation and supported by Rebel Hospitality.

"The Hope Foundation is a charity very close to my heart. I have personally met the founder Maureen Forrest who is an absolute inspiration. It's very rare you get such opportunities in life to make a difference. I support HOPE via the Eat4HOPE campaign at my restaurant Calcutta Street, It's easy to set up and really makes a difference. Thank you HOPE!" - Shrim Chakraborty

Find out how you can support the campaign by emailing chloe@thehopefoundation.org.uk or calling 020 8133 0863.

Yoga Garden Party

Last year's Yoga Garden Party was another incredible day and raised just over £16,500 putting the grand total raised through this event over the last six years at over £70,000!

The Yoga Garden Party 2017 will take place on Saturday 29th July at Bore Place, Kent. You can also enjoy of a weekend of yoga with Simon Low around the Yoga Garden Party from Friday 28th July – Sunday 30th July. Don't forget to pop the dates in your diary!

If a yoga weekend isn't enough, you can join the Yoga Garden Party trip to Kolkata, taking place from 6th - 13th January 2018. You will be able to experience daily yoga with Simon Low, Ruth McNeil and Vikki Stevenson, as well as visit HOPE's projects and explore one of the world's most colourful cities.

For bookings and information get in touch on
deisy@thehopefoundation.org.uk or 020 8133 0863.

In January, we hosted our first UK school visit to Kolkata with students from Wellington College in Berkshire getting to experience life in India and witnessing first-hand the brilliant work done by the HOPE team in Kolkata.

We are also extremely pleased to announce that we can now also offer Residential placements in Kolkata for young people completing their Gold Duke of Edinburgh award (DofE). The Kolkata Residential trip will allow young people to play an active role in supporting our work across our education and protection projects in a safe and supervised way.

For more information about our school experience trips and how to get involved email
andrew@thehopefoundation.org.uk or call 020 8133 0863.

DofE
APPROVED
ACTIVITY
PROVIDER

JOYGLOBAL

Joy Global Blindness Eradication Project

A new Blindness Eradication Project with the support of our Indian CSR partners – Joy Global, started in May 2016. Developed by HOPE Hospital who are also implementing the project, it aims to help eradicate visual health problems experienced by Kolkata's Below-PovertyLine citizens. It also works to increase awareness of eye health and the need for check-ups, provide eye-screening and check-up camps for schools and communities, and provides treatment for any defects in HOPE Hospital. HOPE is extremely grateful to Joy Global for its support for this project, which has had great impact so far.

Impact so far...

48 community eye check-up camps for 7,003 slum-dwelling individuals

79 specialised out-patient eye clinics at HOPE Hospital for 1,027 patients

124 eye operations in HOPE Hospital.

TFWA Care: Funding for new Computer Training Centre

TFWA Care have this year funded the establishment of a new Computer Training Centre in Kolkata to cater for the growing demand of HOPE's Computer Training Course, currently implemented in our Lifeskills Vocational Training Institute. The newly refurbished rooftop classrooms, with the addition of 50 new computers, will allow HOPE to set-up a new training centre for 240 adolescents and young adults.

Boys and girls aged 15-25 years of age will receive high-quality vocational training in basic and advanced computer skills, English, communications skills and career development classes, an opportunity many of these youths would often not be afforded. The training course will follow a practical approach to learning with hands-on experience during instruction. Modules are designed so that the candidates can get appropriate employment to earn a decent wage after completion, when each trainee will receive a Diploma in Computer Applications. HOPE is delighted to be supported once again this year by TFWA Care in helping to provide sustainable care to some of Kolkata's most disadvantaged citizens.

Davy: Chitpur Creche Child Sponsorship

DAVY

HOPE's CSR partner Davy have increased their support for HOPE over the past year by starting an employee sponsorship programme. The initiative sees Davy employees donating on a monthly basis to fund child-sponsorship for 20 children who are currently enrolled in HOPE's Chitpur Creche.

Chitpur is one of Kolkata's many slum areas with many low income daily labourers and slum dwellers who are unable to send their children to school. The majority of children in HOPE's crèches are first-generation learners. In the crèche, pre-primary education is provided to 60 children aged 3-6 years in a fun, energetic and child-friendly environment in which children are encouraged to learn through play. The project also acts as a stepping-stone to mainstream the children to formal schools. The programme integrates all aspects of child care covering physical, cognitive, emotional, social and cultural aspects of child development. The crèche caregiver uses activity-based and childcentric methodologies of teaching, using Montessori and Freobel techniques for the holistic development of each child. The caregiver also takes responsibility of the children while they are in the crèche; planning their daily routines of hygiene, nutrition and immunization and is a vital component in the continued running of the crèche.

The Wild Frontiers Foundation supports

The Wild Frontiers Foundation supports HOPE's training schemes in Kolkata. A 12-month traineeship in HOPE's restaurant costs £1,250 for a young adult from the Kolkata slums. During this traineeship, they learn invaluable skills in food and beverage, cooking, front of house, restaurant management and marketing to establish a career in hospitality.

The Wild Frontiers Foundation is aiming to raise £10,000 to put 8 young slum dwellers through the extensive restaurant training, giving them all the skills needed to join past trainees who have gone on to work in 5 star hotels across Kolkata or set up their own hospitality businesses.

