

# EMPLOYABILITY SKILLS

COMMON FOR ALL TRADES

FACILITATOR MANUAL - 2



Directorate General of Training

DIRECTORATE GENERAL OF TRAINING  
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP  
GOVERNMENT OF INDIA



**NATIONAL INSTRUCTIONAL  
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Post Box No. 3142 CTI Campus, Guindy, Chennai - 600 032.

## Employability Skills

Facilitator Manual - 2

Common for all trades

Developed & Published by



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### Instructional Design

The content is envisaged to be developed with VARK (Visual Aural (Auditory) Read (Reading/writing) Kinesthetic) learning styles with customized strategies to improve communication and learning generally. Hence, the content has been structured in the form of workbooks to build meaningful learning experiences assuming that the ITI trainees need to start learning English and communication from scratch. A facilitator guide has also been developed to enable the Employability Skills course instructors deliver the lessons in the structured format for effective internalization of the content by the ITI trainees.

### Structure of the lessons

The Employability Skills content is designed with lessons in an hourly structure. The lessons are designed to enable learning from the simple to complex concepts in an activity based format. The lessons shall provide adequate scope for internalization of concepts through illustrations and meaningful activities structured from guided, controlled to free use. Formative assessment shall be built in at appropriate intervals to facilitate consolidation of the learning. Cohesion between the lessons shall ensure that concepts are revisited all along the learning process thereby making the learning process meaningful, rewarding and enjoyable.

The lessons are structured using the ICARE model of instructional design. ICARE model is an end-user oriented model that facilitates meaningful learning in an activity-based approach. The acronym ICARE stands for:

- I** – Introduce – lesson objectives, concepts
- C** – Connect – through illustrations (visuals and verbal with appropriate examples, wherever needed)
- A** – Apply – opportunities to practice the concepts in the form of activities
- R** – Reflect – through KWL chart (what was Known, Wanted to be known and eventually Learnt), recap
- E** – Extend – opportunities to explore alternative resources/materials (optional), project

-  **Module** refers to the 4 topics dealt with in workbook 1 and 8 topics to be dealt with in workbook 2 for 80 hours duration in each workbook.
-  **Lesson** refers to the content developed for training for specified number of hours for each of the 12 modules in the workbooks. Each lesson is for one hour duration.
-  **Objectives** shall be outcomes based restricted to three per lesson as the duration of each lesson shall be one hour only.
-  **Concept** refers to the specific topics that the lesson is based on.
-  **KWL chart** chart is a tool used to enable learning with visible transition from recognition of prior knowledge to acquisition of new knowledge. What the trainees want to know serves as an intermediary step between what they know and what they eventually learn.
-  **Illustration** provides contextual examples to make the learning meaningful and internalize the concept better.
-  **Context setting** refers to preparing the classroom environment conducive to impart the training.
-  **Activities** provide opportunities to put the new concepts into active use in a guided, controlled and free manner. The activities are designed for collaborative learning in pairs and groups.
-  **Let's Learn** introduces additional concepts, as required.
-  **Recap** enables the trainees review their learning and proceed to learn the next lesson.

-  **Extension** provides scope for furthering the learning by application of the concepts in wider contexts than those dealt with in the workbook. It fosters learner autonomy and collaborative learning.
-  **Recall** is a chunking strategy that has been included at regular and meaningful intervals to consolidate the learning and help smooth transition between lessons and topics. The recall section is designed with multiple choice questions with due emphasis on application of the concepts learnt than on the theory underlying them. This may be used by the instructors for periodical formative assessments to check progress. Alternately, it may be used by the trainees to test their own learning levels.
-  **Project** refers to the extension of the classroom into the world of work like market scan, job search, preparation for entrepreneurial ventures. Trainees may put the skill acquired through employability skills training to effective use here. (optional)
-  **Corpus** is the vocabulary on which the content is built on refers to the range of words that ITI trainees need to internalize to be able to productively use (active vocabulary) and understand using contextual clues (passive vocabulary) for social and professional communicative purposes.

The vocabulary base for the content has been built on corpora (samples) of real world in tune with the requirement of ITI trainees in real-life (realia). The words are categorized into high-frequency and low-frequency words. Words that the trainees may be familiar with are in normal font and those that they need to learn and internalize to use (some words) and recognize (most words) are in bold font.

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**Facilitator Manual Development & Coordination**

Dr. T. Jayasudha, Deputy Director, NIMI

**Facilitator Manual Development Team**

Ms. Shivani Sharma, Program Development & Impact Evaluation, Medha

Ms. Sushmitha Sridhara, Manager – Facilitator & Content Development, My Quest, Quest Alliance

Ms. Sonali Gupta, Specialist – Facilitator & Content Development, Quest Alliance

**Coordinator**

Mr. G. Michael Johny, Assistant Manager, NIMI

**Design & Layout**

Mr. S. Gopalakrishnan, Assistant Manager, NIMI

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## Welcome, Employability Skills Facilitators

With the surging population and massive development in the industry in many sectors like production, manufacturing, services, etc., the demand for skilled craftsmen is on the rise. India is to occupy an enviable position with the youngest employable population for the next few decades. In order to capitalize on the demographic dividend, it is important to enable employability of the craftsmen within the country and foster their mobility to the industrialized countries of the world. Hence, there is a felt need to customize the training in the ITIs to match the needs of the industry with the necessary skills to communicate and perform on the job. The Employability Skills content for training the ITI trainees has been re-structured into user-friendly student workbook(s) to enable them get trained effectively to become employable on completion of the training.

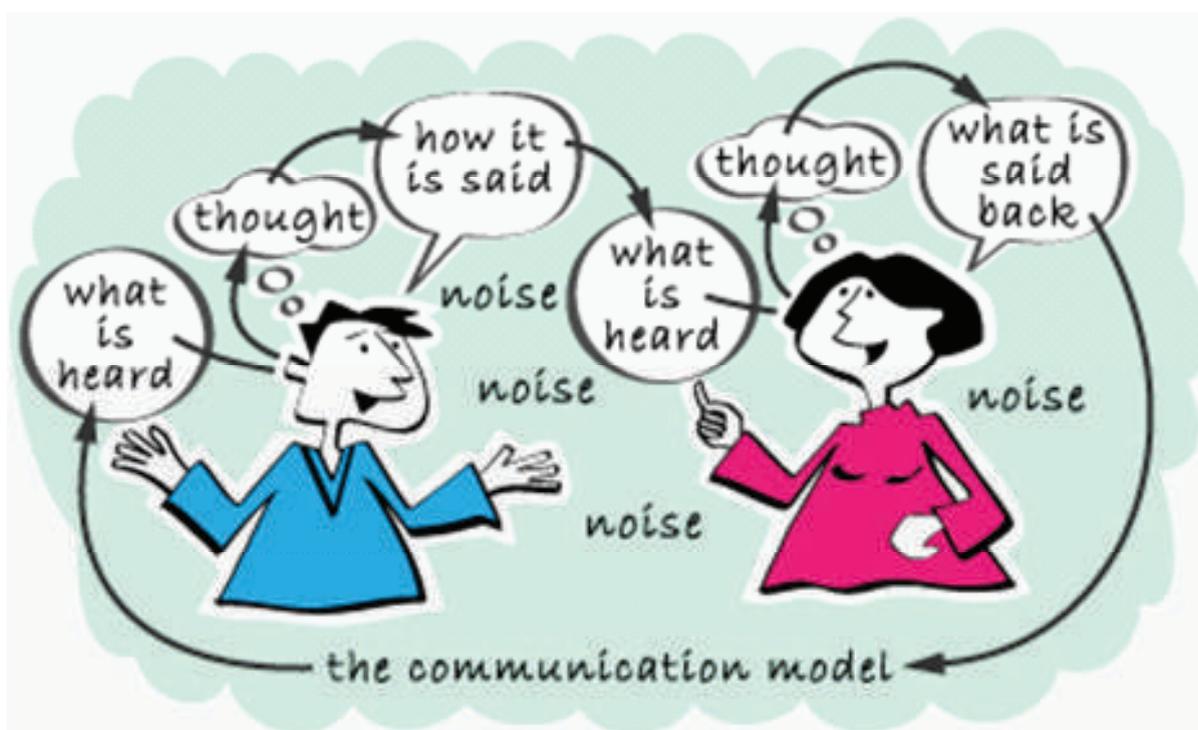
The content has been developed with active industry contribution. ITI instructors need to follow the guidelines in this manual developed in alignment with the student workbook and effectively impart the training. Also, ensure to make the maximum use of the manual to facilitate the training to help the ITI secure jobs in the relevant industries.

## Why are Employability Skills needed?

India needs to attract resources to meet the changing needs of the industry, increase access to labour market relevant qualifications by focusing on sectors that have the potential for high-productivity by creating a range of job opportunities alongside enabling employment prospects and mobility across the world.

A great number of ITI trainees comprise youth from the lower-income groups and opt for vocational education to become skilled workforce. While the focus of vocational education is to provide access and equity to all sections of the population, the quality of vocational education and training is also of paramount importance. Hence, upgrading of technical and pedagogical competencies of ITI trainees/instructors with adequate exposure to specialized skills is the need of the hour. In the light of these circumstances, the employability skills content has been developed to meet the needs of the ITI trainees/instructors and the industry requirements.

Communication skills and the ability to perform on the job are fundamental requirements for getting placement. ITI trainees hail from socio-economically disadvantaged strata of the society and are mostly first generation trainees. Therefore, it is necessary to scaffold English literacy along with relevant 21st century skills to enable upward mobility through employment. There is demand-supply mismatch with respect to the employability of ITI trainees as knowing something and knowing how to do something are not the same.



## What are ITI Employability Skills?

The Employability Skills curriculum is common to all the trades under the Craftsmen Training Scheme. The curriculum has been restructured to meet the demands of the industry. The number of hours of instruction of the Employability Skills training has been enhanced from 110 to 160 hours to provide a comprehensive training for ITI trainees.

It is envisaged that India has the potential to emerge as the Skill Capital of the world by introducing various schemes, interventions and programmes to bridge the demand-supply mismatch and render the skilled workforce employable. The employability skills content caters to the emerging needs of the ITI trainees. It shall help to build the requisite skills essential for procuring jobs in the relevant industries.

Year 1 – Workbook 1 – 80 hours

Module	Topic	Duration in hours
1	Behavioural Skills	10
2	English Literacy	30
3	Communication Skills	20
4	IT Literacy	20

Year 1 – Workbook 2 – 80 hours

Module	Topic	Duration in hours
5	Entrepreneurship	20
6	Maintaining Efficiency at Workplace	10
7	Occupational Safety, Health and Environment Education	10
8	Essential Skills for Success	10
9	Labour Welfare Legislation	05
10	Quality Management	05
11	Preparation to the World of Work	10
12	Customer Interaction/Service	10

**Note:** Behavioural Skills module is meant to lay the foundation for Employability Skills. The trainees will be able to build rapport with the instructor and benefit from the training to find a suitable job on completion of the course. Hence, the 6 lessons developed may be used effectively to impart training for 10 hours.

## How to deliver Employability Skills?

### Learning by doing:

The content for Employability Skills is designed with an end-user pedagogical orientation. The exposure to concepts is very minimal while adequate opportunities to internalize the concepts through meaningful activities is built in. The activities are graded as the guided, controlled to free activities to help the trainees learn at their own pace. The transition from one lesson to another is smooth with recall sections to check progress. The activities are designed for experiential learning. The simplest definition of experiential learning is “learning by doing”. In the experiential model, Kolb described two different ways of grasping experience: Concrete Experience, Abstract Conceptualization. He also identified two ways of transforming experience: Reflective Observation, Active Experimentation. These four modes of learning are often portrayed as a cycle.



### Ways to facilitate Learning by Doing:

**Classroom activity:** Simulated in-class activities that help trainees share gain relevant experience about the given topic, enabling them to draw their own takeaways.

**Interactions:** Direct the trainees to work in pairs and groups as required as peer learning and collaboration make learning easy, meaningful and fun.

**Trainee Autonomy:** Examples: Extension activities at the end of the lessons and project at the end of IT literacy are meant to foster inquiry-based or project-based learning. Ensure to help the trainees explore it outside the classroom.

## How to prepare yourself to deliver employability skills?

<p>Think of the trainee</p>	<p>What does the trainee already know about the topic?          Why should they be interested in the learning outcomes?          How are the learning outcomes aligned with the trainee's life and future career?          What are your trainees' preferred learning styles?</p>
<p>Prepare your plan</p>	<p>Read Employability Skills facilitator manual – know everything about the topic!          Prepare lesson plan material.          Write clear instructions in your own words for all activities.          Plan your learning space.</p>
<p>Deliver</p>	<p>Be a Guide:          Do not prescribe right and wrong answers.          Each mistake is an opportunity to learn!</p> <p>Encourage trainees to be Explorers:          Enable an 'I can learn' attitude.          Encourage collaborative learning and problem solving!          Instead of just knowledge, give them the tools to be lifelong learners.</p>
<p>Follow-up</p>	<p>Ensure trainee handbook is complete.          Create opportunities for one-on-one interactions after class.          Seek feedback from trainees!</p>

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## Why is 'Entrepreneurship' in Employability Skills?

Every individual wishes to do work that brings them joy as well as taps into their abilities and potential. However, Economic independence of every individual is needed for the pursuit of making this potential a reality. The reality of India's economy is that the country's top 8 sectors created 1.35 lakh jobs in 2015, while about 1.25Cr Indians turned 18 years old. So, the question of 'if companies are not going to employ individuals, how can one employ self?' is fast becoming a question that must be addressed.

## Understand the Topic

In this module, trainees will understand what it means to be an entrepreneur – that it is an amalgamation of knowledge, skills and mindsets. Mindsets are ways of believing and thinking that guide how an individual operates in the world and the decisions he/she makes. Trainees will gather knowledge on entrepreneurial concepts and connect them to their beliefs, aspirations and the market reality to learn to set up a venture that shall thrive in the fast changing and evolving markets.

## How to deliver the 'Entrepreneurship' module?

Some of the main beliefs that shall have to be operated with, and tasks shall have to be done would be for the instructor to understand the skills and mindsets first. The four mindsets that the module talks about – self-awareness, self-belief, independence and grit – will have to be emphasized, reinforced and focused on constantly in each lesson, because these are the driving forces that shall assist in encouraging the trainees to strive to do better. Encouraging and motivating the trainees to apply as much as they can, will be the next biggest job. An important principle of entrepreneurship is trial and error. However, just like anyone else, the trainees will hesitate to try for fear of failure. The instructor shall be a large motivating factor for them to experiment and learn from their experiences, so that they can move towards achievement and success. Ensuring that trainees engage in the extension activities will become important for them to try their business ideas. Help them in recollecting, discussing and reflecting on their learning on a regular basis for the same.

## How the lessons have been organized?

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here: The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let's learn, KWL completion, recapitulation
- iii. extension (optional but highly recommended)

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A 'Let's Learn' section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concepts dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional, but deeply recommended to be followed through by trainees since it shall make their experience richer.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



## How to prepare yourself to deliver the Entrepreneurship module?

Think of the trainee	<p>What life paths are your trainees most likely going to take after they graduate? What is your trainees reality of job prospects after they graduate?</p> <p>How can they be best prepared with the knowledge and skills to have the confidence to set up their own venture?</p> <p>If they have their life plans chalked out, irrespective of what path it is, what mental module or way of thinking (mindsets) will it require them to have to be successful and happy at work?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about entrepreneurship!</p> <p>Prepare the lesson plan material.</p> <p>Write clear questions for reflection.</p> <p>Arrange the classroom seats in a manner that enables discussion.</p>
Deliver	<p>Be a guide:</p> <p>Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them experience and draw their own takeaways.</p> <p>What if they make a mistake? What if somebody simply does not understand what role modeling means? It is an opportunity for them to learn through more examples and activities.</p> <p>Encourage trainees to be explorers.</p> <p>Enable an 'I Can' attitude.</p> <p>Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook.</p> <p>Interact with reticent trainees after the class to encourage them to participate.</p> <p>Seek feedback from the trainees – pay attention to their body language in class, ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>

**Key Learning Outcomes****At the end of this module, you shall be able to:**

- reflect on one's career plans after graduation and infer what it takes to be successful
- explore the job scenario in the country and locality and analyze the need for entrepreneurship in that scenario
- identify the skills and qualities needed to be an entrepreneur identifying the values one stands for
- create and list multiple business ideas for the sector
- articulate the need to focus on understanding the customer and conduct surveys to understand need
- identify, compare and analyze your market competition, government schemes and other market forces
- enhance the scope of the business ideas by adding a customer value lens
- decide on a unique value proposition, business ethics for your business idea
- present your business idea and gather feedback about the same
- create a business plan, sales pitch, business marketing strategy for your business.



## 1. My Life Plans



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

10 mins

Tell the trainees that this module will be completely activity based and they shall go through the stages of setting up their own business based on their strengths and interests!

1. Explain to the trainees the way the lesson will progress from the introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Direct the trainees to go through the illustration given after the KWL chart, to get a better understanding of the concept. Highlight that the 4 ingredients in the recipe for success will be discussed in detail through the lesson.
5. Encourage the trainees to ask questions as well as share in the class, by telling them that there is no correct or wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

The path to success is not easy. It requires everyone to have many skills and certain qualities to be successful. Highlight this point to trainees by drawing two arrows on the board. One will be a straight arrow and one will be a zig-zag arrow.



Ask trainees which arrow depicts the path to success. After getting a few responses share with them the path to success is like the zig zag arrow with lot of ups and downs. Next, ask them how one can overcome the challenges and the ups and downs in this path. Share that one needs many skills and qualities to overcome challenges and that this lesson will talk about 4 such qualities.



40 mins

1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Encourage the trainees to read the decision tree illustration. Help them to answer the question asked in it and arrive at the career option they wish to choose.
3. Ask the trainees to complete activity 1 and write the reason for their career choice in the space provided. Encourage the trainees to share answers in pairs.
4. Instruct the trainees to read the success stories of the famous personalities given in the visual in activity 2 and answer the question for the activity. Help them elicit the qualities of the personalities from their stories.
5. Guide the trainees to read the descriptions of the 4 qualities. Encourage them to ask clarifying questions or any doubts they may have.



10 mins

1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Recall the activities from the start of the lesson. Guiding questions you may ask trainees to elicit the responses:
  - What are your career plans after your ITI course?
  - What are the 4 important qualities that successful people have?
  - Out of the 4 qualities which one is your strength? Which one do you need to improve?

They should be able to express their career plans after they complete their ITI course, recall the 4 qualities of successful people and identify the quality that is their strength and one which is their area of improvement which will help them succeed in their chosen career option.
5. Encourage trainees to work on the extended activities on their own.

## 2. Introduction to Entrepreneurship



Material required: Chocolates, trainees' workbook

10 mins

Tell the trainees that this module will be completely activity based and they shall go through the stages of setting up their own business, based on their strengths and interests!

1. Explain to the trainees the way the lesson will progress from the introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Direct the trainees to go through the illustrations and charts given after the KWL chart, to get a better understanding of the concept.
5. Encourage the trainees to ask questions as well as share in the class, by telling them that there is no correct or wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### **Warm Up Activity**

Keep the chocolates on the table. (The chocolates should be lesser than the total trainees in the class). Ask the class to come and pick up one chocolate per person. Lay down the condition that everyone should try and get a minimum of one chocolate. After the first failed attempt, ask the trainees to try one more time.

Ask the trainees to think why everyone did not get a chocolate and some were left out.

Link the situation to the job crisis in the country using the following questions:

Is there any similarity between the current class scenario and the job situation in the market?

Does everyone get a job after completing their studies? Is it because they are not qualified or there are too many qualified people trying for one job?



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Mention the key points from the illustrations of 'The State of Employment report of India 2019'. Ask the trainees to read it up on the internet themselves.
3. Ask the trainees to think if they agree with the statistics shared in the report, and why. Encourage them to share their views with their partner or friend.
4. Instruct the trainees to form groups of 4 and discuss the status of employment of the people in their State or locality.
5. Ask them to brainstorm about various lucrative alternatives to market generated employment. Discuss the difference between wage employed individuals and self-employed individuals.
6. Encourage a discussion amongst the trainees about being self-employed. Instruct the trainees to refer to the information given as prompts in the workbook.
7. Urge them to make connections with the benefits they have discussed and read about, with entrepreneurs they know of in their lives. Help them reflect on and write about four such entrepreneurs.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:
  - Think about other benefits of being self-employed.
  - What do you feel about being self-employed/ being an entrepreneur?
  - What connections can you draw between the four qualities from the previous lesson to self-employment?