To sponsor or advertise in the 2018 edition of HOPE News, email: office@hopefoundation.ie

Would you like to include HOPE in your CSR?

Partnering with charities has proven to be hugely valuable to businesses and their employees and makes life changing differences to vulnerable people. We are very grateful to organisations that have chosen The Hope Foundation as part of their corporate social responsibility (CSR) programmes or as charity partners.

Corporate funding and support is vital to providing secure, sustainable financial support for our 60 projects in Kolkata. HOPE works in child protection, healthcare, education, vocational training and rehabilitation. We offer diverse and relevant partnerships to suit all types of companies.

We welcome skills and products, as well as project funding. To discuss a partnership with HOPE, please get in touch, Tel: 021 426 29 90 or email media@hopefoundation.ie

There are many organisations and people that generously give their time and expertise to The Hope Foundation. There are too many to list in this newsletter and some prefer to remain anonymous, but you know who you are! On behalf of all the children in Kolkata, *Thank You!*

PAST AND PRESENT SUPPORTERS

THANK YOU FOR YOUR SUPPORT

HOPE

HIMALAYAN WALK
India

INCLUDING VISITS TO HOPE'S PROJECTS IN KOLKATA

IN AID OF THE STREET AND SLUM CHILDREN OF KOLKATA

28 Oct – 12 Nov 2017

THE HOPE FOUNDATION HOPE

YOGA FOR HOPE
IN KOLKATA & THE HIMALAYAS
IN AID OF THE STREET & SLUM CHILDREN OF KOLKATA

THE HOPE FOUNDATION HOPE

22 Oct – 4 Nov 2017

Yoga with children in HOPE's care

Visits to HOPE's Projects

Himalayan Yoga Retreat

Pranic Healing Experience

Workshop with Yoga Master

Meditate at the foothills of the Himalayas

Sightseeing

Experience magical India & help make a difference

Charity Reg. No. CHY13237

INFORMATION PACK:

www.hopefoundation.ie

Tel: 021 4292 990 • Email: susan@hopefoundation.ie

BANKERS' STANDING ORDER

THE HOPE FOUNDATION HOPE
WORKING WITH STREET & SLUM CHILDREN

IMPORTANT: When completed, this form should be sent **not to your Bank**, but to The Hope Foundation.
I, _____ (full name) wish to make a standing order payable to:
HOPE, AIB Bank 66 South Mall, Cork. Account No. 50677089; Sort Code: 93-63-83, IBAN: IE11 AIBK 9363 8350 6770 89,
BIC: AIBKIE2D

Amount: € _____ Monthly ❑ Annually ❑
For: Child Sponsorship ❑ Donation ❑

Amount in words:

_____

Preferred Start Date:

Day _____ Month _____ Year _____

MY DETAILS:

Address: _____

_____

_____

_____

_____

Tel No: _____

Email: _____

MY BANK DETAILS; *Please fill in all details below*

Bank Name:
_____

Bank Address:
_____

_____

Bank Account No: _____

Sort Code: _____

IBAN No: _____

BIC: _____

*Please debit my/our account number and pay on the date(s)
specified and the amount specified above to HOPE, until
you receive further notice from me/us in writing.*

Signature: _____

Date: _____

THANK YOU FOR HELPING HOPE

When completed please return this form to Hope Foundation, Silverdale Grove, Ballinlough, Cork.
We will contact your bank.

One Program Training Program on Employability Skills : NAANDI Foundation - Mahindra Pride Class Room

Day 1	This is me + I am Unique
	Body Language Grooming and Hyginene
	Yes we can
Day 2	Time Management
	Social manners
	Point of view
Day3	Story Board
	Goal Setting
	Money management
Day 4	Count Your blessings
	Interview Preparation
	Interview Preparation
Day 5	Professional Ethics
	Group Discussion
	Explaining a Process
Day 6	Skit Preparation
	Skit Presentation
	Extempore Advance
Day 7	GD
	Jam
	Spreading happiness

GOVERNMENT DEGREE COLLEGE FOR WOMEN BEGUMPE (AUTONOMOUS) HYDERABAD-16

UG II and III Year Sem- III and V CBCS

Human Values and Professional Ethics- Syllabus

AECC-2 (2hrs/week)   Credits-2

30 Hrs

Unit I: Love and Compassion, Truth, Non-Violence   (15 Hrs)

1. Introduction: What is Love? Forms of Love- for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living.

2. What is the truth? Universal truth, truth as value, Truth as fact(veracity, sincerity, honesty among others)

3. What is Non -Violence? Its need. Love, compassion, empathy, sympathy for others as prerequisites for non- violence.

Unit II: Righteousness, Peace, Service, Renunciation

1. Introduction: What is righteousness? Righteousness and dharma. Righteousness and propriety.

2. What is Peace? Its need, Relation with harmony and balance.

3. What is Service? Forms of service, for Self, Parents, Family, Friends, Spouse, Community, Nation, Humanity and other beings, both for living and Non- living, person in distress or disaster.

4. What is Renunciation? Renunciation and Sacrifice, self restraint and ways of overcoming Greed. Renunciation with action as true Renunciation.