The trainees should be able to realize the reality of employment and job conversions in the country and their areas, assess the situation of the industry they wish to enter and reflect on taking up self-employment as a possibly lucrative option.
5. Encourage the trainees to work on the extension activities on their own.

10 mins

## 3. Being Entrepreneurial



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

Tell the trainees that this module will be completely activity based and they shall go through the stages of setting up their own business, based on their strengths and interests!

1. Explain to the trainees the way the lesson will progress from the introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.

10 mins



3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column.
4. Explain to the trainees that the third “What I Learned” column is to be filled at the end of the lesson with their learnings from the lesson.
5. Direct the trainees to go through the illustration given after the KWL chart, to get a better understanding of the concept.
6. Encourage the trainees to ask questions as well as share in the class, by telling them that there is no correct or wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

**Warm Up Activity**

Instruct the trainees to get into groups of 4. Tell them that the game for the day is making objects using the team member’s bodies. Call out the following 4 objects – a house, car, bus and dog. All the members of the group have to participate into getting the shape made. The team that makes the object first, wins!

After the activity, ask the trainees how they decided which person would be what part of the object. Ask them if the activity was easy or difficult to do.

Summarize the activity by saying that there are various ways in which people make decisions, and that they shall explore how to make decisions in business through this lesson.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Divide the class into groups of 3 or 4 and ask them to read the case study.
3. Instruct them to go back to the illustration of the mindsets from the previous lesson and the infographic of the skills from this lesson. After reading, instruct the trainees to fill the table from activity 1 for the mindsets and skills they observed from the story and fill in with relevant examples. Clarify any doubts that the trainees might have.
4. Explain the meaning of SWOT to the trainees and ask them to fill it out for themselves in activity 2.
5. Encourage the trainees to brainstorm about what they would do to successfully complete activity 3. Urge them to use the SWOT analysis they have done for themselves, to help decide what idea they would pick. Motivate them to do the activity and have fun with it!
6. If they have a lot of ideas for what they would want to do, urge them to do a SWOT analysis of the different ideas to select one by introducing the concept of ‘opportunity cost’.
7. For activity 3, ask the trainees to get into pairs and discuss the case studies and the decisions they would make in each case.
8. In case you notice most trainees struggling with or having very diverse discussions about, open up the discussion to the whole class and encourage a whole class debate on it.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.

10 mins



4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:

- What is a SWOT analysis? How would conducting a SWOT analysis help to make decisions in any situation?
- What would opportunities for you as an entrepreneur look like after doing the SWOT analysis?

The trainees should be able to identify the mindsets and skills an entrepreneur would require, and how it would help him/her make business decisions. They would also be acquainted with a tool to be able to make decisions in business.

5. Encourage the trainees to work on the extension activities on their own.

## 4. My Values as An Entrepreneur



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

10 mins

Tell the trainees that this module will be completely activity based and they shall go through the stages of setting up their own business, based on their strengths and interests!

1. Explain to the trainees the way the lesson will progress from the introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Explain to the trainees that the third "What I Learned" column is to be filled at the end of the lesson with their learnings from the lesson.
5. Direct the trainees to go through the illustration given after the KWL chart, to get a better understanding of the concept.
6. Encourage the trainees to ask questions as well as share in the class, by telling them that there is no correct or wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Ask the trainees to think about how decisions are taken in their families. Who makes the decisions and what do they think about when they make these decisions.

Now, encourage them to think as if they are the head of the family. Now, how would they want to make decisions? Would they do something differently from how the people in their family are currently making it?

Tell the trainees that we all make decisions on the basis of some beliefs and values that we hold dear. We shall see how these might play out when they are making business decisions.



 <ol style="list-style-type: none"> <li>1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.</li> <li>2. For activity 1, instruct them to get into groups of 3 or 4 to read the case study and answer the question in the space in the stars.</li> <li>3. Now, urge them to read about the values listed from the earlier book and how they play out in the case study given in activity 1. Help them compare it to the notes they have made about Bharti's values in activity 1, and see similarities and differences.</li> <li>4. Encourage them to reflect on the values important to them from the list in the previous part and write them in the space provided. Ask them to write down any other values that might be important to them outside of the list. Urge them to think and write about why the values they have selected are important to you. Ask them to share their reflection with their partner.</li> <li>5. Instruct them to think about how these values and beliefs would play out when they are running their venture. Ask them to also think about the benefits and pitfalls of operating one's business from a set of values and beliefs.</li> </ol>	<p>40 mins</p>
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of the KWL chart.</li> <li>2. Ask the trainees to share their learnings and check whether the lesson objective was met.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts.</li> <li>4. Recall the activities from the start of the lesson. Guiding questions you may ask trainees to elicit the responses:             <ul style="list-style-type: none"> <li>• What values are important to you?</li> <li>• How do the values play out when you are making business decisions?</li> <li>• Do you think there might be a problem when you would apply these values? What problems do you anticipate?</li> </ul> <p>The trainees should be able to identify to need to make business decisions on the basis of what they believe in, and the implications of the same. They must be able to identify those beliefs and visualize how they might play out when they make business decisions.</p> </li> <li>5. Encourage trainees to work on the extended activities on their own.</li> </ol>	<p>10 mins</p>

**5. Recall**

 <p>Materials needed: Trainee workbook, pencil, eraser</p> <ol style="list-style-type: none"> <li>1. Prepare the class for the formative assessment of the lessons (1 - 4) that have been covered.</li> <li>2. The questions are meant to assess the learning and not to test for rote memory.</li> <li>3. Instruct the trainees on the purpose of formative assessment (recall).</li> <li>4. Make them recognize that is done for their benefit and will help them recognize areas that they need to improve/focus on more.</li> </ol>	<p>10 mins</p>
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1. While conducting the test, ensure that the participants answer the questions independently.
2. Assess the learning of the participants based on their performance and ensure that suitable remedial measures are taken for them to continue learning without any impediments.
3. Compare the performance of the participants with the previous recall lesson. Track the improvement made by each participant.
4. Record the assessment in a descriptive format to track progress during the next recall session.

40 mins



1. Discuss the performance of the participants and suggest methods to improve their performance.
2. Ensure to offer positive feedback followed by one or two suggestions ONLY.
3. Focus more on the positive aspects than on what went wrong.

10 mins

## 6. My Business Idea



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Encourage them to recollect the meaning of all the market forces mentioned.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

10 mins

### Warm Up Activity

Tell the trainees that you have a challenge for them. Read the following story:

Sunanda is a homemaker in the city of Karnal in Haryana. Her husband is a daily wage worker and they have two children. Sunanda buys a soap bar (tikiya) every 2 days to wash her family's clothes. It costs Rs.10. However, the quality of the washing bar is not good. It very quickly melts in water and is very harsh on her skin. Her hands keep burning after using the bar.

Encourage the trainees to think of the wildest ideas within 5 minutes to solve Sunanda's problems.

After the trainees have finished sharing, ask them to read up about HUL's foray into the Indian rural markets by introducing liquid pouches.

Help trainees to reflect on how companies have captured larger markets by addressing the needs of their customers.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Ask trainees to get into pairs and tell each individual to select a sector of their choice from the table in Activity 1. Ask them to share the reason for selecting the sector with their partners.
3. Instruct them to read the example table in Activity 2 to understand how they can think of business ideas related to their sector. Urge them to go back to the infographic at the start of the lesson.
4. Now, ask them to think about an individual related to the sector they have chosen and list down a problem they are facing. Encourage them to brainstorm with their friends and write down a large list of possible solutions to identified problem.
5. Tell them to repeat the process with another person in mind.
6. Now, instruct them to think deeper about general problems of the sector that they have observed and list down pre-existing as well as new solutions to the problems. They could use the internet to look for solutions to the problems also.

HINT: Keep encouraging them to think and assure them that there is nothing like wrong or bad idea.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:
  - What are your strengths? What values are important to you in life? How do your business ideas relate to these two things?

The trainees should be able to realize the need to base business ideas by understanding gaps people are facing related to the product, in the market. They realize the need to read up about the innovations happening in their respective sectors.
5. Encourage the trainees to read about the funds available for the sectors they are working in and work on the extension activities on their own.

10 mins

## 7. Map the Market I



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column.

10 mins



4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Encourage them to recollect the meaning of all the market forces mentioned.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Ask the trainees if they have heard the phrase, 'customer is god'? If yes, ask them what they understand by the phrase and if they agree or disagree with the phrase, and why. Encourage a discussion and debate between the trainees who support or oppose the statement.

Summarize the discussion by asking the trainees why such a phrase might have been coined at all. Mention to them that they shall understand the meaning and implications of the statement in depth in this lesson.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Ask them to read the case study in groups of 3 or 4, and discuss questions attached to it. Encourage them to record their responses in the space given below it.
3. Enquire if the trainees believe that it is important to know the customers. Encourage them to read the illustration about what they would want to gather by knowing the customers - their needs, interests and concerns. Ask them to give you examples of what kind of business ideas they could come up with, by knowing any of these aspects of their customer's lives.
4. Explain to the trainees that a wholesome way of gathering information from the customer is by speaking with them. Direct them to read the survey questions written.
5. Question them if they have had experiences of where they were stopped and questioned by individuals who were selling products. Encourage them to think about the kind of questions they were asked by the customer care employee.
6. Guide them through the design and the questions of the 2 customer survey templates.
7. Ask them what information would they need before starting their ventures and what questions they would want to ask to get that information.
8. Motivate them to record those questions and compare them with the templates available.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:

10 mins



- Why is it important to understand the customer that your business is going to be catering to? How will it help the venture?
- What are some kinds of questions that you could ask to understand your target customer more? What is a possible business idea that could come of the questions you ask and the information that you might receive?
- What challenges might you face while gathering this information?

The trainees should be able to realize the need for understanding the customer segment that their business is intending to catering to, be aware of the themes under which information could be gathered and the kind of questions that could be asked to gather useful information.

5. Encourage the trainees to work on the extension activities on their own.

## 8. Map the Market II



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

10 mins

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Encourage them to recollect the meaning of all the market forces mentioned.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Ask the trainees the question, “What would happen if Flipkart or Amazon promote their websites in rural villages rather than cities and towns? Would they change what they are selling and how they are selling it?”. Ask trainees to discuss what would be different between the customers for e-commerce websites in rural and urban India. Explain to the trainees that most successful companies analyze the customer group, what is the ground reality and various other factors before deciding on a successful business idea. Just like them, in this lesson, the trainees will learn about how various market forces should be kept in mind while deciding on a business idea.



40 mins

1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Encourage the trainees to read the illustration about market forces. In order to complete activity 1, help trainees understand that the way they went about understanding the customer before deciding on a business idea, they shall understand their competitors in the same way in this activity.



3. Help them identify competitors for the products they are ideating over. Guide them as they fill up the boxes in the table for each competitor with a number on the scale and corresponding information in the 'notes' column.
4. After they fill up the table, ask the trainees to think about the awareness they are gathering about the sector their business idea falls in, based on the analysis of their competitors.
5. Help the trainees know that the government has different schemes for individuals falling in different sectors. Instruct them to read up about the 4 schemes mentioned in the book, and clarify their doubts if any.



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:
  - How does knowledge of your competitors affect the business idea you are planning to work on?
  - How does knowing the various government schemes available for the sector and business you have chosen, help improve your business idea?

The trainees should be able to have complete access to knowledge about the sector they are planning to start their venture in, and for that they must be aware of the 4 segments of the market they should gather information on - their customers, competitors and the market, the government structure available for support and technological innovations in the sector.

5. Encourage the trainees to work on the extension activities on their own.

10 mins

## 9. Overall Market Analysis



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Encourage them to recollect the meaning of all the market forces mentioned.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

10 mins



**Warm Up Activity**

Ask the trainees to get into groups of 4. Instruct each person to select one item they have in their bag, and put it on the table in front of them. Now, tell them that there is a situation they have to get out of. Each group is shipwrecked on an island with only these four items they have pooled in. They have five minutes to figure out solutions to get off the island only using these four items. Encourage them to think of the wildest solutions only with the four items.

At the end of the activity, tell them that they assessed the information they had (the items in this case), to figure out solutions to a larger problem (here, getting off the island). Inform them that they shall be doing the same for their business ideas in this lesson.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Ask them to fill up the illustration at the start of the lesson, to gather all the information they've learnt about their market in the last couple of sessions.
3. For activity 1, encourage and guide them to reflect on what they are learning about the sector they are planning to work in. this could be important information for anyone starting a venture in the sector, or insights about working there, or the new things they have learnt about it.
4. Instruct trainees to relook at their business ideas. Remind trainees that they are free to alter or change their business idea if they wish to do so after analyzing the data they have gathered.
5. For activity 3, ask trainees to carefully observe both the images given in activity. Encourage them to pair up and think about the questions asked. Assist them if required.
6. Once they have answered the questions, ask trainees to read the content given about the value of products. Encourage them to reflect on how this information relates to their business.
7. Instruct the trainees to think about the value they are creating for their customers through the final business idea that they have decided in activity 2 and write it in the thought bubbles provided.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:
  - How did the knowledge of various market forces help you enhance your business idea?
  - Were you able to enhance or modify your business idea based on the knowledge of the various market forces at play?"
  - What is the value that your business will add to customers? What are some ideas you have for the same?

Trainees should be able to collate the data they have gathered about the various market forces and use it effectively to enhance their business idea, identify the value that they are creating with their business.
5. Encourage trainees to work on the extended activities on their own.

10 mins



## 10. Recall

 <p>Materials needed: Trainee workbook, pencil, eraser</p> <ol style="list-style-type: none"><li>1. Prepare the class for the formative assessment of the lessons (6 -9) that have been covered.</li><li>2. The questions are meant to assess the learning and not to test for rote memory.</li><li>3. Instruct the trainees on the purpose of formative assessment (recall).</li><li>4. Make them recognize that is done for their benefit and will help them recognize areas that they need to improve/focus on more.</li></ol>	10 mins
 <ol style="list-style-type: none"><li>1. While conducting the test, ensure that the participants answer the questions independently.</li><li>2. Assess the learning of the participants based on their performance and ensure that suitable remedial measures are taken for them to continue learning without any impediments.</li><li>3. Compare the performance of the participants with the previous recall lesson. Track the improvement made by each participant.</li><li>4. Record the assessment in a descriptive format to track progress during the next recall session.</li></ol>	40 mins
 <ol style="list-style-type: none"><li>1. Discuss the performance of the participants and suggest methods to improve their performance.</li><li>2. Ensure to offer positive feedback followed by one or two suggestions ONLY.</li><li>3. Focus more on the positive aspects than on what went wrong.</li></ol>	10 mins

## 11. My Final Business Idea

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser</p> <ol style="list-style-type: none"><li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li><li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.</li><li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.</li><li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of what SMART goals are and why they are beneficial.</li><li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li></ol>	10 mins
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**Warm Up Activity**

Ask the trainees to think of one unique thing that sets them apart from the rest of the people in their lives. Tell them to present that uniqueness to the class in the most creative way – by giving a speech or singing about or drawing about it.

After they all present, let them know that in this lesson, they shall be thinking about the uniqueness of their businesses in the same way.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Guide them through recollecting and assessing the business ideas that they have decided. Help them fill up the checklist table for one business idea they have. Clear their doubts if any.
3. Help them check for the final business idea they have selected by filling out the image in activity 2.
4. Read the content written about the meaning of a unique selling proposition.
5. Instruct them to pair up and recollect the UVP taglines for the businesses mentioned in activity 3. Let them know that the pair that comes up with the taglines first, wins!
6. Brainstorm with your trainees to identify unique selling proposition taglines for their business ideas. Instruct them to write it down and present them to the class.
7. Ask them to give feedback to each other. Instruct your trainees to incorporate the feedback and make their taglines better.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:
  - Why is it important to have a uniqueness to one’s business idea?
  - What is the most unique business idea they’ve heard in their lives?
  - How does one decide on what the unique value proposition for a business should be?

The trainees should be able to realize the need to set themselves apart in the sector they are choosing to enter by deciding on a value proposition for their business that is unique. They should have thinking tools available to them to figure out how to decide the uniqueness of their business.
5. Encourage the trainees to work on the extension activities on their own.

10 mins



## 12. Business Test Run



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser, crayons

10 mins

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Ask the trainees to pair up with a friend from their class. Tell each pair to think about unique features for presenting themselves well to their employers. Ask each individual to think about what they need to improve in their appearance to present themselves better. Now, ask the other person in the pair to tell the person what they might want to improve.

Ask the trainees to compare the information they are thinking about when they think about improving their appearance with what their partner is telling them. Ask them if they are able to see a difference. Let the trainees know that they shall get feedback from their friends and customers on their business ideas, because it would help them improve their ideas.



40 mins

1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Ask the trainees to pair up and discuss the unique qualities of movie posters and what they would want to incorporate from those qualities, into their business poster.
3. Encourage them to make their posters eye catching, colourful and unique.
4. Give them 5 minutes to think about how they shall sell the business idea in front of their classmates, using their business poster.
5. Urge each trainee to come in front of the class and talk about their ideas.
6. Simultaneously, ask the other trainees to write down what they are liking about the idea and what they believe can be changed in each person's business.
7. Ask each trainee to fill in feedback as and when they hear it from each trainee.
8. Urge them to reflect on all the feedback they are getting on their idea and if there is something they would like to change about it. Instruct them to rewrite the idea in the space given.



10 mins

1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:



- What is the importance of feedback while running a business venture?
- What is the most useful feedback you have gotten on your business idea, from the class?

The trainees should be able to realise the importance to ask their customers or friends on things they want to test in their business. And, take the risk to try out whatever ideas they are getting around their business.

5. Encourage the trainees to work on the extension activities on their own.

### 13. Business Planning



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

10 mins

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column .
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of what SMART goals are and why they are beneficial.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

#### Warm Up Activity

Ask all the trainees to pair up for the game that is going to be played. Give them the instruction that each pair will have one minute to create a list of as many red things they know. Do not give them any time to think or prepare. Once they are done, ask each pair to share the number of items they could come up with.

Now, tell them that this time they have to do the same thing but with green things. Ask them to decide on a number that they want to get at in the second round. Give them 2 minutes to prepare and then 1 minute to make the list. Once they are done, ask the trainees, “Was there a difference in the approaches each pair took both times?” Encourage responses from as many trainees as possible. Discuss how they might have achieved a longer list in the second round because they had time to discuss, prepare and plan and also they had a goal to aim for. Introduce the topic for this session by linking this activity to how in the same way, it is important to plan one’s business and set goals for it for better achievement.



40 mins

1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Encourage the trainees to reflect on the planning activity done in the session. Ask the trainees to also try and recollect the previous session where they did a test run of their business and think of all that they had done to prepare for it.
3. For activity 1, ask them to use the same thinking to create their checklist of the top 5 things they need to do before starting their business.
4. Introduce the trainees to the business planning template in activity 2.



5. Guide them to read the different parts of the template and solve any initial doubts they may have about any of the descriptions in the box.
6. Instruct them to think and fill the boxes for their business. Ask them to keep in mind the information they have gathered from previous sessions to fill in the boxes.
7. Encourage them to check whether the goals they have set follow the SMART goal criteria they were introduced to.



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses are as follows:
  - Now that you have learnt business planning, do you think it will benefit your business? If yes, how?
  - Will these tips about goal setting and planning be useful for other aspects of your life? If yes, how?

The trainees should be able to realise the need for planning for their business, share the decisions they made for their business using the planning template, and use the SMART goals format to set effective goals for their business.
5. Encourage the trainees to work on the extension activities on their own.

10 mins

## 14. Pitching for My Business



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Highlight that the 4 parts of a business sales pitch are described in activity 1 and will be discussed in detail through the lesson.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Ask trainees to get into pairs. Inform them that they will take turns to play the role of an interviewer and an interviewee. The interviewee has 1 minute to tell the interviewer about himself/herself and convince the interviewer to hire him/her. After the minute is up, the pairs will switch roles and repeat the process.

Once everyone has had a chance to give their 1 minute introduction, ask the class how they felt. Ask them, “Was it hard to decide what you would want to share about yourself in a minute?”. Encourage all trainees to reflect, respond and share their experiences as an interviewee.

10 mins



<p>Then, ask about their experiences as an interviewer. Probe with questions such as:</p> <ul style="list-style-type: none"> <li>• “Was the information provided by the interviewee enough to make a decision about hiring them?”</li> <li>• “What kind of information would be helpful for you to be able to make a decision?”</li> </ul> <p>After eliciting responses, share with the class, “Just as we make a pitch about ourselves when we go for a job interview, we also will make a sales pitch for our businesses, which is the objective of this lesson.”</p>	
<p></p> <ol style="list-style-type: none"> <li>1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.</li> <li>2. For activity 1, ask trainees to first read the description for the 4Ps in pairs. Encourage them to ask doubts if they have any.</li> <li>3. Once they have understood the 4Ps, instruct trainees to now think of their 1 minute business sales pitch. Remind them to reflect on the session’s warm up activity. Use questions such as “Just like your 1 minute pitch about yourself, what are some important details you want to mention in your business sales pitch?”.</li> <li>4. Instruct the trainees to use the illustration given and fill in the boxes of the 4Ps with their pitch ideas. Mention that the 4Ps are the framework to create an effective 1 minute pitch.</li> <li>5. Once they have all written their sales pitches, ask the trainees to make groups of 5 or 6. In these groups, instruct trainees to take turns in trying out their pitch in front of other group members. Ask them to stick to the 1 minute time limit.</li> <li>6. After each pitch is done, encourage group members to share feedback to the trainee about his/her pitch. Tell trainees, “The feedback must be in the format of sharing one good thing about the pitch and one thing that can be improved”</li> <li>7. Instruct the trainee to write this feedback in the table provided in activity 2.</li> <li>8. Instruct trainees to continue this process with each of the group members.</li> <li>9. Encourage them to get into pairs and read Edison’s story.</li> <li>10. Ask them to talk to their partners about what they’re learning from the story and write them in the space provided.</li> </ol>	40 mins
<p></p> <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of the KWL chart.</li> <li>2. Ask the trainees to share their learnings and check whether the lesson objective was met.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts.</li> <li>4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Guiding questions you may ask trainees to elicit the responses:             <ul style="list-style-type: none"> <li>• Were you able to use the 4Ps framework to create a sales pitch for your business?</li> <li>• Was this framework helpful? If yes, why?</li> <li>• How will you incorporate the feedback you have received from fellow classmates to make your pitch better?</li> </ul> <p>The trainees should be able to express the need and importance of a good sales pitch, share their experiences of creating a sales pitch for their business and realize the importance of giving each other feedback on the same.</p> </li> <li>5. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## 15. Recall

 <p>Materials needed: Trainee workbook, pencil, eraser</p> <ol style="list-style-type: none"> <li>1. Prepare the class for the formative assessment of the lessons (11 -14) that have been covered.</li> <li>2. The questions are meant to assess the learning and not to test for rote memory.</li> <li>3. Instruct the trainees on the purpose of formative assessment (recall).</li> <li>4. Make them recognize that is done for their benefit and will help them recognize areas that they need to improve/focus on more.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. While conducting the test, ensure that the participants answer the questions independently.</li> <li>2. Assess the learning of the participants based on their performance and ensure that suitable remedial measures are taken for them to continue learning without any impediments.</li> <li>3. Compare the performance of the participants with the previous recall lesson. Track the improvement made by each participant.</li> <li>4. Record the assessment in a descriptive format to track progress during the next recall session.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Discuss the performance of the participants and suggest methods to improve their performance.</li> <li>2. Ensure to offer positive feedback followed by one or two suggestions ONLY.</li> <li>3. Focus more on the positive aspects than on what went wrong.</li> </ol>	10 mins

## 16. Accounting

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser</p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column .</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Highlight that the 4 values to keep in mind when talking to customers will be discussed in detail through the lesson.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
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<p><b>Warm Up Activity</b></p> <p>Ask the trainees one big thing they want to save for the future. Ask them how much money it would require to get it. Ask them to share with their partners why it is important for them to buy that thing, and how they intend to save the money for it.</p>	
<p></p> <ol style="list-style-type: none"> <li>1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.</li> <li>2. Instruct the trainees to think about and fill up the table in activity 1. Guide them to think through all the expense heads they spend on.</li> <li>3. Urge them to reflect on, and record their responses for the question asked after the activity.</li> <li>4. Urge them to read and examine the table in activity 2. Clear their doubts if any.</li> <li>5. Instruct the trainees to read the two situations in activity 3 and use the template in activity 2 to solve them. Guide them through filling the tables.</li> </ol>	40 mins
<p></p> <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of the KWL chart.</li> <li>2. Check if they have doubts. Clarify the doubts, if any.</li> <li>3. Summarize the activities and ask them to share their learnings. To check whether the lesson objective was met, here are some guiding questions you could ask:             <ul style="list-style-type: none"> <li>• Why should one keep track of money in business and in our personal lives?</li> <li>• What difficulties am I facing in understanding and filling up the accounting template? What can I do to solve it?</li> </ul> </li> </ol> <p>The trainees should be aware of the importance of keeping accounts in the business and deeply understand the concepts that go into the accounting template.</p> <ol style="list-style-type: none"> <li>4. Encourage the trainees to work on the extended activities on their own.</li> </ol>	10 mins

## 17. Marketing

<p> Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser</p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Highlight that these 5 marketing methods will be discussed in detail through the lesson.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
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## Warm Up Activity

Ask the trainees to think of a famous brand and write the name on a chit of paper. Now call on 5 people as volunteers. Each volunteer will come to the front of the class and stand in front of the blackboard, with their back facing it. You will open a chit and write the name of the brand on the blackboard. The volunteer will not be able to see the name, but the rest of the class can. The class now has to try and describe the brand to the volunteer, who will try and guess the name. The class cannot say the name of the brand or the product name, but can describe it in any other way.

Complete all 5 products in this way. In the end, ask the trainees, "Why do we associate certain words with certain products?". Elicit responses from the class. Introduce the topic of the lesson by mentioning that the marketing creativity used to promote the product helps us make these associations.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Encourage the trainees to participate in activity 1. Encourage them to be creative and unique in their attempts to sell the pen to their classmates. Instruct everyone to write down what they are seeing people do to sell the pen, in the space given.
3. Once they have all tried selling, ask everyone to vote for the best sale. Ask them why they think the sale was the most unique. Allow for debate and discussion among the trainees.
4. Instruct trainees to read the definition of marketing given in activity 2 and answer the question given. Few guiding questions you can ask the trainees are:
  - "Think of the brands you buy of the products you use the most. Why do you buy only those brands?"
  - "What are some unique ads you have seen? What product were they selling? Did it convince you to buy the product?"
5. Instruct the trainees to make pairs and read the case study given in activity 3. Encourage them to discuss and write the answer to the question asked.
6. Read out aloud, the content on different marketing methods and ask the trainees to refer to the illustration given in the start of the lesson. Encourage them to discuss the various marketing methods amongst themselves and clarify any doubts or questions they may have.
7. Encourage the trainees to think of their own businesses and decide on 1 or 2 marketing methods from the list to sell their product.
8. Instruct them to write the methods and their ideas in the box provided in activity. Encourage them to think of the 5Ws and 1H of their strategy.

40 mins



1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Check if trainees have any doubts. Clarify if they have doubts.
4. Summarize the activities and close the lesson by asking them about their learnings and takeaways. Some guiding questions you may ask trainees to elicit the responses could be as follows:
  - How does having a unique marketing strategy help a business?
  - How do you think your business will succeed from the different marketing methods you have decided?The trainees should be able to express what marketing is, the different methods of marketing and identify two methods that they will use in their business.
5. Encourage the trainees to work on the extended activities on their own.

10 mins



## 18. Ethical Business Practices



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser

10 mins

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first “What I Know” column. Then, have them fill what they wish to learn from the lesson in the second “What I Want to Know” column.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept. Highlight that the 4 values to keep in mind when talking to customers will be discussed in detail through the lesson.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Ask trainees to go through the 2 scenarios given in the concept section of the workbook. Divide the class into two groups. One group is ‘for’ and one group is ‘against’. Read the first case aloud and instruct the ‘for’ group to share their views on why one should take the food, and the ‘against’ group to share why one shouldn’t take the food. Do the same for the second scenario. Be open to hear opinions from everyone and try not to share your opinions until everyone has shared. By the end of the debate, call out how difficult it is to make a judgement sometimes and that it is hard to have a right or wrong answer. Share with the class that this lesson will touch upon such ethical questions and will help them identify what it means for their businesses.



40 mins

1. Instruct the trainees to make groups of 3 to 4 and read the case study given in activity 1.
2. Help clarify any doubts or questions they may have about the case study.
3. Ask them to discuss the answers to the questions asked in activity 1 and write them in the space provided. Encourage them to debate and discuss all possible solutions and points of view.
4. Guide them to read the ethics of business points given in activity 2. Encourage them to ask clarifying questions and resolve their doubts.
5. Go over each point and ask them what they understand by each point. Take 3-4 opinions on each point. Ask them to refer to the illustration at the start of the lesson for a simpler description.
6. Based on their reading, instruct the trainees to complete activity 2 by adding any other principle or value that is important to them and that they will follow in their business, in the space provided.
7. Instruct them to read the questions given in the ‘Let’s Learn’ section. Encourage discussion around the points and solve doubts, if any.



10 mins

1. Guide the trainees to complete the third column of the KWL chart.
2. Ask the trainees to share their learnings and check whether the lesson objective was met.
3. Summarize the activities and ask them to share their learnings. To check whether the lesson objective was met, here are some guiding questions you could ask:



- What are some difficult or tricky scenarios that may come up during your business? How will you ethically resolve such issues?
- What are some ethical principles we should keep in mind for our businesses?
- Apart from business, will these scenarios come up in other areas of your life?
- If yes, what are a few things you will keep in mind when making your decision?

The trainees should be aware of the complexity of various scenarios that they may face during their business, and should thus, be able to express the principles that will help them decide on an ethical course of action.

4. Check if they have doubts. Clarify the doubts, if any.
5. Encourage the trainees to work on the extended activities on their own.

## 19. Vision Boarding



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser, crayons, A4 sheets

10 mins

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focuses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they already know about the lesson topic in the first "What I Know" column. Then, have them fill what they wish to learn from the lesson in the second "What I Want to Know" column.
4. Direct the trainees to go through the story illustrations given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

### Warm Up Activity

Distribute a sheet of paper to each trainee. Ask them to close their eyes and imagine what they want their life to be like 10 years down the line. Tell them to take 10 minutes and draw out whatever they imagined.

Let the trainees know that what they are imagining their life to be, is like creating a vision for where they want to be. They shall be doing something similar for their business in the lesson.



1. Instruct the trainees that they need to write the answers to the questions as they listen to you reading the content for the activities.
2. Instruct them to find a partner or friend in the room for Activity 1. Ask them to imagine the story they'd like to be written about them and share that with their friend.
3. Guide them to fill up the story in the space provided.
4. After they are done recording their story, ask them how it made them feel to write their possible success story.
5. Ask them to read the concept of a vision statement in activity 2 and match the table accordingly.

40 mins



<p>6. Ask the trainees to reflect on the business idea they've selected to work on and imagine what they would want its vision statement to be. Ask them to think about what larger market or customer changes will happen if their ideas were to work in the market. Guide them to convert those thoughts into a line and write it in the space provided.</p>	
<p> 1. Guide the trainees to complete the third column of the KWL chart.</p> <p>2. Ask the trainees to share their learnings and check whether the lesson objective was met.</p> <p>3. Check if trainees have any doubts. Clarify if they have doubts.</p> <p>4. Summarize the activities and close the lesson by asking trainees about their learnings and takeaways. Guiding questions you may ask trainees to elicit the responses:</p> <ul style="list-style-type: none"> <li>• What are you learning about storytelling that is going to help your business in the future?</li> <li>• Why does it become important for an organization to have a vision?</li> <li>• List down 5 actions you can do to start working on your vision.</li> </ul> <p>The trainees should be aware of the importance of looking ahead and actively imagining what they envision their business changing in the market that it is choosing to operate in, and where they want to take their business.</p> <p>5. Encourage trainees to work on the extended activities on their own.</p>	<p>10 mins</p>

**20. Recall**

<p> Materials needed: Trainee workbook, pencil, eraser</p> <p>1. Prepare the class for the formative assessment of the lessons (16 -19) that have been covered.</p> <p>2. The questions are meant to assess the learning and not to test for rote memory.</p> <p>3. Instruct the trainees on the purpose of formative assessment (recall).</p> <p>4. Make them recognize that is done for their benefit and will help them recognize areas that they need to improve/focus on more.</p>	<p>10 mins</p>
<p> 1. While conducting the test, ensure that the participants answer the questions independently.</p> <p>2. Assess the learning of the participants based on their performance and ensure that suitable remedial measures are taken for them to continue learning without any impediments.</p> <p>3. Compare the performance of the participants with the previous recall lesson. Track the improvement made by each participant.</p> <p>4. Record the assessment in a descriptive format to track progress during the next recall session.</p>	<p>40 mins</p>
<p> 1. Discuss the performance of the participants and suggest methods to improve their performance.</p> <p>2. Ensure to offer positive feedback followed by one or two suggestions ONLY.</p> <p>3. Focus more on the positive aspects than on what went wrong.</p>	<p>10 mins</p>



## Assessment Rubric for Entrepreneurship Skills

<b>Basic Level 1</b>	Shows very limited ability in identifying what entrepreneurship is, recognizing skills and qualities of an entrepreneur, creating business ideas with customer value lens, presenting business ideas to gather feedback, creating sale pitch and business marketing strategy.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying what entrepreneurship is, recognizing skills and qualities of an entrepreneur, creating business ideas with customer value lens, presenting business ideas to gather feedback, creating sale pitch and business marketing strategy.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying what entrepreneurship is, recognizing skills and qualities of an entrepreneur, creating business ideas with customer value lens, presenting business ideas to gather feedback, creating sale pitch and business marketing strategy.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying what entrepreneurship is, recognizing skills and qualities of an entrepreneur, creating business ideas with customer value lens, presenting business ideas to gather feedback, creating sale pitch and business marketing strategy.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



## Why is 'Maintaining Efficiency at Workplace' in Employability Skills?

ITI trainees are going to join the workforce immediately on completion of their training. It is important that they get to know what aspects of appropriate behaviour they need to demonstrate. They also need to identify ways of being productive at work. Trainees need to know how one can grow in the profession and work towards personal career growth. Awareness about best practices, factors that affect productivity and problem solving methods are very important to be effective in the workplace.

## Understand the Topic

In this module, trainees will understand what it means to be effective at the workplace – that it is not enough to be a skilled worker, but it is equally important to be efficient at work. This awareness created in productivity will guide the trainees to recognize ways and means to maintain efficiency in the workplace. Trainees will gather knowledge on concepts related to productivity and connect them to their workplace thereby follow best practices on the job by working in teams.

## How to deliver the 'Maintaining Efficiency at Workplace' module?

Instruct the trainees on the importance and relevance of being productive at the workplace. Make them identify best practices, factors that affect productivity and how to solve problems. Help them recognise the adverse effects of lack of productivity. Help them in recollecting, discussing and reflecting on their learning on a regular basis so that they internalize them and make effective use of their skills to be effective at work.

## How the lessons have been organized?

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here. The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let's learn, KWL completion, recapitulation
- iii. extension (optional but highly recommended)

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A 'Let's Learn' section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concepts dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional, but deeply recommended to be followed through by trainees since it shall make their experience richer.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



## How to prepare yourself to deliver the 'Maintaining Efficiency at Workplace' module?

Think of the trainee	<p>Have your trainees had the opportunity to know about productivity? Think of your region, your institute, and your classroom – what is the relevance of learning about maintaining efficiency at workplace? Are the trainees motivated to get an awareness about being efficient workers? Do they know about the methods of maintaining efficiency at the workplace?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about maintaining efficiency at work! Prepare yourself to instruct in an activity-based approach. Follow the guidelines in the manual to enable the trainees work in pairs/ groups to interpret concepts. Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts. Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.</p>
Deliver	<p>Be a guide: Your trainees will not learn to be team players, if you give them a list of dos and don'ts of maintaining efficiency and working in a team. They will learn only from experience! Let them see you practising what you ask them to do. What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities. Encourage trainees to be explorers. Enable an 'I Can' attitude. Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook. Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better. Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>



## Key Learning Outcomes

**At this end of this module, you shall be able to:**

- identify the need to be productive at work
- recognise the best practices to be followed at work
- identify the importance of collaboration and teamwork
- recognize the benefits that workers can gain by being efficient at work
- identify the need for identifying factors that affect efficiency
- recognise methods to eradicate the factors that hamper effective work
- identify the impact of lack of work efficiency on professional growth
- internalise tips to become efficient at work.



## 1. Efficiency in the Workplace



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Instruct the trainees to choose a partner to interpret the visuals given in activity 1 and identify the factors that lead to productivity. Direct them to note down the points in the space provided.
2. Direct the trainees to work in pairs to analyse the visual given in activity 2 and note down ways in which efficiency at work can be affected. Tell them to make a list and share it with the class.
3. Tell the trainees to read and internalise the details given in the table in activity 3. Let them list the ways in which different sections of the society can benefit from efficient work. Have the trainees share it with the class. Consolidate the concepts learned and offer suggestions.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 2. Growth



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Tell the trainees that inefficiency at work does not affect the employee alone. It has a bad effect on the productivity of an organisation and also affects that of the country. Hence, it is important to be always efficient at work. Direct the trainees to work in pairs to identify factors that affect the economic growth of the country with the given table in activity 1 as the starting point. They may refer to the illustration section, if necessary.
2. Instruct the trainees to interpret the types of challenges given in activity 1 into two categories – those related to mind-set and those related to practical reasons. Make them fill the table given after sorting the challenges.
3. Divide the trainees into groups of 4 members. Direct them to list how they can improve their own selves to become efficient and effective. Let them list ways of improving for the given three factors. Ask them to fill three more factors in the space provided and list ways of achieving them. Consolidate the lesson with the concepts discussed. Give feedback and offer suggestions.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 3. Personal Growth

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"><li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li><li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li><li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li><li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li><li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li></ol>	10 mins
 <ol style="list-style-type: none"><li>1. Instruct trainees that they shall have to know about themselves if they wish to grow. Direct them to refer the illustration section and fill the columns in activity 1 individually.</li><li>1. Ask them to read the topics given in column 1 in the table given in activity 1. Then, let them read the questions given against each topic in column 2 and write their responses in the 3rd column.</li><li>2. Introduce the concept from the let's learn section on "personal growth". Ask the trainees read the column on ways of personal growth in column 1 of the table given in activity 3 and tick those that they are already following.</li><li>3. Help the trainees reflect on the ways of personal growth that they are not following. Make them identify ways to follow them in pairs. Let them note it down in the space provided in activity 4.</li><li>4. Instruct the trainees to read the details about time management given in the visual in activity 5 on pomodoro technique. Let them identify the relevance of pomodoro in time management which will help in personal growth.</li><li>5. Based on activity 5, let the trainees fill up their time management plan to prepare for the examination individually using pomodoro technique. Instruct them to write their plan in the space provided in activity 5. Consolidate the lesson. Offer feedback and tips to work towards personal growth and time management.</li></ol>	40 mins
 <ol style="list-style-type: none"><li>1. Guide the trainees to complete the third column of KWL chart.</li><li>2. Review the outcomes of the lesson. Check answers.</li><li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li><li>4. Encourage trainees to work on the extended activities on their own.</li></ol>	10 mins



## 4. Best Practices – Relevant for Industries

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today’s class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Direct the trainees to go through the details in the visuals in activity 1. Ask them to imagine themselves to be Principal of an ITI and listy the best practices they will follow for better academic outcomes and employability of the trainees. Let them note it in the space provided.</li> <li>2. Instruct the trainees to use their trade background and identify the best practices that they can follow from the cues given in the visual in activity 2. Let them work in pairs and note down their points and share it with the class.</li> <li>3. Brainstorm the ways in which internet / information technology can help in getting updated about best practices and development in the different sectors. Make the trainees list them in the space provided in activity 3 and share it with the class.</li> <li>4. Ask the trainees to work in pairs to think of innovative and creative ways to attract customers of all ages to the restaurant that they own. Let them note down their views in the space provided in activity 4. Consolidate the lesson. Help the trainees on how they can interact better by offering suggestions. Remember to give positive feedback and limit your suggestions to one or two.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## 5. Factors Affecting Productivity – Identification of Problems – Case Study (Construction)



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

10 mins



1. Explain what a case study is. Show them the example of case study given in the let's learn section. Elaborate on the need to identify key factors that affect productivity in a company. As company's profit, the salary of employees all depend on productivity, it is important to ensure that productivity and efficiency are maintained. Help the trainees use the problems given in the case study on what affected construction productivity of ABC company to match with the factors given in the visual in activity 1. Let them note their views and share with a friend.
2. Instruct the trainees to discuss on the factors given in the visual in activity 2 in relation to the ABC company case study. They may make notes and share it with the class.

40 mins



1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.

10 mins



## 6. Factors Affecting Productivity – Discuss Solutions to the Problems

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today’s class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	<p>10 mins</p>
 <ol style="list-style-type: none"> <li>1. Direct the trainees to go through the visual given in activity 1 (wordle). Help them pick 5 words that relate to problems and solutions in productivity from the wordle. Let them share their choice of words with a partner and note if their words are similar or different. They may refer to the case study of ABC construction company given in the previous lesson, if necessary.</li> <li>2. Direct the trainees to interpret the details given in the chart in activity 2. Let them choose five problems that construction companies may face from the given visual and propose solutions for them by working in pairs. Tell them to note their responses and share it with the class. Consolidate the lesson highlighting the concepts discussed and offer suggestions, if any after giving positive feedback.</li> </ol>	<p>40 mins</p>
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	<p>10 mins</p>



## 7. Factors Affecting Productivity – Identification of Problems – Case Study – Training of Migrant Workers



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Ask trainees whether they have noticed migrant workers in their locality. Generate their perceptions about such migrant workers. Help them read and interpret the illustration section.
2. Tell the trainees to work in pairs to interpret the visual given in activity 1 about the different levels of solving productivity related issues in an organization. Ask them to think of their problem as an employee at a particular level and identify the level at which the particular problem can be solved.
3. Ask the trainees to interpret the table given in activity 2 to analyse the level at which different problems have to be approached. Instruct the trainees to use the pointers given in the table to analyse the problem they identified in activity 1. Consolidate the main ideas discussed and offer positive feedback. Give one or two suggestions based on what you observed.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 8. Factors Affecting Productivity – Discuss Solutions to the Problems

	<p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today’s class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
	<ol style="list-style-type: none"> <li>1. Brainstorm with the trainees about the various problems that migrant workers may have. Ask them to refer to the visual information given in activity 1. Direct them to discuss possible solutions to the problems shown in the visual in pairs and share their responses with the class.</li> <li>2. Migrant workers need to know about their duties and rights. Find a migrant worker to know if they are aware about their duties and rights. Explain the information that they need to know and have to speak to their employers about. Trainees may make use of the information given as visuals in activity 2 and make notes in the space provided. Consolidate the main points of the lesson and reinforce the importance of knowing rights of migrant workers as the trainees themselves may migrate for work sometime in their lives.</li> </ol>	40 mins
	<ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## 9. Impact of Lack of Productivity on the Society – Environment, Health and Safety



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

10 mins



1. Ask questions related to the behaviour of workers in their workplaces. If they are idling and wasting both time and resources, what may the consequences be? Help them recognize the impact of lack of productivity on the environment. Direct the trainees to choose a partner and critically analyse, interpret and discuss the causes of low productivity using the information given in the visual in activity 1. Guide them to make notes and share their responses with the class.
2. Explain to the trainees how low productivity affects not just the individual but the society at large. Make the use the information given in the visual in activity 2 to discuss with a partner about the negative effects of low productivity.
3. Make the trainees interpret the visuals given in activity 3 to discuss ways to prevent pollution. They may be asked to work in pairs.
4. Direct the trainees to discuss the advantages and disadvantages of following safety rules in an organization. They may use the visuals given in activity 4 as discussion clues. Consolidate the discussion with positive feedback and one or two suggestions.

40 mins



1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.

Ask trainees to write 4 sentences of their own to describe the learning so far.

10 mins



## 10. Tips for Maintaining and Improving Productivity

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today’s class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Tell the trainees the importance of being productive at work. With the visual given in activity 1 on how a case study is carried out, ask the trainees to discuss on the parameters given. Direct them to brainstorm and add more details, if required.</li> <li>2. Ask the trainees to look at the visual given in activity 2 to interpret the key aspects of improving productivity. Let them know that productivity is a continuous process. Direct the trainees to select any three factors that they think are important to focus on as employees. Have the trainees work with a partner and write their responses in the space provided.</li> <li>3. Instruct the trainees to interpret the bar graph given in activity 3 and discuss their views with a partner. At the end of the lesson, consolidate the main points, offer feedback and suggestions, if any.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## Assessment Rubric for Maintaining Efficiency at Workplace

<b>Basic Level 1</b>	Shows very limited ability in identifying how to be productive, recognizing importance of teamwork and best practices, eliminating factors that affect efficiency, identifying tips to be effective at work and working towards professional growth.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying how to be productive, recognizing importance of teamwork and best practices, eliminating factors that affect efficiency, identifying tips to be effective at work and working towards professional growth.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying how to be productive, recognizing importance of teamwork and best practices, eliminating factors that affect efficiency, identifying tips to be effective at work and working towards professional growth.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying how to be productive, recognizing importance of teamwork and best practices, eliminating factors that affect efficiency, identifying tips to be effective at work and working towards professional growth.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



### **Why is ‘Occupational Safety, Health and Environment Education’ in Employability Skills?**

Occupational safety is a basic necessity in the worksite for any employee. It is all the more important for ITI trainees as they encompass the vast majority of the workforce in the industrial world. An introduction to the PPE, hazards, pollution, housekeeping, handling of tools and equipment will enable both safety and better performance when the ITI trainees get employed.

### **Understand the Topic**

In this session, you will introduce the importance of safety. You can also talk to trainees about the situations that they may encounter in the worksite that may affect their health, safety and the environment. Help them build confidence to work safe, stay healthy, protect the environment and wear PPE as required. Finally, you can tell them that you will help them learn this topic in an activity-based practical way. Assure them that they will truly benefit from learning both the concepts and the effective ways of using them at work.

### **How to deliver ‘Occupational Safety, Health and Environment Education’?**

The main task for you as a trainer is to build a sense of excitement and confidence in trainees about learning occupational safety, health and environment education. That can be done by telling them that this is not an impossible task and that it can be mastered easily! You also need to tell them that they will learn this topic through simple activities. Encourage your trainees to enjoy, ask questions and take your help while learning this topic, which has really been made easy and practical for their benefit.

### **How the lessons have been organized?**

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here: The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let’s learn, KWL completion, recapitulation
- iii. extension (optional).

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A let’s learn section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concept dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



## How to prepare yourself to deliver the Occupational Safety, Health and Environment Education module?

Think of the trainee	<p>Have your trainees had the opportunity to know about safety?</p> <p>Think of your region, your institute, and your classroom – what is the relevance of learning about occupational safety, health and environment?</p> <p>Are the trainees motivated to get an awareness about occupational safety, health and environment education? Do they know about the various PPE, signage and hazards?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about occupational safety, health and environment education!</p> <p>Prepare yourself to instruct in an activity-based approach.</p> <p>Follow the guidelines in the manual to enable the trainees work in pairs/groups to interpret laws and regulations.</p> <p>Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts.</p> <p>Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.</p>
Deliver	<p>Be a guide:</p> <p>Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them see you practising what you ask them to do.</p> <p>What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities.</p> <p>Encourage trainees to be explorers.</p> <p>Enable an 'I Can' attitude.</p> <p>Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook.</p> <p>Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better.</p> <p>Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>



## Key Learning Outcomes

**At this end of this module, you shall be able to:**

- identify the importance of occupational safety and hygiene
- recognize the need to follow safe work practices to prevent hazards
- identify, classify and prevent hazards in the workplace
- identify safe ergonomics and explore ways to prevent ergonomic hazards
- identify occupational diseases and ways to prevent them
- learn the types and use of machine guards
- identify pollution, its sources and ways to engage in activities that help in preventing environmental pollution
- identify what global warming and depletion of ozone layer are
- identify what 3Rs is and prevent environmental pollution.



## 1. Occupational Safety and Hygiene



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Direct the trainees to work in pairs to identify the hazards shown in the visual given in activity 1 to discuss about the best practices that can be used to prevent them. Trainees may make notes in the space provided.
2. Help the trainees identify the colour coding and signs used to provide an accident-free work environment in the visual given in activity 2. Make them discuss about the safety signs in pairs and note their responses.
3. Introduce what fire safety is to help the trainees identify the sources of fire given in the visual in activity 3. Let the trainees choose a partner and discuss the causes of fire and solutions to prevent fire.
4. Direct the trainees to imagine to be pipefitters in Indian Oil company. Help them brainstorm the safe work practices that they will follow. Also, have them discuss about the kind of induction training that Indian Oil company should provide them.
5. Instruct the trainees to choose a partner and discuss the steps to be followed in using a fire extinguisher with the help of the visual given in activity 5. Consolidate the concepts discussed, offer positive feedback and one or two suggestions, if any.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 2. Personal Protective Equipment (PPE)



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Instruct the trainees to go through the illustration section to identify the different PPE and safety signs. Ask them to choose a partner and identify the visuals in activity 1 and write down what each sign stands for.
2. Direct the trainees to work in pairs to identify the PPE in the visual given in activity 2 and discuss the purpose for wearing the PPE. Let them note down their responses in the space provided.
3. Tell the trainees that many accidents are caused because workers do not wear the appropriate PPE. Help them identify some reasons on why workers suffer injury by not wearing PPE. Let them take the few reasons given to start the brainstorming and discussion. Consolidate the topics covered in the lesson. Give suggestions, if required after giving positive feedback.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 3. Occupational Hazards



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

Help the trainees identify what hazards are and their types from the illustration section. Direct them to interpret the visual given in activity 1 to identify the sources and causes of hazards and ways of preventing them. They may be asked to work in pairs.

1. Ask the trainees to interpret the visual in activity 2 to analyse why some professions are affected by occupational stress while others are not. Let them work with a partner and note down their views. Have the trainees share their responses with the class.
2. Put the trainees in pairs to discuss activity 3 on why around 48,000 people die due to work related hazards.
3. Introduce the topic on first-aid. Get the trainees fall into groups of 5 or 6. Direct them to role play giving first-aid treatment to different victims mentioned in activity 4. Trainees may refer to their trade practical book for first-aid practice or may even browse the internet.
4. Instruct the trainees to discuss their views if awareness and training can prevent occupational hazards. Activity 5 may be discussed in pairs.
5. Ask the trainees to identify safety measures to be adopted to protect the health of the workers exposed to toxic chemicals in mines and factories. Trainees may be asked to make use of the internet. Consolidate the main points of the lesson. Remember to offer positive feedback and a few suggestions, as required.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 4. Classification of Hazards



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Sensitize the trainees on what hazards are using the information given in the illustration. Instruct the trainees to work in pairs and identify the symbols given in the visual in activity 1. They may note down what the symbol stands for and where they have seen them.
2. Recall the different hazards discussed in the illustration and direct the trainees to sort the hazards (symbols) given in activity 1 into the hazard type they fall into and fill them in the respective column in the table given in activity 2.
3. Ask the trainees to work in pairs o brainstorm about the most common type of injury in the workplace. Let them also identify the type of hazard. They may note down their responses in the space provided and share it with the class. At the end of the activities, consolidate the concepts discussed and close the session with positive feedback and some suggestions.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 5. Ergonomics



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Tell the trainees what ergonomics is and how important it is. Discuss the information given in the illustration. Help the trainees distinguish good and bad postures from the visual given in activity 1. Let them note down their responses in pairs.
2. Direct the trainees to brainstorm some physical discomforts they may have in the workplace. Ask them to choose a partner and discuss the reasons for the physical discomfort. Make them come up with solutions for the problems too. Tell the trainees to share their responses with the class. They may make use of some problems given in the visual in activity 2.
3. A case study about a poultry processing plant has been given in activity 3. Let the trainees read the case study in groups and discuss. After the discussion, ensure that the trainees answer the questions that follow. On completion of the discussion, let the trainees share their responses to the questions in groups with the whole class. Consolidate the lesson and appreciate the trainees on what they did well during the group discussion. Give a few suggestions, if required.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 6. Occupational Diseases



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Direct the trainees to read the illustration section to get an idea about what occupational diseases are, diseases that affect with the causes and organs that are affected. Let the trainees sort the diseases given in activity 1 individually. Let them note their responses in the 2 columns given in the table in activity 1. After that, ask them to choose a partner and discuss the preventive measures that can be taken.
2. Instruct the trainees to match the disease with the cause given in activity 2.
3. Tell the trainees to fill in the blanks with the organ/disease in activity 3.
4. Ask the trainees to pick the odd one out from the list given. Let them also give reasons to show how they do not belong to the others in the list. Consolidate the lesson by highlighting the main points and close the lesson with positive feedback and suggestions.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 7. Machine Guards – Types



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Help the trainees identify the purpose of machine guards, types and how they protect the workers from injury. Ask the trainees read the illustration section carefully. Direct the trainees to state whether the statements given in activity 1 are true or false. Make them write the correct statement, if a statement is identified to be false.
2. Ask the trainees to fill in the blanks in activity 2 with the correct option.
3. Instruct the trainees to identify whether the characteristics given in activity 3 are general or specific with respect to machine guards. Then, make them identify the type of guard. Let them fill in the responses in the respective columns given in the table.
4. Guide the trainees to match the features of the machine guards with the pictures given in activity 4 and share their responses with the class. The trainees may refer to the illustration section and also work in pairs if they want to. Close the lesson highlighting the main points and remember to offer your positive feedback.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 8. Environmental Education



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Elicit from the trainees what they know about the environment. Create an awareness among the trainees about the need to save the environment. Direct them to go through the illustration section to expand their knowledge about environment education. Instruct them to discuss about the various activities given in activity 1 to identify prevention methods and record them in the table given. Let them choose a partner to work with.
2. Ask the trainees to match the cause and effects on the environment in activity 2 individually and then compare their responses with a partner.
3. Instruct the trainees to match the environmental problems given in activity 3 with the appropriate visual given and write their responses in the space provided. Direct them to work individually and compare their responses with a partner.
4. Tell the trainees about their responsibility to solve environmental problems to make the world a safe place to live in. Ask them to read the various problems given in activity 4 and suggest ways to solve the problems. Encourage the trainees to work with a partner if they wish to. Consolidate the concepts discussed highlighting the responsibility of every human being to protect the environment. Give positive feedback and suggest one or two ways in which their discussions may be improved.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 9. Pollution, Ozone Depletion and Global Warming



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Introduce the concepts pollution, global warming and ozone depletion. Help the trainees interpret the illustration section. Clarify if they have any doubts. Ask the trainees to identify the type of pollution that the statements given in activity 1 refer to. Encourage the trainees to work in pairs.
2. Instruct the trainees to identify the odd one in the items given in activity 2 and also write why they are odd.
3. Help the trainees read and interpret concepts about pollution and its types. Direct the trainees to identify the type on pollution that the visuals given in activity 3 are examples of. Ask them to choose a partner to discuss preventive measures for the identified pollution types. Let them focus on causes and prevention methods. Tell them to fill the given table.
4. Ask the trainees to match the cause and effect of the given pollutions. Let them look at the example and identify the type of pollution in pairs or groups. Consolidate the concepts discussed and give positive feedback.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 10. Preventing Environmental Pollution – 3Rs



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.

10 mins



1. Introduce the trainees to what 3Rs stand for and their relevance in prevention of pollution. Help the trainees go through the illustration section to understand about 3Rs better. Ask the trainees to find out what bio-degradable and non-bio-degradable items are. Let them choose a partner and sort the items given in activity 1 into bio-degradable and non-bio-degradable items. Make them share their responses with the class.
2. Direct the trainees to interpret the visual information given in activity 2. Let them then read the statements given and identify if they are false or true. Tell them that they need to give reasons for statements that have been marked false.
3. Instruct the trainees to sort the items given in the visuals into the type they belong to – reduce, recycle or reduce. Let them work in pairs or groups. Ask them to write the names of the items in the correct columns.
4. Encourage the trainees to interpret the visual given in activity 4. Ask them to discuss what 3Rs is and why is it important to implement it. Let the trainees individually think of ways in which they will follow 3Rs. Have them share it with the class.
5. Direct the trainees to choose a partner and ask the questions given in activity 5. Tell them that they need to note the responses given by their partner. Based on the discussions, ask the trainees to discuss ways of implementing 3Rs in their everyday lives both at home and in the ITI/workplace. Discuss the responses with the whole class. Consolidate the lesson highlighting the important points discussed. Give positive feedback on what went on well in the class. Offer suggestions if required.

40 mins



1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.

10 mins



## Assessment Rubric for Occupational Safety, Health and Environment Education

<b>Basic Level 1</b>	Shows very limited ability in identifying the importance of occupational safety and hygiene, recognizing the different hazards and preventing them, following safe ergonomics, identifying occupational diseases and prevention methods, identifying the sources of pollution, recognizing global warming and depletion of ozone layer, recognizing 3Rs and preventing environmental pollution.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying the importance of occupational safety and hygiene, recognizing the different hazards and preventing them, following safe ergonomics, identifying occupational diseases and prevention methods, identifying the sources of pollution, recognizing global warming and depletion of ozone layer, recognizing 3Rs and preventing environmental pollution.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying the importance of occupational safety and hygiene, recognizing the different hazards and preventing them, following safe ergonomics, identifying occupational diseases and prevention methods, identifying the sources of pollution, recognizing global warming and depletion of ozone layer, recognizing 3Rs and preventing environmental pollution.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying the importance of occupational safety and hygiene, recognizing the different hazards and preventing them, following safe ergonomics, identifying occupational diseases and prevention methods, identifying the sources of pollution, recognizing global warming and depletion of ozone layer, recognizing 3Rs and preventing environmental pollution.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



### **Why is ‘Essential Skills for Success’ in Employability Skills?**

ITI trainees need to be trained in basic soft skills and life skills in order to function as responsible employees and citizens. In order to be successful in life it is very important to be able to accomplish tasks with ease and with lot of confidence. As the world has become a global village, it is essential for ITI trainees to be trained in 21st century like skills. An exposure to and orientation in life skills will help the ITI trainees in performing well on the job and in their personal lives.

### **Understand the Topic**

In this session, you will introduce the importance of essential skills for success. You can also talk to trainees about the situations that they may encounter in their everyday persona and professional lives that may require to use their 21st century life skills like using the internet, applying for jobs online, working through apps, etc.. They shall be effective in their job if they know aspects of dealing with 21st century skills. You can tell them that you will help them learn this topic in an activity-based practical way. Assure them that they will truly benefit from learning both the concepts and the effective ways of using them at work.

### **How to deliver ‘Essential Skills for Success’?**

The main task for you as a trainer is to build a sense of excitement and confidence in trainees about learning essential skills for success. That can be done by telling them that this is not an impossible task and that it can be mastered easily! You also need to tell them that they will learn this topic through simple activities. Encourage your trainees to enjoy, ask questions and take your help while learning this topic, which has really been made easy and practical for their benefit.

### **How the lessons have been organized?**

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here: The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let’s learn, KWL completion, recapitulation
- iii. extension (optional).

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A let’s learn section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concept dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



## How to prepare yourself to deliver the Essential Skills for Success module?

Think of the trainee	<p>Have your trainees had the opportunity to know about essential skills for success?</p> <p>Think of your region, your institute, and your classroom – what is the relevance of learning about essential skills for success?</p> <p>Are the trainees motivated to get an awareness about essential skills for success? Do they know about the various PPE, signage and hazards?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about essential skills for success!</p> <p>Prepare yourself to instruct in an activity-based approach.</p> <p>Follow the guidelines in the manual to enable the trainees work in pairs/groups to interpret laws and regulations.</p> <p>Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts.</p> <p>Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.</p>
Deliver	<p>Be a guide:</p> <p>Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them see you practising what you ask them to do.</p> <p>What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities.</p> <p>Encourage trainees to be explorers.</p> <p>Enable an 'I Can' attitude.</p> <p>Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook.</p> <p>Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better.</p> <p>Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>



### Key Learning Outcomes

**At this end of this module, you shall be able to:**

At this end of this module, you shall be able to:

- identify what it is to be self-aware and why it is important
- recognize personal strengths and weaknesses to build a personal goal
- identify the origin and causes of stress and how to manage stress
- plan mental health and identify stress-busters
- identify problem-solving techniques to use in life and career
- recognise factors that affect decision-making and practise negotiation in life and career
- learn time management to eliminate day wasters and procrastination
- identify the need for money management and make a personal plan
- assess the need to migrate and plan safe migration to other jobs/regions/countries.



## 1. Self-Awareness – 1



Material needed: Student workbook, pens, chits of paper

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Initiate the lesson highlighting the need to be self-aware. Tell the trainees how knowing their own selves will help them make informed choices in life and career. Direct them to go through the illustration section. Direct the trainees to read the information given in activity 1 and write their responses to the given questions in pairs in the space provided. Discuss the responses with the whole class eliciting from the trainees in pairs.
2. Guide the trainees to reflect on their own personalities to fill the details in the given blanks about themselves. Encourage the trainees to work individually and share their responses in pairs or groups and with the whole class. Consolidate the lesson by summing up the main points. Give positive feedback and suggestions for improvement.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 2. Self-Awareness – 2



Material needed: Student workbook, pens, chits of paper

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Recall the importance of being self-aware. Tell the trainees why they need to identify their strengths and weaknesses. Direct the trainees to go through the chart of strengths and weaknesses given in activity 1 to explore their own strengths and weaknesses. Encourage them to get help from other trainees to identify their weaknesses without getting upset about it.
2. Explain what personal goals are. Tell the trainees that goals maybe short-term or long-term. Help them distinguish short-term goals from long-term goals. Instruct the trainees to explore what their personal goals would be for their personal selves, family, money, health and work 5 years from now. Encourage them to work individually and fill it in the space provided. On completion, help them share it in pairs and with the whole class. Consolidate the lesson highlighting the importance of self-awareness, identifying one's strengths and weaknesses and having personal goals. Give positive feedback and offer suggestions.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 3. Stress Management

Material needed: Four boxes labelled (home, school, society, others), and old newspapers

 <b>5 mins</b>	<p><b>Context Setting: None</b></p> <p>No context setting – proceed to activity.</p> <p>Sage on the Stage</p>	<p><b>Facilitation</b></p>
 <b>45 mins</b> 5 mins  20 mins  20 mins	<p><b>Session Activity: Sneaky Snakes</b></p> <p>Provide available stationary resources to the class. Inform all students that they have to create snakes of different lengths and sizes as per their wishes (by folding newspapers/tissues). These snakes should represent people/things that make them feel scared/anxious.</p> <p>The snake can be as big and as long depending on how much anxiety it gives them. The activity has to be come individually with minimum discussion and talking. Everyone should do this activity silently on their own.</p> <p>Ask them to give each snake a name tag as to who/what that snake is (For example, “exam time”, “family fights”, etc.).</p> <p>Once students have prepared their snakes, reflect on whether these snakes popped up on their own or do they have a home, a source? Ask students to walk around the classroom and send these snakes back to their homes, which are the already set up burrows (home, society, school, self).</p> <p>After they have placed their snakes in the respective burrows, close/block the burrows.</p>	<p><b>Facilitation</b></p> <p>As session prep: Create burrows across the classroom (using open boxes/ containers/ baskets, etc.) with each one of them having a name indicating a source of stress – home, school, society, unknown.</p> <p>Use plastic baskets to represent burrows</p> <p>This activity is to reflect that most stress comes from the world outside of us, and all of us feel similarly stresses. There is no shame in feeling stressed.</p>
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>How was the activity?</p> <p>Did you enjoy making snakes?</p> <p>Are you still scared of your snakes or you think you can get rid of them?</p> <p>Why is it important to send these snakes back to their homes?</p> <p>What will happen if we have too many snakes in our lives?</p> <p>How will you deal with them?</p> <p>How will you use this learning in your life?</p>	<p>Reflection</p>



## 4. Stress Management – Tools

Material needed: Stressors and Responses sheet (trainer reference)

 <b>5 mins</b>	<p><b>Context Setting: None</b></p> <p>No context setting – proceed to activity.</p> <p>Sage on the Stage</p>	<p><b>Facilitation</b></p>
 <b>60 mins</b> 10 mins  20 mins  20 mins  10 mins	<p><b>Session Activity: Plus or minus?</b></p> <p>Distribute the Stressors &amp; Responses sheet to all the students.</p> <p>Start by discussing each caselet / statement given in the box.</p> <p>Encourage students to share what their usual response is every time they face such a situation.</p> <p>Similarly, discuss all caselets with the class asking students to share their ideas. Also, talk about how do they deal with such cases.</p> <p>Part II (My Stress Management Plan-20 mins)</p> <p>After you provide the students handout, ask them to think of the biggest three areas or situations that cause most stress or anxiety in their lives.</p> <p>After they list them, now identify the common negative responses that they have every time they face these situations.</p> <p>(Eg- Whenever I have exams, I don't sleep or eat properly).</p> <p>Next, encourage them to think why this response is not effective and also a better substitute response which will have positive outcomes and impact on us.</p> <p>Ask them to make a stress management plan for themselves and identify the best ways of dealing with them.</p> <p>Part III (Stress Management Techniques- 10 mins)</p> <p>After you have completed the previous activities, share the final handout with the 4A's of Dealing with Stress. Go through each of the A's and explain how they can be used in one's life to manage and reduce every day stress and deal with stressful situations.</p>	<p><b>Facilitation</b></p> <p>For example, “Having too much homework”: what can be the + way of dealing with this situation? Probably creating a time table and dividing work load. On the other hand, a – response would be worrying and crying about it to others.</p> <p>Emphasise on the effect of a positive as well as a negative response on a person's behaviour and well-being. When we have a negative approach to most of the situations, we ultimately build up a lot of stress and anxiety within us along with causing serious physical and mental damage to ourselves.</p>
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>Part of the activity</p>	

**Trainer Reference:**

## Stressors and responses

Think about some common scenarios where we begin to feel anxious/annoyed or sometimes even sweaty? How do we deal with these situations?

Here, we will list down the positive (+) as well as the negative (-) responses that we usually have to the given situations or stressors. So let's begin! One has been done for you:

Stressor	Positive response (+)	Negative response (-)
Having too much homework	Create a time-table and divide work	Be worried and cry about it to others
Hearing a mean thing about yourself		
Getting stuck in traffic		
Losing your purse/wallet		
Disagreeing with parents		
Getting bullied at college		
Death of a pet		
Being given a task you don't know how to do		
Being unprepared for a big exam		
Getting Scolded by your teacher		

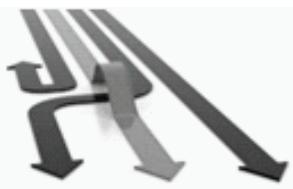
## My stress management plan

Think about situations that cause us stress and anxiety. Write down the top three situations that create most stress. Next, write the usual way you deal with that situation and also think if it is effective. Lastly, think about the successful ways to deal with such situation.

Stressor 1	Stressor 2	Stressor 3
Negative response-	Negative response-	Negative response-
Why is it not effective?	Why is it not effective?	Why is it not effective?
Positive Response-	Positive Response-	Positive Response-
Why is it effective?	Why is it effective?	Why is it effective?



## Stress Management Techniques

AVOID	ALTER	ACCEPT	ADAPT
 <ol style="list-style-type: none"> <li>1) Take control of surroundings (traffic? take a different road)</li> <li>2) Avoid people who bother you</li> <li>3) Learn to say NO!</li> </ol>	 <ol style="list-style-type: none"> <li>1) Respectfully, ask others to change (I think we can fix this)</li> <li>2) Communicate your feelings openly</li> <li>3) Manage your time better</li> </ol>	 <ol style="list-style-type: none"> <li>1) Talk to someone (a friend, mother, brother)</li> <li>2) Forgive (Don't let anger destroy you)</li> <li>3) Positive self-talk (I am terrible at maths/ I should try)</li> </ol>	 <ol style="list-style-type: none"> <li>1) Adjust your standards (don't set goals that you cannot achieve)</li> <li>2) Reframe the issue- try a new viewpoint</li> <li>3) Look at the big picture! (Will this affect me in the long run?)</li> </ol>

## 5. Problems Solving



Material needed: Student workbook, pens, chits of paper

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



 <ol style="list-style-type: none"> <li>1. Instruct the trainees on the importance of problem-solving explaining what it is. Direct them to go through the illustration section. Inform the trainees that there is a problem given in activity 1 for which the solutions are given in the jumbled format. Ask the trainees to work in pairs to rearrange the steps to solve the problem. Discuss the correct order with the class.</li> <li>2. Help the trainees work in groups of 3. Ask them to decide on a common problem that they face. Have them refer the illustration section for the steps in which problems can be solved. Guide them to go about solving the problem in a step by step process. Have the groups share their problems and the ways in which they will solve it with the whole class. Consolidate the learning. Give positive feedback and suggest ways to improve.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins

## 6. Decisions and Negotiations

Material needed: List of dilemmas (trainer reference)

 <p><b>5 mins</b></p>	<p><b>Context Setting: Analysis Paralysis</b></p> <p>The trainer begins the session with recalling how dilemmas are a part of our everyday, decision making. Insist on the fact, that every decision is based on an individual's judgement- What makes you feel right?</p>	<p><b>Facilitation</b></p> <p>The trainer should refrain from guiding the session to clear right or wrong answers.</p>
 <p><b>45 mins</b> 20 mins</p> <p>25 mins</p>	<p><b>Session Activity: Two steps ahead!</b></p> <p>Become the judge yourself, or create a panel of students to play judges.</p> <p>Instructions:</p> <p>Each team will receive a dilemma situation, They have to discuss and find a solution – one member is in charge of writing it down, and another is in charge of reading it out loud.</p> <p>Trainer gives a topic.</p> <p>Teams are given 1 minute to write down two solutions: one adaptive and one innovative. Talking is allowed between team members.</p> <p>The trainer calls “stop.”</p> <p>Teams present their solutions exactly as written. Judges/ Trainer provide feedback on the decision</p>	<p><b>Facilitation</b></p> <p>Refer to trainer reference to understand adaptive vs innovative solutions</p>



10 mins

**Wrapping Up: Reflection**

What did you learn from today's session?  
 Do you think taking decisions is easy for you?  
 How often do you face such scenarios in your life?  
 What steps can you take to deal with these situations in your own life

**Reflection****Trainer Reference****Adaptive vs Innovative**

This activity calls on students to take both adaptive and innovative approaches to problem-solving. It enables players to see that there are at least two equally good, rational problem-solving techniques for a single problem. The assumption is that players know the difference between an adaptive solution and an innovative one.

Adaptive (1 step ahead) - Things we normally do, without much thinking

Innovative (2 steps ahead!) - thinking beyond what we do normally, long term solutions

What is a Next-Level Solution?

1. It is a positive solution
2. It has a long term impact
3. It creates a win-win situation
4. Is this likely to work?

**Dilemma situations**

1. Your friend wants to cheat from your test during an exam.  
 You "borrowed" money without asking from mother's purse and she found it.
2. The Principal has announced that her phone has been stolen. You remember that when you came to school this morning, you noticed that the kid whose locker is next to yours was stuffing what looked like a laptop in his backpack.
3. Your best friend told a big lie to your teacher.
4. You are a great fan of Football and want to make a career in it but your family wants you to become an accountant. You have your exam and final match of the tournament on the same day. What do you do?
5. Your friend has shared her secret with you that she feels someone has been following her while coming to school. She is scared that if her parents will get to know, they will stop her from coming to school. She requests you not to share it with anyone. You know this secret is hurting her and will create more problems for her in future. What do you do?
6. You find a wallet containing Rs. 500. No one sees you pick it up. There is a name inside of the wallet. But, you don't know the owner. In fact, you're not even sure if the address is close to your house. Again, you look around and realize that nobody saw you. No one needs to know that you found the wallet. What will you do?
7. At lunch time you realize that you forgot to do your math homework. The assignment is 3 pages long with 45 computation problems to complete. Instead of eating, you start to do the assignment. A friend offers you his completed assignment to copy before class. What will you do?
8. Over the intercom at your middle school, the dean announces that a teacher's laptop has been stolen from her classroom. If it is not turned in by the afternoon, a locker search will take place. You remember that when you came to school this morning, you noticed that the kid whose locker is next to yours was stuffing what looked like a laptop in his backpack. Do you go down to the office and share what you know with the dean? Do you find the kid and ask if he took it? Maybe he'll give you some money (which you really could use) to have you keep quiet. How should you proceed?



Material needed: Colourful chits, and prints of strength statements (refer next page) **5 mins**

 <p><b>15 mins</b> 10 mins 5 mins</p>	<p><b>Context Setting: Speak up!</b></p> <p>Ask students: Who are the figures/people in your life with whom you struggle to express your views or opinions? Write the situation where you faced the above problem in few lines in a small chit.</p> <p>Give 5 mins to students to think and write.</p> <p>Now collect the chits from the class.</p>	
 <p><b>35 mins</b>  5 mins  5 mins  25 mins</p>	<p><b>Session Activity: At a glance</b></p> <p>Divide the class in a groups of 4.</p> <p>Now give instructions</p> <p>Each group will pick one chit.</p> <p>Each chit has one roleplay/situation and you have to enact the roleplay in groups with dialogues.</p> <p>Each group will get 5 min to prepare and 4 min to present the roleplay.</p> <p>Each group member should participate in the roleplay.</p> <p>Preparation Time Presentation Time</p>	<p><b>Facilitation</b></p> <p>Keep the chits. Use the situations described in the chits to make a case study for the next session.</p>
 <p><b>10 mins</b></p>	<p><b>Wrapping Up: Reflection</b></p> <p>What? What happened in these roleplays? Does this happens in your daily life?</p> <p>So, what? How do you generally deal with these situations? What is the conclusion/consequence?</p> <p>Now, what? In the next session we are going to learn how to deal with these situations effectively by learning negotiating skill</p>	<p><b>Reflection</b></p> <p>Elicit answers from whole class and write them on board for better reflection.</p>

## Trainer Reference

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. It is a skill that our students need to learn especially when they are dealing with their families or elders or authoritative figures (decision makers) in a conflict situation.

These students maybe good at bargaining with a vendor or argue with friends or siblings but that doesn't mean they know negotiation skills. At this point majority of the students might not even acknowledge/understand that they should negotiate with the authoritative figures in their life if there is a difference in opinion. This is because of their conditioning from childhood of not questioning parents/elders/teachers or fear for them.

The objective of these sessions are

Acknowledge the need to negotiate with the authoritative figures in their life.



Learn to engage in a healthy conversation during differences of opinion or conflict situation and negotiate their way to a better outcome rather than accepting the decision.

**Session Reflection**

Lead the reflection around the consequence or result of the enacted situation. Explain them how acceptance of a situation is the last resort. As it will affect one’s life in long term and makes one do things half-heartedly. If you believe in your opinion or view then you should always try to explain it to others and convince them for the same with healthy conversation. At the same time listen to others to understand their point.

**Why Are We Making Case Study From The Roleplay?**

These roleplays are real life situations from student’s personal lives which they have experienced. Case study formed from these roleplays will help students to relate, think and participate in the session better. While forming the case study remember to elaborate the roleplay by adding few general details from your side. Below is an example how you can form a case study from roleplay.

**Roleplay**

I scored 90% in my 12th boards and wanted to apply for BHU in Varanasi but my parents didn’t allow me to apply. They said you are a girl, you cannot live alone in a city, it’s not safe therefore you should study from here i.e. Sitapur. I accepted their decision as parents are always right.

**Case Study**

Rita is from a small town Sitapur. She is a bright student and scored 90% in her 12th boards which qualifies her for a government scholarship if she gets selected in BHU. She wants to pursue B.A in History from BHU, Varanasi. Some of her friends from the neighbourhood are also pursuing their graduation from BHU.

She wants to apply for the course and has to pay Rs 500 for the form. Her father takes the decisions in the family. She tells her father and mother about her choice but her father says right away that Varanasi is not safe for girls hence she cannot live alone there. Her father asks Rita not to apply anywhere except for the college in Sitapur as he cannot bear her education expenses if it’s outside Sitapur. Rita is upset and tensed.

What should Rita do?

Should she accept her father’s decision or try convincing her parents?

Give supporting statements for your stand.

**NEGOTIATION SKILLS**

<b>DO</b>	<b>DON'T</b>
Stay calm, no matter what	Raise your voice
Listen to others, think and then reply	Interrupt when others are speaking
Remember this is not a fight but a conversation to convince others	Be rude while you are stating your points
Develop a friendly, trusting relationship with your opposite number	Argue but discuss
Do try to see the other’s side perspective	Be afraid
Develop your points in alignment with the opposite person’s personality	Accept the statements if you are not convinced
State as many real facts as you can to make your points more stronger	Use inappropriate language or gestures



## Points to remember

- Always do a thorough research to collect facts that supports your opinion.
- Gain the support of those people first who can help you to influence the principal decision maker.

Keep your patience and keep alive chances of ‘further discussion’.

## 7. Time Management

Material needed: Time log sheet

 <b>10 mins</b>  5 mins      5 mins	<p><b>Context Setting – How long is a minute?</b></p> <p>Ensure that there are no watches in the class, except with your watch.</p> <p>Now give instructions:</p> <p>Every student should stand and close their eyes.</p> <p>You will sit down when you think one minute is over.</p> <p>You will begin the countdown when I shout “Start”</p> <p>Now, explain:</p> <p>Even though everyone has an equal (24 hours a day or 1 minute for activity), we experience it and use it in different ways. Some of us experienced it as a short period, other as a long.</p> <p>Everyone manages their time in different ways. Today we are going to learn the same but with a twist which will help us to deal with procrastination</p>	<p>When 1 minute is over and if students are still standing, ask them to sit down.</p>
 <b>45 mins</b> 10 mins  20 min  15 min	<p><b>Session Activity: Time Plan</b></p> <p>Give students the printout of The Time Plan.</p> <p>Now ask them to fill the time slots with activities that they do throughout the day for only Monday.</p> <p>Explain the concept of WHAT, WHY &amp; HOW of The Time Plan.</p> <p>Now ask students to fill the slots for the rest of the 6 days based on this concept.</p> <p>Tell them you should follow The Time Plan at least for a week to see results.</p> <p>Repeat the 6 guidelines.</p>	<p><b>Facilitation</b></p> <p>Refer: Trainer reference for Time plan format and ‘what, why, how’ of it. Clearly state 6 guidelines for the Time Plan</p>
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>What happened in this activity?</p> <p>What did you learn or understand?</p> <p>How will it help you in your daily life?</p> <p>Will you follow it for a week?</p>	<p>What may stop you from following it for a week?</p>





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## 8. Money Management

 <p>Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Explain the importance of money management. Tell the trainees to identify how to use money with the help of the illustration. Help them distinguish income, expenditure, spending, investment, saving. Direct trainees to identify their spending habits by filling in the relevant information in the table given in activity 1.</li> <li>2. Encourage the trainees to plan the manner in which they will spend if they had a job with Rs. 11,000/- as salary. Encourage them to work individually and then share their responses with a co-trainee. Offer suggestions on how best they can save while they earn. Encourage the trainees to work on the extension activities.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## 9. Migrating Opportunities – Should I do It?



Material needed: Student workbook, pens, chits of paper

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Encourage the trainees to be mentally prepared to migrate after helping them identify what migration means. Help them interpret the illustration section. Direct the trainees to read the story given in activity 1 and note down their responses in the space provided. Let them work individually and share their responses in pairs.
2. Direct the trainees to budget on behalf of Saina individually (activity 2) and share their budget with their partner. Facilitate the smooth interaction between the trainees assuring them that there is no wrong answer and all responses are acceptable.
3. Guide the trainees to compare opportunities given in the activity 3 by doing an online search for the given trades from naukri.com.
4. Discuss the responses that the trainees have identified for activity 3 through the questions given in activity 4. Consolidate the lesson by eliciting what the trainees have learnt about availability of jobs for specific trades in their hometown or different cities. Give suggestions to improve and offer positive feedback.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 10. Migrating Opportunities – Best Practices

 <p>Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Direct the trainees to recall what migration is and guide them through the illustration section to identify the best practices to be adhered to in migration. Instruct the trainees to identify the process for applying for passport in activity 1 through the given portal.</li> <li>2. Instruct the trainees on the process of identifying the right home to live in a new city. Tell them that they may use the key words and search online. Ask them to read the context given in activity 2 and search for the right home. Make they work in pairs.</li> <li>3. Make the trainees work on a job relocation in Qatar, Patna/Nagpur using their understanding of migrating for work. Let them fill in the relevant information in the space provided in activity 3. Consolidate the main points of the lesson. Give positive feedback and suggest one or two things that can be improved.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## Assessment Rubric for Essential Skills for Success

<b>Basic Level 1</b>	Shows very limited ability in identifying the importance of self-awareness, recognizing personal strengths and weaknesses, recognizing the causes of stress and manage stress, identifying stress-busters, using problem-solving techniques. Identifying factors that affect negotiation and decision-making, identifying money management skills and being prepared for safe migration.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying the importance of self-awareness, recognizing personal strengths and weaknesses, recognizing the causes of stress and manage stress, identifying stress-busters, using problem-solving techniques. Identifying factors that affect negotiation and decision-making, identifying money management skills and being prepared for safe migration.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying the importance of self-awareness, recognizing personal strengths and weaknesses, recognizing the causes of stress and manage stress, identifying stress-busters, using problem-solving techniques. Identifying factors that affect negotiation and decision-making, identifying money management skills and being prepared for safe migration.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying the importance of self-awareness, recognizing personal strengths and weaknesses, recognizing the causes of stress and manage stress, identifying stress-busters, using problem-solving techniques. Identifying factors that affect negotiation and decision-making, identifying money management skills and being prepared for safe migration.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



### **Why is ‘Labour Welfare Legislation’ in Employability Skills?**

ITI trainees are going to join the workforce immediately on completion of their training. It is important that they get to know what it entails to be a paid employee even before getting into jobs. It will make them aware of not only their roles and responsibilities, but also their rights and benefits from being employed. Awareness about labour laws, safety and insurance will help them demand, claim/make use of them as required.

### **Understand the Topic**

In this module, trainees will understand what it means to be employed – that it is an amalgamation of knowledge, skills and awareness about the employee rights in the world of work. This awareness will guide the trainees on how to operate in the workplace. Trainees will gather knowledge on labour welfare concepts and connect them to their workplace thereby learn how to conduct themselves in the job, what benefits they are bound to get, how they can save, etc.

### **How to deliver the ‘Labour Welfare Legislation’ module?**

Instruct the trainees on the importance and relevance of labour laws. Make them identify the different Acts, rules and regulations related to labour welfare. Sensitize them on issues related to labour welfare and how to deal with them with the help of the relevant Acts, rules and regulations. Help them in recollecting, discussing and reflecting on their learning on a regular basis so that they internalize them to make effective use of the welfare measures while at work.

### **How the lessons have been organized?**

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here. The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let’s learn, KWL completion, recapitulation
- iii. extension (optional but highly recommended)

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A ‘Let’s Learn’ section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concepts dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional, but deeply recommended to be followed through by trainees since it shall make their experience richer.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



## How to prepare yourself to deliver the Labour Welfare Legislation module?

Think of the trainee	<p>Have your trainees had the opportunity to know about labour laws? Think of your region, your institute, and your classroom – what is the relevance of learning about labour welfare legislation?</p> <p>Are the trainees motivated to get an awareness about labour welfare? Do they know about the welfare schemes that help them get health and safety cover?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about labour welfare legislation!</p> <p>Prepare yourself to instruct in an activity based approach.</p> <p>Follow the guidelines in the manual to enable the trainees work in pairs/ groups to interpret laws and regulations.</p> <p>Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts.</p> <p>Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.</p>
Deliver	<p>Be a guide: Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them see you practising what you ask them to do.</p> <p>What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities.</p> <p>Encourage trainees to be explorers. Enable an 'I Can' attitude.</p> <p>Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook.</p> <p>Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better.</p> <p>Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>



### Key Learning Outcomes

**At this end of this module, you shall be able to:**

- identify the need for various labour welfare laws
- recognise the important features of the Factories Act, 1948
- identify the importance of the Employee State Insurance and Apprentice Act
- recognize the benefits that workers can claim through ESIC and Apprentice Act
- identify the need for implementation of Payment of Wages Act
- explain the rules and regulations of the Employee Provident Fund Act
- identify the need to prevent harassment at workplace and POSH
- infer the relevance of various labour laws.



## 1. Labour Welfare – Benefits Guaranteed under Various Acts, Factories Act

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"><li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li><li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li><li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li><li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li><li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li></ol>	10 mins
 <ol style="list-style-type: none"><li>1. The illustration lists various acts that have been enforced for the benefit of workers. Explain the significance of these years and the acts.</li><li>2. Make the trainees choose a partner and brainstorm the basic requirements that employees require for the context given in activity 1.</li><li>3. Help the trainees interpret the distinction between law, rule and act in pairs to complete activity 2.</li><li>4. Instruct the trainees in groups of three discuss the objectives of Factories Act, 1948 in activity 3.</li></ol> <p>Consolidate the lesson highlighting the important features of the concepts discussed.</p>	40 mins
 <ol style="list-style-type: none"><li>1. Guide the trainees to complete the third column of KWL chart.</li><li>2. Review the outcomes of the lesson. Check answers.</li><li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li><li>4. Encourage trainees to work on the extended activities on their own.</li></ol>	10 mins



## 2. Employees State Insurance Act, Apprentices Act

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Describe the objectives of the Employees State Insurance and Apprentices Act. As many of them would soon choose apprenticeship in a trade, tell them it is important to learn their rights and responsibilities. Use the illustration section to explain. Instruct the trainees to interpret the chart given in activity 1 on ESIC.</li> <li>2. Direct the trainees to interpret the visual on NAPS in activity 2 and explain about it to a co-trainee. Summarize the concepts discussed and offer suggestions, if any.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## 3. Payment of Wages Act, Employees Provident Fund Act

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"><li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li><li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li><li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li><li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li><li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li></ol>	10 mins
 <ol style="list-style-type: none"><li>1. Wages is the central necessity for any human being who works. Check what trainees know about wages based on their previous knowledge and explain the meaning of wages and its significance. Direct the trainees to interpret the visual given in activity 1 and discuss why there is disparity in wages between men and women. Let them work with a partner.</li><li>2. Instruct the trainees to identify a retired employee and interview them on the benefits of EPF. Interview questions may be framed with the visual given in activity 2. Let them share their learning with a partner. Consolidate the lesson highlighting the main points. Offer feedback and suggestions.</li></ol>	40 mins
 <ol style="list-style-type: none"><li>1. Guide the trainees to complete the third column of KWL chart.</li><li>2. Review the outcomes of the lesson. Check answers.</li><li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li><li>4. Encourage trainees to work on the extended activities on their own.</li></ol>	10 mins



## 4. Workmen's Compensation Act, POSH



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Brainstorm with trainees the possibilities of getting hurt at the workplace. Ask for examples from the experiences of family and friends. Ask them if the employer has a role to play in helping such a worker. Later draw their attention to the necessity of Workmen's Compensation Act.
2. Instruct the trainees to work in pairs. Let them interpret the information given in activity 1 on the reasons that cause the most and the least accidents in the workplace.
3. Sensitize the trainees on POSH with the visual given in activity 2. Lead the discussion on what may be conveyed to the male or female shown in the visual. Help them reason out appropriate behaviour that one needs to demonstrate in the workplace where both male and female employees are employed.
4. Ask trainees whether they feel the need for protection and prevention of sexual harassment. Help them learn about the POSH Act through the activities given.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 5. Interpreting Applicable Labour and Industrial Laws

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"><li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li><li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li><li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li><li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li><li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li></ol>	10 mins
 <ol style="list-style-type: none"><li>1. Trainees might be under the assumption that laws are restricted to certain sectors and companies. Help them recognize labour laws that are applicable for various sectors. In activity 1, direct the trainees to choose a partner to describe any two labour laws. They may refer the illustration section of the lessons and make notes.</li><li>2. Instruct the trainees to work in pairs or groups to brainstorm on how laws and labour can work in each other's favour. Let them make notes in the space provided for activity 2.</li></ol>	40 mins
 <ol style="list-style-type: none"><li>1. Guide the trainees to complete the third column of KWL chart.</li><li>2. Review the outcomes of the lesson. Check answers.</li><li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li><li>4. Encourage trainees to work on the extended activities on their own.</li></ol>	10 mins



## Assessment Rubric for Labour Welfare Legislation

<b>Basic Level 1</b>	Shows very limited ability in identifying labour welfare laws, recognizing the features of the Factory Act, 1948, recognizing the importance of ESIC and Apprentice Acts, identifying the need for the implementation of Payment of Wages Act, explaining the rules and regulations of EPF Act, identifying POSH.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying labour welfare laws, recognizing the features of the Factory Act, 1948, recognizing the importance of ESIC and Apprentice Acts, identifying the need for the implementation of Payment of Wages Act, explaining the rules and regulations of EPF Act, identifying POSH.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying labour welfare laws, recognizing the features of the Factory Act, 1948, recognizing the importance of ESIC and Apprentice Acts, identifying the need for the implementation of Payment of Wages Act, explaining the rules and regulations of EPF Act, identifying POSH.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying labour welfare laws, recognizing the features of the Factory Act, 1948, recognizing the importance of ESIC and Apprentice Acts, identifying the need for the implementation of Payment of Wages Act, explaining the rules and regulations of EPF Act, identifying POSH.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



## Why is 'Quality Management' in Employability Skills?

Quality Management is a basic necessity in the worksite for any employee. It is all the more important for ITI trainees as they encompass the vast majority of the workforce in the industrial world. An introduction to the basic definitions and features of quality management will enable better performance when the ITI trainees get employed.

## Understand the Topic

In this session, you will introduce the importance of quality management. You can also talk to trainees about the situations that they may encounter in the worksite and help them build confidence to work with quality consciousness. Finally, you can tell them that you will help them learn this topic in an activity-based practical way. Assure them that they will truly benefit from learning both the concepts and the effective ways of using them at work.

## How to deliver 'Quality Management'?

The main task for you as a trainer is to build a sense of excitement and confidence in trainees about learning quality management. That can be done by telling them that this is not an impossible task and that it can be mastered easily! You also need to tell them that they will learn this topic through simple activities. Encourage your trainees to enjoy, ask questions and take your help while learning this topic, which has really been made easy and practical for their benefit.

## How the lessons have been organized?

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here: The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let's learn, KWL completion, recapitulation
- iii. extension (optional).

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A let's learn section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concept dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



### How to prepare yourself to deliver the Quality Management module?

Think of the trainee	<p>Have your trainees had the opportunity to know about quality?</p> <p>Think of your region, your institute, and your classroom – what is the relevance of learning about quality management?</p> <p>Are the trainees motivated to get an awareness about quality management? Do they know about the various quality standards?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about quality management!</p> <p>Prepare yourself to instruct in an activity-based approach.</p> <p>Follow the guidelines in the manual to enable the trainees work in pairs/ groups to interpret laws and regulations.</p> <p>Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts.</p> <p>Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.</p>
Deliver	<p style="text-align: center;">Be a guide:</p> <p>Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them see you practising what you ask them to do.</p> <p>What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities.</p> <p>Encourage trainees to be explorers.</p> <p>Enable an 'I Can' attitude.</p> <p>Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook.</p> <p>Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better.</p> <p>Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>



## Key Learning Outcomes

**At this end of this module, you shall be able to:**

- identify what quality and quality consciousness are
- recognize the need for quality for employers, employees and customers
- learn how maintain quality and resolve problems as a team
- explore quality management system and PDCA
- use quality management system for problem-solving and decision-making
- learn how to maintain a healthy work environment with quality-oriented regulations
- learn the use of tools like fishbone, kaizen, 5s and 5d to enhance quality
- recognise the importance of standardisation for products/services
- identify what BIS, ISI, Hallmark mean.



## 1. Quality Management



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



1. Instruct the trainees to read and interpret activity 1 and choose a partner to work with. Let them discuss from their own point of view. Observe the interactions and facilitate smooth interaction.
2. Make the trainees choose a partner and brainstorm how the quality of products are determined to complete activity 2. Let them share their views without inhibition. Tell them that there is no correct or wrong answer.
3. Consolidate the discussions on activity 1 and 2 with suggestions for improvement. Remember to point out what aspects of the discussions were good.



1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 2. Total Quality Management, Quality Circle



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Enable the trainees interpret what Total Quality Management is with the help of the illustration section. Instruct the trainees to discuss the impact of Total Quality Management for employees and employers to complete activity 1.
2. Explain what a quality circle is and organise the trainees to work in pairs. Let them discuss the advantages of quality circles to complete activity 2.
3. To complete activity 3 and get an better understanding of quality circles, instruct the trainees read the statements given and interpret them. Let them work in pairs and give reasons on statements they agree or disagree with. Consolidate features of TQM and quality circle before proceeding to the next section.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



### 3. Quality Management System, PDCA



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. A **Quality Management System** is a set of processes defined and implemented to enable an organization satisfy the needs of its customers. Explain this in detail with examples. To complete activity 1, instruct the trainees to choose a partner to discuss how problems can be solved when there is quality management system. They may refer to the illustration, if needed.
2. Help the trainees understand activity 2 which is about saving electricity at home using quality circle principle. Have them discuss the PDCA cycle in pairs.
3. Give instructions to the trainees to use the PDCA cycle to explain to their partner about methods to reduce use of plastics.
4. Explain how quality circles help in all activities we do, both in our personal and professional lives. Direct the trainees to choose a partner to discuss on workplace contexts where quality circles help to complete the discussion on activity 4.
5. Make the trainees reflect on the ways and means of using quality management system and quality circles in real life situations. Consolidate the outcomes of the discussions and offer suggestions and positive feedback.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## 4. Fishbone, 5S, 5D, KAIZEN

 <p>Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.</p> <p>Tell the trainees that they will learn something very useful in today’s class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Help learners to interpret the example given in activity 1 – fishbone diagram on why people may come late to work. With the help of the example, direct the trainees to work in pairs and create a fishbone diagram for one problem they face as ITI trainees. They may use the given example situations too.</li> <li>2. Instruct the trainees to complete activity 2 by matching the correct descriptions. They may refer to the illustration, if required.</li> <li>3. Instruct the trainees to engage in discussion in pairs on the importance of 5S method. Guide them to make notes in the space provided in activity 3.</li> <li>4. Direct the trainees to discuss the situation given in activity 4 and design a poster to be displayed to prevent such occurrences in future.</li> <li>5. Make the trainees discuss on creating a safe work environment in the ITI using the Kaizen principles given in activity 5. Note down the points and recommend them to your ITI ES instructor.</li> <li>6. Consolidate the lesson, offer feedback on how well the trainees worked through the activities and offer suggestions for improvement.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins



## 5. Standardization



Materials needed: Trainee Workbook, blackboard, chalk piece, pencil, eraser.

10 mins

Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!

*Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.*

1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



40 mins

1. Help students identify how standardization adds value to products/services/ work culture in various professions. Instruct them to work on activity 1 to distinguish standard and non-standard work. Help them identify the value of clear instructions.
2. Direct the trainees to work in pairs to identify and brainstorm some standard procedures that are followed in day to day life.
3. Explain to learners how to recognize the impact and benefits of standards on markets and society. Help the trainees work in pairs to develop a standardized pricing without joining an organization as given in activity 3. Direct them to note the details in the table given and discuss.
4. Enable discussion about the standard marks like BIS and ISI that one sees on products. Make the trainees discuss on the need for such marks and what do they stand for as part of activity 4.
5. Instruct the trainees to interpret the visual given in activity 5 to list out the benefits of ISO 9001 certification. Discuss the responses with the whole class.
6. Use the prompt given in activity 6 to engage the trainees discuss on adopting standardizing procedures. Consolidate the lesson by offering positive feedback and a few suggestions for improvement.



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.



## Assessment Rubric for Quality Management

<b>Basic Level 1</b>	Shows very limited ability in identifying what quality and quality consciousness mean, recognizing the importance of quality for employers, employees and customers, exploring quality management system and PDCA for problem-solving and decision-making, having learnt the need to maintain a healthy work environment, using fishbone, kaizen, 5S and 5D, identifying BIS, ISI and Hallmark.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying what quality and quality consciousness mean, recognizing the importance of quality for employers, employees and customers, exploring quality management system and PDCA for problem-solving and decision-making, having learnt the need to maintain a healthy work environment, using fishbone, kaizen, 5S and 5D, identifying BIS, ISI and Hallmark.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying what quality and quality consciousness mean, recognizing the importance of quality for employers, employees and customers, exploring quality management system and PDCA for problem-solving and decision-making, having learnt the need to maintain a healthy work environment, using fishbone, kaizen, 5S and 5D, identifying BIS, ISI and Hallmark.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying what quality and quality consciousness mean, recognizing the importance of quality for employers, employees and customers, exploring quality management system and PDCA for problem-solving and decision-making, having learnt the need to maintain a healthy work environment, using fishbone, kaizen, 5S and 5D, identifying BIS, ISI and Hallmark.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



### **Why is ‘Preparation to the World of Work’ in Employability Skills?**

ITI trainees need to be oriented towards the world of work before they leave the institution. If preparation to the world of work starts while in the ITI, the trainees shall be able to make appropriate choices from the job opportunities available based on their training and proficiency. Awareness about prospective job opportunities will enable the ITI trainees groom themselves for the jobs of their choice or preference.

### **Understand the Topic**

In this session, you will introduce the importance of getting prepared to the world of work. You can also talk to trainees about the job opportunities that they may be offered and help them make informed choices so that the job matches their abilities and interests. Finally, you can tell them that you will help them learn this topic in an activity-based practical way. Assure them that they will truly benefit from learning both the concepts and the effective ways of using them to choose jobs.

### **How to deliver ‘Preparation to the World of Work’?**

The main task for you as a trainer is to build a sense of excitement and confidence in trainees about learning preparation to the world of work. That can be done by telling them that this is not an impossible task and that it can be mastered easily! You also need to tell them that they will learn this topic through simple activities. Encourage your trainees to enjoy, ask questions and take your help while learning this topic, which has really been made easy and practical for their benefit.

### **How the lessons have been organized?**

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here: The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let’s learn, KWL completion, recapitulation
- iii. extension (optional).

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A let’s learn section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concept dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



## How to prepare yourself to deliver the Preparation to the World of Work module?

Think of the trainee

Have your trainees had the opportunity to know about preparation to the world of work?  
Think of your region, your institute, and your classroom – what is the relevance of learning about being prepared to face the world of work?  
Are the trainees motivated to get an awareness about getting prepared to the world of work? Do they know about preparation to the world of work?

Prepare your plan

Read the Employability Skills facilitator manual – know everything about preparation to the world of work!  
Prepare yourself to instruct in an activity-based approach.  
Follow the guidelines in the manual to enable the trainees work in pairs/groups to interpret laws and regulations.  
Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts.  
Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.

Deliver

Be a guide:  
Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them see you practising what you ask them to do.  
What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities.  
Encourage trainees to be explorers.  
Enable an 'I Can' attitude.  
Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.

Follow Up

Cultivate the habit of completing the handbook.  
Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better.  
Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!



### Key Learning Outcomes

At this end of this module, you shall be able to:

- identify what job and career, personal and professional life mean
- recognize aspects that need to be focuses on
- learn what career pathways are and explore it
- explore the world of work by conducting a market scan
- distinguish interest and ability and set short-term and long-term smart goals
- learn and practise how to draft a resume
- explore job search portals and apply for jobs online
- recognise interview skills and how to perform in an interview
- learn how to follow up after interviews and handle rejection.



## 1. Introduction to the World of Work

 <p>Material needed: Trainee workbook, pens</p> <p><b>Part 1</b></p> <p>Ask trainees to read the story of Riya from the Trainee Workbook.</p> <p>Ask trainees to answer the following question by writing in the trainee workbook.</p> <p>How do you think Riya can come to know about the different opportunities that she has?</p> <p><b>Part 2</b></p> <p>Explain the meaning of the world of work to trainees using the information provided in the introductory pages of this session.</p> <p>Ask trainees to read the following headings from the trainee workbook:</p> <p>What is a career?</p> <p>What is the difference between a job and career?</p> <p>What is the difference between personal and professional life?</p> <p>How to separate your personal and professional life?</p>	20 mins
 <p>Ask trainees to look at the My Quest map in their Trainee Workbooks.</p> <p>This is a journey map that describes the different skills, qualities and activities that a trainee undertakes in order to be successful at work.</p> <p>Ask trainees to look at the map carefully along with the timelines that are mentioned for each goal. Let them look at the different skills mentioned and tick mark against the skills that you have acquired. Trainees need to follow this map. They can make changes wherever necessary based on their own life goals and skills. They can also add more skills to this map by writing on the map the name of the skill and when you plan to acquire them.</p> <div data-bbox="203 1258 1339 1440" style="border: 1px solid black; padding: 5px;"><p>Facilitator's tip: The point of this activity is to help trainees make this map their own so that they have a set of goals and timelines against which they need to complete each of these goals. Encourage trainees to add their own goals and also tick mark the goals that they have already achieved. Help trainees customize this map for themselves and encourage them to go back to this map regularly so they can track their own progress.</p></div> <p>This is an individual activity, however, trainees can have a discussion with a partner help to reflect.</p> <div data-bbox="203 1519 1339 1632" style="border: 1px solid black; padding: 5px;"><p>Facilitator's tip: This is an individual activity. However, trainees might need to work in pairs or small groups to reflect as they perform this activity. Encourage trainees to talk and share with each other regarding this activity.</p></div>	30 mins
 <p><b>Reflection / Wrap up</b></p> <p>Ask trainees the following questions:</p> <p>Based on the My Quest Journey Map, what are the skills/qualities that you feel confident about?</p> <p>What are the skills/qualities that you feel you need to acquire?</p> <p>By when do you plan to acquire these skills/qualities?</p> <p>How will you acquire to acquire these skills/qualities?</p> <p>Guide the trainees to complete the third column of KWL chart.</p> <p>Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</p>	10 mins



## 2. Career Awareness – 1

 <p>Material needed: Trainee workbook, pens, computer lab or smart phone with internet</p> <p>Share the following information with trainees:</p> <p>What is meant by career pathways and why is it important to understand pathways. Share this information based on what you read at the start of this session plan. Ask trainees to read the following from the Trainee Workbook: Importance of Planning Your Career Path, Tips on Effective Career Planning.</p>	20 mins
 <p><b>Part 1</b></p> <p>Form groups of 3 trainees. Ask trainees to look at the posters given in the Trainee Workbook. These are career pathway posters for the following careers- Fashion design, Interior design, Draftsperson and Stenographer. As a group, they need to go through each of the posters in detail. After they have gone through the posters, tell them to answer the questions given at the end of each poster by writing it in the trainee workbook. The answers should be written individually. However, trainees may discuss in their small groups before writing the answers.</p> <p><b>Part 2</b></p> <p>Tell trainees that they need to continue with the same groups of three for this activity. As a group, they need to decide on any one career (aside from the four career mentioned in the last activity). Trainees will have to research on the career that they choose as a group and come up with similar information about that career. For the purpose of research, trainees can use either computer labs or can use their mobile phones. Do not spend too much time on finalizing a career to research. This activity is meant to help you understand how to research career pathway posters.</p> <p>They can try to collect information based on the headings given in the previous posters. Once they have collected the information, write in it in the space given in the Trainee Workbook. Each trainee should write the information down in their books. It might not be possible for trainees to complete the entire research in such less time. You can specify the time that trainees have for the research and then ask each group to share whatever information they have collected. Encourage trainees to go home and complete the research and share the completed research with the class.</p>	30 mins
 <p><b>Reflection / Wrap up</b></p> <p>Ask trainees the following reflection questions:</p> <p>Why are career pathways important?</p> <p>What sort of information does a career pathway give us?</p> <p>How do we define career pathways for ourselves?</p> <p>Guide the trainees to complete the third column of KWL chart.</p> <p>Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</p>	10 mins



## 3. Career Awareness – 2 – Market Scan



Material needed: Trainee workbook, pens, computer lab or smart phone with internet

20 mins

Divide the class into pairs. Ask them to read the paragraph about the three friends- Sameera, Amir and Raja and answer the questions in the Trainee Workbook. Inform the trainees about that this module is going to focus on conducting a market scan. Explain the meaning of the word market scan to trainees using the information provided in the introductory pages of this session. Talk to trainees about why a market scan is useful in exploring career options. Inform trainees that they would be conducting a market scan for a career that they are interested in exploring further. Ask trainees to read the process of the market scan and sources of information for a market scan as mentioned in the Trainee Workbook.



ACTIVITY 2- Market scan

30 mins

CHOOSING A CAREER TO RESEARCH AND THE SOURCES OF INFO

Part 1

Thinking and Shortlisting careers for exploration:

Ask trainees to think about 2-3 careers that interest them. These can be based on the trade that they are studying. However, it should not be limited only to that trade. Divide them into pairs. Tell them that they need to discuss which are the careers that they would like to explore and why they are interested in exploring it. After discussing, they should shortlist one career that they would like to explore further. They need to write answers to the questions mentioned in the trainee workbook.

Part 2

Getting started

Once the class has shared, try form trainees into pairs based on those who are interested in exploring the similar careers. Those trainees whose career aspirations do not match others, can work independently. Tell the trainees now they will have to collect this information about the career that they chose. They can conduct the research with the help of computers or their smart phones. Additionally, they can interview professionals after the session. They need to write answers to the questions mentioned in the trainee workbook. Ask a few trainees to share their research with the rest of the class.

Facilitator's tip: If you feel trainees need more time for the research, you can ask them to share the responses to only 1-2 questions in the class. They can complete the remaining research as homework.



Ask trainees the following reflection questions:

What are the ways in which we can collect information about a career?

What are some of the questions that you have regarding the career that you chose?

What are some of the questions that you plan to ask professionals during the discussion with them?

What are you looking forward to with respect to learning about a career?

Guide the trainees to complete the third column of KWL chart.

Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.

10 mins



## 4. Career Plan – Interests and Abilities

 <p>Material needed: Trainee workbook, pens</p> <p>Tell the trainees:</p> <p>You will learn about something very, very useful in today's class. This topic will be beneficial for you in your career as well as your life</p> <p>Ask trainees to read- What is an interest, What is an ability and what is the difference between interest and ability from the Trainee Workbook.</p> <p>You could share a few examples of your own interests and abilities to help trainees understand the topic better.</p>	10 mins
 <p><b>Activity 1</b></p> <p>Divide the class into pairs. Ask them to read the paragraph about Mehraj and answer the questions in the Trainee Workbook.</p> <p>Activity 2 Identify your interests and abilities</p> <p>Inform trainees that for the next worksheet, they will have to reflect and write in the trainee workbook. They can continue to discuss in pairs if they feel it will give them more clarity. However, this is an individual activity. Read out each question and give trainees a few minutes to reflect, discuss and write the answers. Encourage trainees to write answers honestly as this will help them think of career options for themselves.</p>	40 mins
 <p><b>Reflection / Wrap up</b></p> <p>Ask the following questions and make your trainees respond. Tell them that they can be creative in their answers, and that there are no strict right/wrong answers to every question.</p> <p>What are your interests?</p> <p>What are your abilities?</p> <p>Are your interests and abilities the same?</p> <p>What are the career paths that you think are a good balance of your interests and abilities?</p> <p>Guide the trainees to complete the third column of KWL chart.</p> <p>Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</p>	10 mins

## 5. Recall

 <p>Materials needed: Trainee Workbook, pencil, eraser.</p> <p>Prepare the class for formative assessment of the 6 lessons that have been covered.</p> <p>The questions are meant to assess the learning and not to test the rote memory. Instruct the trainees on the purpose of the formative assessment (recall).</p> <p>Make them recognize that it is meant for their benefit and will help them recognize areas that they need to improve/focus more.</p>	10 mins
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 <p>Conduct the test ensuring that the trainees answer the questions independently.</p> <p>Assess the trainees learning based on their performance and ensure that suitable remedial measures are taken for trainees to continue learning without any impediments.</p> <p>Record the assessment in a descriptive format to track progress during the next recall session.</p>	40 mins
 <p><b>Reflection / Wrap up</b></p> <p>Discuss with the trainees about their performance suggesting methods to improve their performance.</p> <p>Ensure to offer positive feedback followed by one or two suggestions ONLY.</p> <p>Focus may be more on the positive aspects than on what went wrong.</p>	10 mins

## 6. Setting Goals for Career

Material needed: SWOT analysis questions, career awareness chapter (Employability Skills student workbook), setting goals for your career chapter (Employability Skills student workbook)

 <p><b>10 mins</b></p>	<p><b>Context Setting: Session Prep</b></p> <p>Elicit situations from students where they often have two plans like travelling for vacation, college selection, etc.</p> <p>Tell students similarly we should have two job plans for our career.</p>	<p><b>Discussion.</b></p>
 <p><b>45 mins</b></p> <p>5 mins</p> <p>5 mins</p> <p>35 mins</p> <p>25 mins</p>	<p><b>Session Activity: Let's choose and draft Job Plan A and B</b></p> <p>Ask the class to review the career awareness chapter from Employability Skills student workbook and summarise the career path information about their trade.</p> <p>Share the SWOT analysis with the class on whiteboard. Encourage students to note answers in their notebook. Ask students to prepare a persona SWOT, on the basis of their answers to the SWOT questions.</p> <p>The class will now elect a job role that is aligned with their trade, and is also aligned with their personal SWOT.</p> <p>Guide the teams to create a job plan A and B, as per Activity 4, Setting goals for your career – Ch. 6</p>	<p><b>Reflective activity</b></p> <p>Ref: Career wareness (Ch. 2)</p> <p>Ref: Setting goals for your career (Ch. 6)</p> <p>SWOT questions are designed to give students a 'reality check'. There are no right and wrong answers. Each student should feel free to share their take on the questions.</p>
 <p><b>10 mins</b></p>	<p><b>Wrapping Up: Reflection</b></p> <p>What was the experience of filling SWOT questions like?</p> <p>What did we learn about ourselves today? What are the questions that remain in our mind about our career plan?</p> <p>What additional information do we need to collect about our career options to create a clearer plan? How can we acquire this information?</p>	<p><b>Reflection</b></p>



## 7. Resume Writing

Material needed: Colourful chits, and prints of strength statements (refer next page)

 <p><b>10mins</b></p>	<p><b>Context Setting:</b> □□□□□□□□□□□□□□</p> <p>Before context setting, ask the students: Which personal strength makes you a good fit for your dream job? Think about it for 2 minutes!</p> <p>Invite a few students to share their strengths.</p> <p>Set context – Introduce resumes</p> <p>Resumes are our first impression for an employer. The content of the resume, and the format – both leave an impression!</p>	
 <p><b>40mins</b> 20mins</p> <p>5 mins</p> <p>15mins</p>	<p><b>Session Activity: Understanding a resume</b></p> <p>Ask the students what according to them should go on a resume. In one corner of the board, list their answers on the whiteboard (use their words, not the given names of resume sections)</p> <p>When they have exhausted their options, add the field(s) that they may have entirely missed</p> <p>Invite the class to arrange the fields in a logical sequence. Make the sequence only as per class consensus, keep your inputs to a minimum.</p> <p>Give feedback about correct resume section sequence. (Refer – student workbook, Preparation to the World of Work, Chapter 6)</p> <p>Ask them to fill in their details in Activity 1, chapter 6. Go around the class, answering queries</p>	<p><b>Facilitation</b></p> <p>Plan instructions</p> <p>A sample resume can be viewed in Resume Writing (Ch. 7)</p> <p>Encourage the class to fill details in English. If they struggle, ask them to switch to their regional language.</p>
 <p><b>5 mins</b></p>	<p><b>Wrapping Up: Reflection + Next steps</b></p> <p>What? What are resumes? Why are they important? So, what? How can we use them?</p> <p>Now, what? How will you mail the resumes? How will you meet the submission deadlines? Any expected challenges?</p>	<p><b>Reflection</b></p> <p>Email the resume templates to students. Remind the students to submit their revised resumes to you by email. Share individual feedback over email</p>



## 8. Applying for Jobs Online

Material needed: Rope or brown tape, case studies (for facilitator reference)

 <b>10 mins</b>	<p><b>Context Setting: How to land a job?</b></p> <p>Invite four students on the stage for a skit – give them the following scenario.</p> <p>You are all friends, and one of you is in urgent need for a job. The other three advise him/her on different ways to find a job. Ask the students to take 2 minutes to decide who plays which character and start enacting.</p> <p>Tell them they will have 5 minutes to perform</p> <p>Set context:</p> <p>Ask students what other options of searching for jobs are they aware of, apart from the ones discussed in the skit.</p> <p>Introduce today’s topic.</p>	<p><b>Sage on the Stage</b></p>
 <b>40 mins</b> 5 mins   25 mins   10 mins	<p><b>Session Activity: Introduction to classifieds</b></p> <p>Divide the students into groups of 4-5, with at least newspaper copies with each group. Share with them the objective of the activity –</p> <p>find any two-three suitable job vacancies</p> <p>call and inquire about how to apply</p> <p>Job search + phone calls.</p> <p>Ask students to view the keywords provided in Activity 1, Chapter 8, Preparation to the world of work</p> <p>Invite a member from each group to share their experience of making these calls with the rest of the group.</p>	<p><b>Activity-oriented</b></p> <p>Tell the students that they can all use your phone, if they don’t have one / are low on balance. Remind them it doesn’t matter, if they do not qualify for the job – if they find it interesting, they should call and inquire.</p> <p>If internet connection and smartphones / computers are available, ask students to look for jobs online (refer-Preparation to the World of Work, Chapter 8)</p>
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>What? What did we do today in the class? How was it?</p> <p>So, what? Why were we applying for jobs for which we did not even qualify? What did we achieve? Did we achieve anything at all?</p> <p>Now, what? How can we explore better ways of finding a job?</p>	<p><b>Reflection</b></p>



## 9. Interview Skills



Material needed: Trainee workbook, pens

15 mins

Ask the trainees:

Have you seen an interview in TV or YouTube?

What happens in an interview?

Explain to them that an interview is a process where an interviewer asks questions to another person (interviewee or candidate) for a specific purpose. Interviews of famous people are conducted for newspapers, TV channels etc.

Now ask them:

Do you know what a job interview is?

When and where does it happen?

Interview is conducted before a person gets a job. It is the process by which a candidate gets selected. An interview is the most important step before getting a job. If a candidate can get the interview process right, they can be confident of getting the job they wish for. Interview is an important selection technique where there is two-way exchange of information between the candidate and the employer. It can be one-to-one basis (1 candidate is interviewed by 1 employer) or by an interview panel (1 candidate s interviewed by 3 or 4 members from the employers/HR). Interviews are used by all employers and companies for selecting their staff. It assists employers in selecting a right person for a right job. It also helps job seekers to present their knowledge, job skills and attitude required for the job.

There are different types of interview depending on the job role and the industry. A candidate may be asked to appear for different types of interview at different stages of selection. Sometimes, a candidate may be asked to go through 2 different types of interview with HR, their own manager or a senior team in the organization.



25 mins

1. Help the trainees identify the importance of preparing for interviews. Ask the trainees to go through the illustration section. Direct the trainees to read the information in activity 1 and role play. Have the trainees work in pairs. Let them make notes, if required.
2. Instruct the trainees to choose a partner. Let them read the questions given in the poster in activity 2 individually and make notes. Direct them to share their responses with their partner and discuss.
3. Make the trainees read the poster given in activity 3 and answer the questions individually and share their responses in pairs to complete activity 4.
4. Tell the trainees that they are going to prepare a checklist of things to do before, during and after the interview to complete activity 5 based on what they have learnt. Direct them to work independently.
5. Help the trainees read the situation given in activity 6 on how getting rejected in interviews give experience to perform better in future. The trainees may be directed to refer the lessons on Mock Interviews in the module on Communication Skills from Employability Skills student workbook 1. Encourage the trainees to make a list of reasons for failure in interviews and how to rectify them. Ask the trainees to share it with a partner and the whole class. Consolidate the lesson highlighting the main points. Give positive feedback and a few suggestions for improvement.



Ask the following questions and make your trainees respond.

What are the different types of interview?

What do the employers expect from candidates when conducting interviews?

How can you prepare well for an interview?

What will you do to improve your present interview skills?

Guide the trainees to complete the third column of KWL chart.

Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.

10 mins

## 10. Recall



Materials needed: Trainee Workbook, pencil, eraser.

Prepare the class for formative assessment of the 6 lessons that have been covered.

The questions are meant to assess the learning and not to test the rote memory. Instruct the trainees on the purpose of the formative assessment (recall).

Make them recognize that it is meant for their benefit and will help them recognize areas that they need to improve/focus more.

10 mins



Conduct the test ensuring that the trainees answer the questions independently.

Assess the trainees learning based on their performance and ensure that suitable remedial measures are taken for trainees to continue learning without any impediments.

Record the assessment in a descriptive format to track progress during the next recall session.

40 mins



Discuss with the trainees about their performance suggesting methods to improve their performance.

Ensure to offer positive feedback followed by one or two suggestions ONLY.

Focus may be more on the positive aspects than on what went wrong.

10 mins



## Assessment Rubric for Preparation to the World of Work

<b>Basic Level 1</b>	Shows very limited ability in identifying what job, career, personal and professional life mean, recognizing career pathways to explore, identifying how to conduct market scan, distinguishing interest vs ability and short-term vs long-term goals, drafting a resume and applying for jobs online, recognizing interview skills and identifying how to follow up after interviews and handle rejection.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying what job, career, personal and professional life mean, recognizing career pathways to explore, identifying how to conduct market scan, distinguishing interest vs ability and short-term vs long-term goals, drafting a resume and applying for jobs online, recognizing interview skills and identifying how to follow up after interviews and handle rejection.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying what job, career, personal and professional life mean, recognizing career pathways to explore, identifying how to conduct market scan, distinguishing interest vs ability and short-term vs long-term goals, drafting a resume and applying for jobs online, recognizing interview skills and identifying how to follow up after interviews and handle rejection.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying what job, career, personal and professional life mean, recognizing career pathways to explore, identifying how to conduct market scan, distinguishing interest vs ability and short-term vs long-term goals, drafting a resume and applying for jobs online, recognizing interview skills and identifying how to follow up after interviews and handle rejection.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**



## Why is 'Customer Service and Interaction' in Employability Skills?

Customer interaction is a very important part of sectors that involve engaging with the public. ITI trainees in many trades will have to directly interact with customers both if they work for organisations and when they are entrepreneurs. Effective interaction with customers will help win customers and help in sustaining longstanding relationship with the customers. An exposure on how to greet, identify needs, service and handle customers will help ITI trainees in performing well on the job.

## Understand the Topic

In this session, you will introduce the importance of customer interaction and service. You can also talk to trainees about the situations that they may encounter in the worksite that may require to interact with customers. They shall be effective in their job if they know aspects of dealing with customers. You can tell them that you will help them learn this topic in an activity-based practical way. Assure them that they will truly benefit from learning both the concepts and the effective ways of using them at work.

## How to deliver 'Customer Service and Interaction'?

The main task for you as a trainer is to build a sense of excitement and confidence in trainees about learning customer interaction and service. That can be done by telling them that this is not an impossible task and that it can be mastered easily! You also need to tell them that they will learn this topic through simple activities. Encourage your trainees to enjoy, ask questions and take your help while learning this topic, which has really been made easy and practical for their benefit.

## How the lessons have been organized?

The content has been organized into lessons that can be taught in one-hour duration. The flow of the lessons and what each step means is elaborated here: The lessons are divided into three sections:

- i. exposure – objectives, concepts, KWL, illustration
- ii. immersion – activities, let's learn, KWL completion, recapitulation
- iii. extension (optional).

The lessons have been structured from objectives to recapitulation. Enough care has been taken to restrict the concepts introduced to as much that is necessary for the ITI level. A let's learn section is included only for those topics that need further elaboration. A KWL chart is introduced for instructors to assess RPL about the particular lesson by eliciting responses from the trainees. Trainees need to fill in what they already know, what they want to know in the first two columns. Illustration gives visual and verbal examples of the concept dealt with in the lesson. The development of guided, controlled and free activities will make learning easy, fun and, therefore, a rewarding experience. The learned column of the KWL chart will be completed by the trainees after the completion of all the activities. The final section recap will sum up the outcomes of learning the particular lesson which shall be aligning with the objectives of the lesson. Extension given at the end of each lesson is for further learning and is optional.

At periodic intervals, the lessons have been chunked to include a section called recall which may be used to consolidate the learning and for formative assessment.

If the session is going well, you will see trainees:

- actively engaged in the activities
- clarifying their doubts by asking questions without fear
- speaking with peers in small groups.



### How to prepare yourself to deliver the Customer Interaction and Service module?

Think of the trainee	<p>Have your trainees had the opportunity to know about customer interaction and service?</p> <p>Think of your region, your institute, and your classroom – what is the relevance of learning about customer interaction and service?</p> <p>Are the trainees motivated to get an awareness about customer interaction and service? Do they know about the various PPE, signage and hazards?</p>
Prepare your plan	<p>Read the Employability Skills facilitator manual – know everything about customer interaction and service!</p> <p>Prepare yourself to instruct in an activity-based approach.</p> <p>Follow the guidelines in the manual to enable the trainees work in pairs/groups to interpret laws and regulations.</p> <p>Ensure that the activities in this module are done effectively to enable the trainees interact well to internalize the concepts.</p> <p>Follow the step by step instructions to help the trainees complete the activities in the lesson and encourage them to interact well.</p>
Deliver	<p>Be a guide:</p> <p>Your trainees will not learn to be team players, if you give them a list of dos and don'ts of working in a team. They will learn only from experience! Let them see you practising what you ask them to do.</p> <p>What if they do not understand well? Use the illustration section to help the trainees identify and interpret the concepts better. It is an opportunity for them to learn through examples and activities.</p> <p>Encourage trainees to be explorers.</p> <p>Enable an 'I Can' attitude.</p> <p>Help your trainees to try and do and apply as many concepts as they can in the real world. They will imbibe the concepts that much better if they are encouraged to apply all that they learn.</p>
Follow Up	<p>Cultivate the habit of completing the handbook.</p> <p>Interact with trainees who appear to be lagging behind or are silent in understanding the concept after the class to encourage them to participate better.</p> <p>Seek feedback from the trainees – pay attention to their body language in class. Ask them how they feel about the sessions, act on the feedback and recommendations you receive!</p>



### **Key Learning Outcomes**

**At this end of this module, you shall be able to:**

- identify the importance of customer interaction and service for employers and customers
- recognize ways of making first impression through greetings
- identify how probing questions help in identifying and satisfying customer needs
- identify and practise listen-ask-repeat technique of probing
- identify and practise closing sales in simulated contexts
- recognise the importance of customer feedback
- receive feedback to improve customer service
- identify the need to listen to customer grievances and handle it effectively
- recognise the need to and build customer relationships.



## 1. Importance of Customer Service

Material needed: Four boxes labelled (home, school, society, others), and old newspapers

 <b>5 mins</b>	<p><b>Context Setting: Who is a customer?</b></p> <p>Ask students to list any 10 products / services that they are 'customers' of.</p> <p>Prompt student to think of services like ITI (education), local businesses, and public transport along with mainstream commercial products /services of entertainment, communication, clothes, food, etc.</p> <p>What makes us loyal to a product/ service? What makes us search for other options?</p>	<p><b>Facilitation</b></p>
 <b>45 mins</b> 10mins 10 mins  25 mins	<p><b>Session Activity: Sneaky Snakes</b></p> <p>Divide the class into groups of 4-5 students.</p> <p>Ask each group to discuss their experience regarding:</p> <ol style="list-style-type: none"> <li>calling a telephone company regarding an inquiry or complaint.</li> <li>calling an online shopping regarding an inquiry or complaint.</li> <li>ordering food from a menu in a restaurant.</li> <li>inviting a plumber / electrician to your home.</li> </ol> <p>Ask them to classify their experiences as: good / bad / great. In each list, they should also share reasons.</p> <p>Invite each team to present their experience. Generate discussion on examples of dos and don'ts of customer service that emerges from each presentation.</p>	<p><b>Facilitation</b></p> <p>Prep time: 10 minutes          Presentation time: 5 minutes</p>
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>What is customer service?</p> <p>What are common reasons of a product / service losing its customers?</p> <p>What is the role played by the employees of product / service company in retaining or losing customers?</p>	<p><b>Reflection</b></p>

## 2. Forms of Greeting

 <p>Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p>	<p>10 mins</p>
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1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.
2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.
3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.
4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.
5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.



1. Help the trainees identify what greeting is, why is it important. Ask them to go through the illustration section to recognise the difference between formal and informal greetings. Make them identify the importance of making first impression on customers. Direct the trainees read the contexts given in activity 1 to reflect keeping themselves at the receiving end as a customer. Let them note down their responses and discuss with a partner.
2. Instruct the trainees to work in groups of 3 with each member having a specific role to play as a customer, a salesperson and an observer. Tell students that they have to imagine they are selling a phone to a customer in an electronic store. Give one piece of paper with the instruction to each of the salespersons. Each group will have to come up to the front of the class one by one and perform their role play followed by a discussion

**Instructions to the customer:**

- Imagine they are walking into an electronics store to buy a phone.
- They have no idea about which phone to buy so they would like to explore different phones and then make the right decision.

**Instruction of the observers:**

- They need to make notes on exactly what the salesperson did and how did that impact the customer.
- At the end of the each role play, they have to share their observations with the class.

**Instructions for the salespersons:**

- Write each of the below instructions on one small piece of paper.
- Give each listener one written instruction to follow, from the list below. This should not be shared with the observer or the speaker:
  - a. Greet the customer with a frown
  - b. Use an angry tone to greet the customer
  - c. Do not acknowledge the presence of the customer and continue doing your work
  - d. Listen carefully and ask relevant questions and give appropriate suggestions to the customer
  - e. When the customer enters the store, continue talking and joking with your colleagues
  - f. Look around the room and appear distracted when the customer is talking
  - g. Stand too close to the customer so as to violate his/her personal space

40 mins



<p>h. Interrupt and prevent the customer from finishing his/her sentences</p> <p>i. Attend to the customer in a polite and courteous manner</p> <p>At the end of each role play, ask the salesperson to read out the instruction given to them. At the end of each role play, ask the observer to share their observations. Also, ask the class to share their observations.</p>	
<p></p> <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins

### 3. Probing to Identify Customer Needs

<p> Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
<p></p> <ol style="list-style-type: none"> <li>1. Introduce the concept of probing with the help of the illustration section. Direct the trainees to read the information given in activity 1 and fill in the blanks with the appropriate information. The activity has two sub-tasks as parts 1 and 2.</li> <li>2. Instruct the trainees to interpret the visual given in activity 2 to learn how to ask probing questions. Help them complete the activity given with probing questions that a small vendor who sells raincoats for people who ride cycles, bike and those who walk near the railway station would ask.</li> </ol>	40 mins



<p>3. Facilitate role play in pairs between a customer and a salesperson in a garments shop. Guide the trainees to list probing questions and the order in which they would want to ask the questions before the role play. Consolidate the features of probing highlighting why it is important in customer interaction. Offer suggestions and positive feedback.</p>	
<p></p> <ol style="list-style-type: none"><li>1. Guide the trainees to complete the third column of KWL chart.</li><li>2. Review the outcomes of the lesson. Check answers.</li><li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li><li>4. Encourage trainees to work on the extended activities on their own.</li></ol>	10 mins

## 4. Probing – Ask-listen-repeat Technique

<p> Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"><li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li><li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li><li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li><li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li><li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li></ol>	10 mins
<p></p> <ol style="list-style-type: none"><li>1. Introduce the concept Ask-listen-repeat technique as an effective tool to ask probing questions to identify the needs of the customers and extend service accordingly. Direct the trainees to go through the illustration section carefully. Help them distinguish open-ended questions from close-ended ones along with when to use them appropriately. Encourage the trainees to work individually and write probing questions using ask-listen-repeat technique for the given situation. Ask them to discuss with a partner and share their questions. Conduct a whole class discussion and consolidate.</li></ol>	40 mins



<p>2. Instruct the trainees to role play the situation given in the activity 2 using ask-listen-repeat technique. Let one trainee be the customer and the other the salesperson. Tell them to repeat the role play by reversing the roles after completing first round of role play. Direct the trainees to take feedback from their partners. Instruct the trainees to offer positive feedback and one or two suggestions, if required. Consolidate the lesson highlighting the importance of probing and how ask-listen-repeat technique is the best way to ask probing questions.</p>	
<p> 1. Guide the trainees to complete the third column of KWL chart.</p> <p>2. Review the outcomes of the lesson. Check answers.</p> <p>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</p> <p>4. Encourage trainees to work on the extended activities on their own.</p>	10 mins

## 5. Closing a Sale or Service

<p> Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
<p> 1. Let the trainees identify why it is important to close a sale. Help them recognise how it helps to build good customer relations. Encourage the trainees identify closing a sale using the illustration section. Have them identify what direct and indirect closing of sale are. Instruct the trainees to complete activity 1 by sorting the given closing of sale into directly ask and indirectly close. Let them refer to the illustration section, if needed.</p> <p>2. Initiate a role play activity by encouraging the trainees to convince a customer to buy a specific kitchen appliance which is available on discounted price. Tell them that they may use the information given in the visual in activity 2, if necessary.</p>	40 mins



3. Explain the steps involved in closing a sale from the visual given in activity 3. Direct the trainees to role play as customer and salesperson in pairs using ask-listen-repeat technique and close the sale appropriately. Consolidate the concepts learnt through the lesson. Remember to offer positive feedback and one or two suggestions, as required.



1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.

10 mins

## 6. Customer Feedback – 1

Material needed: Four boxes labelled (home, school, society, others), and old newspapers

 <b>5 mins</b>	<p><b>Context Setting: Learning from feedback</b></p> <p>Ask students to recall instances when someone pointed out their mistake. How did it feel? How did we react?</p> <p>Briefly talk about growth mind-set, sharing that it is only by accepting and learning from mistakes that we grow. If we accept a mistake as the final verdict on our ability to work, we will never be able to grow. Informed criticism can enable our growth.</p>	<p><b>Facilitation</b></p>
 <b>45 mins</b>  30 mins  15 mins	<p><b>Session Activity: Case Studies</b></p> <p>Invite volunteers to do 3-4 role plays (select role plays, from the list in trainer reference)</p> <p>At the end of each role play, generate a discussion on:</p> <ul style="list-style-type: none"> <li>- What was the mistake made by customer sales representative?</li> <li>- How can the mistake be avoided?</li> <li>- How can the mistake be rectified after it has been made?</li> </ul>	<p><b>Facilitation</b></p> <p>Prep time: 10 minutes</p> <p>Role play time: 5 minutes</p>
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>What can be the common causes of a negative customer interaction?</p> <p>How can a customer service representative avoid negative interactions?</p> <p>How can the damage done from a negative interaction be managed?</p>	<p><b>Reflection</b></p>



## Trainer Reference: Case studies

- Tanvi has ordered a cake for her parent's 50th anniversary. She ordered an egg less cake as her mother is a vegetarian. The bakery has mistakenly baked a cake with egg content. The customer service representative informs Tanvi of this error when she arrives to pick up her cake. Tanvi is very upset.

Reflection points: How should the customer service rep manage this situation? How could this situation be avoided?
- Saiba booked a cab to reach the station at 11pm in the night. The cab driver has cancelled her ride and a cancellation fee has been charged unfairly to Saiba's account. Saiba is running late for her train, and she calls the customer care number of the cab service to seek help. Saiba is very agitated and upset. Customer care executive curtly informs her that the cab service cannot help her in this regard.

Reflection points: Was there an opportunity for the customer service rep to win a customer for life by helping out Saiba? If yes, why? If no, why? How can such mistakes be avoided?
- Joseph has ordered a takeaway burger and fries from a restaurant in the city. He has been waiting for his order for 10 minutes and is now getting very restless. He angrily calls out to the cashier and demands an explanation for the delay in his order. The recommended waiting time for any order in this restaurant is 20 minutes. How should the representative deal with this customer in this case?
- Zafar has purchased a heater from a nearby electronic store. He has also received a warranty for this product. The heater begins to malfunction on the very first night of its use. Zafar is very troubled and takes the heater to a local mechanic. When the local mechanic attempts to repair the heater, he accidentally damages its body. Zafar remembers that the heater is still covered by a warranty. The customer sales representative from the company has to inform Zafar that the warranty of a new product becomes void, when the product is serviced by an unauthorized repair person. How can this communication be made in a manner that Zafar remains loyal to this brand?
- Trainees of XYZ institution often make fun of the rude staff at their canteen. They have now stopped going to this canteen, and instead go to the chai stall outside the college for snacks and tea. Imagine a conversation between 4 friends from XYZ institution. They are discussing the bad behaviour of the staff from the canteen. What are the some behaviour of the staff that can disappoint the trainees?

## 7. Customer Feedback – 2

Material needed: Colourful chits – with names of business (refer: Session activity)

 <b>5 mins</b>	<p><b>Context Setting: Learning from feedback</b></p> <p>Ask students to name some of the products that their families have been using for generations. These could be electronic products or brands of staple food items like wheat flour, tea, coffee, rice etc.</p> <p>What makes us loyal towards a product? How can the same loyalty be created for a service?</p>	<p><b>Facilitation</b></p>
 <b>45 mins</b>  15 mins  30 mins	<p><b>Session Activity: Case Studies</b></p> <p>Divide the class into group of 5-6 students. There should not be more than 5 groups in the class.</p> <p>Give each group on of the following topics:</p> <ul style="list-style-type: none"> <li>- First day of a traditional restaurant</li> <li>- Telephone repair center</li> </ul>	<p><b>Facilitation</b></p> <p>Prompts for skit: Create a scene in which each of these businesses make their customers not only satisfied, but feel delighted.</p>



	<ul style="list-style-type: none"> <li>- Hair salon</li> <li>- Bakery</li> <li>- Retail store of fashion clothes</li> </ul> <p>Each team has to spend 10 minutes preparing 'a perfect day at this business' skit.</p> <p>Each team presents for 5 minutes each.</p>	At the end of each skit, recognize and applaud customer interaction behavior that made the experience 'delightful'.
 <b>10 mins</b>	<p><b>Wrapping Up: Reflection</b></p> <p>What is customer delight?</p> <p>How is it different from just satisfaction?</p> <p>What are the factors other than meeting basic quality standards that make customers return to a business / service provides?</p> <p>How can these factors become more frequent in a business?</p>	<b>Reflection</b>

## 8. Handling Grievances – 1

 <p>Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Explain what grievances are and how it may affect the organisation/company if they are not addressed properly. Use the illustration section to help the trainees identify how to handle grievances. Facilitate the completion of activity 1 using the given frames and visual information to prevent the customer who is ready to leave the shop as no one has attended to him/her. Let the trainees role play the situation. Direct them to make notes, if required.</li> </ol>	



<ol style="list-style-type: none"> <li>2. Make the trainees work in pairs to complete activity 2 to describe the process of resolving customer complaints with the given visual information.</li> <li>3. Help the trainees role play as a customer and customer service staff. Tell the customer to follow the steps given in the visual in activity 3 to draft a complaint and submit it to the customer service staff. Direct the trainee playing the role of the customer service staff to follow the steps given in the visual to resolve the complaint. Consolidate the lesson on handling grievances. Give positive feedback on what went well.</li> </ol>	40 mins
 <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins

## 9. Handling Grievances – 2

 <p>Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today's class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in "What I Know" column. Then, have them fill the "What I Want to Know" in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
 <ol style="list-style-type: none"> <li>1. Recall the importance of handling grievances. Direct the trainees to go through the illustration section to be sensitive in handling complaints. Stress the importance of being polite and apologising to customers when they come with complaints. Instruct the trainees to read the 3 situations given in activity 1 and discuss. The trainees have to handle complaints in each of the 3 situations as customer service representative, head waiter in-charge and supervisor in-charge.</li> </ol>	40 mins



<p>2. Direct the trainees to identify the correct statements that are made by customer service representatives when customers come with a complaint. Tell them to mark the correct ones “C” and the wrong ones “W”. Consolidate the key concepts and offer positive feedback.</p>	
<p></p> <ol style="list-style-type: none"> <li>1. Guide the trainees to complete the third column of KWL chart.</li> <li>2. Review the outcomes of the lesson. Check answers.</li> <li>3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.</li> <li>4. Encourage trainees to work on the extended activities on their own.</li> </ol>	10 mins

## 10. Relationship Building with Customers

<p> Material needed: Student workbook, pens, chits of paper</p> <p>Tell the trainees that they will learn something very useful in today’s class. This topic will be beneficial for them in their career as well as life. Learning this topic can make them confident and smarter!</p> <p><i>Divide the class into pairs and groups of 4. Ensure that they always get into pairs/groups when you want them to.</i></p> <ol style="list-style-type: none"> <li>1. Explain to the trainees the way the lesson will progress from introduction of the topic to the activities.</li> <li>2. Make the trainees work in pairs to read and interpret the concept that the lesson focusses on.</li> <li>3. Instruct the trainees on how to fill the KWL chart. First, let them fill what they know about the topic of the lesson that they just finished reading in “What I Know” column. Then, have them fill the “What I Want to Know” in the column 2.</li> <li>4. Direct the trainees to go through the illustration given after the KWL chart to get a better understanding of the concept.</li> <li>5. Encourage the trainees to ask questions and speak in the class by telling them that there is no correct/wrong answer for most of the activities. Also, tell them that making mistakes is the best way to learn a skill.</li> </ol>	10 mins
<p></p> <ol style="list-style-type: none"> <li>1. Explain how building good relations with customers will benefit employees and employers. Make the trainees recognise the importance of customer loyalty and retention for businesses. Help them interpret the information in the illustration section. Direct the trainees to work in pairs as a customer and craftsman and role play with the given information in activity 1 to build good customer relations.</li> <li>2. Direct the trainees read the activity 2 to identify how ABC company should try to retain Rahul as a customer. Make the trainees work in pairs and discuss.</li> <li>3. Direct the trainees work in pairs to identify ways in which they can retain customers as self-employed craftsmen. Guide them to note down their views in the space provided. Help the trainees share their views with the whole class. Offer positive feedback on what went well and give one or two suggestions for improvement.</li> </ol>	40 mins



10 mins

1. Guide the trainees to complete the third column of KWL chart.
2. Review the outcomes of the lesson. Check answers.
3. Check if trainees have any doubts. Clarify if they have doubts. Summarize the activities and close.
4. Encourage trainees to work on the extended activities on their own.

## Assessment Rubric for Customer Interaction and Service

<b>Basic Level 1</b>	Shows very limited ability in identifying the importance of customer interaction and service, creating first impression through greeting, asking probing questions to know customer needs, identifying and practising listen-ask-repeat technique of probing, closing sales and receiving feedback, handling customer grievances and building good customer relationships.	<b>40-55%</b>
<b>Basic Level 2</b>	Shows some degree of ability in identifying the importance of customer interaction and service, creating first impression through greeting, asking probing questions to know customer needs, identifying and practising listen-ask-repeat technique of probing, closing sales and receiving feedback, handling customer grievances and building good customer relationships.	<b>56-65 %</b>
<b>Intermediate Level 3</b>	Shows good degree of ability in identifying the importance of customer interaction and service, creating first impression through greeting, asking probing questions to know customer needs, identifying and practising listen-ask-repeat technique of probing, closing sales and receiving feedback, handling customer grievances and building good customer relationships.	<b>66-75 %</b>
<b>Intermediate Level 4</b>	Shows a good degree of control and ability in identifying the importance of customer interaction and service, creating first impression through greeting, asking probing questions to know customer needs, identifying and practising listen-ask-repeat technique of probing, closing sales and receiving feedback, handling customer grievances and building good customer relationships.	<b>75 % and above</b>

**Level 1 – dependent users mostly with good amount of supervision**

**Level 2 – dependent users with some amount of supervision**

**Level 3 – independent users**

**Level 4 – confident users**

