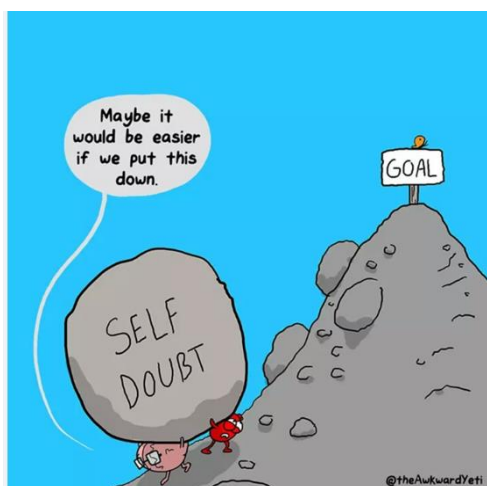


WHAT IT TAKES TO DRIVE THIS CAB 🚗

Welcome Facilitators!

What is the first step a student must take towards Career Advancement? What was the first step you had to take in your career journey to secure your first job? Answer: Acquiring the will and skill to apply for a job.

The skills are relatively easier to impart than 'will'. The 30-day Career Advancement Bootcamp's activities are designed to build professional communication skills, career awareness, future planning, leadership, CV writing and interview abilities among students.



However, it takes an exceptionally driven mentor to help students develop the 'will' to apply for jobs.

It takes a star Student Relationship Manager to create powerful career exposure opportunities despite the limitations of the field. It takes a student-centric facilitator to persuade each and every student to overcome challenges like limited access to the internet and explore all relevant job portals.

While the lesson plans in this manual will assist you in meeting the benchmark of CAB training, your drive and vision alone will help you design a transformative learning experience for your students.

As a Student Relationship Manager, you are expected to:

Mentor - There is just as much to learn outside the classroom as there is inside it. We work as a guide to help our students identify, prepare for, and ultimately achieve their professional and personal goals.

Advocate -We help students nurture their 'inner Medha' and overcome limiting social beliefs to take the first big leap towards professional success!

Facilitate - One of the key constraints facing young people is access to information and networks. Students may have the necessary qualifications and capabilities but do not have the relationships and/or knowledge to pursue their professional goals. We work as a bridge for students, connecting them to the resources and people who can help them.

We believe that you'll fulfil all 3 roles in your classrooms and beyond! Wish you good luck, and Godspeed

Team Medha

407 Baijnath Road, New Hyderabad, Lucknow, UP

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CAB CALENDAR



Day	Session Name	Quick Summary
1	CAB Introduction	A warm and fun start of the program with an introduction of all the participants, trainer, module and about the organization.
2	Public Speaking I	Starting with a remarkably high energy icebreaker- Sher Bandoor Deewar, this session is the first opportunity of public speaking for your students.
3	Public Speaking II	Start this day in some Bollywood style dialogue maaro activity, today give opportunity to speak to those who could not speak yesterday. Remember feedback is critical.
4	Group Presentation I	This session is all about creativity and out of the box thinking: your students will create presentations in groups about various products having features of their own imagination.
5	Leadership I	In this power packed session students will be competing in groups to create paper bridge, it's going to be chaotic, and students' energy will be at its highest for sure.
6	Leadership II	It's time to channelise the last session's energy and explore the different leadership traits through self-led activities.
7	Industry Project I	CPM-led videos for Industry, Factory and Company
8	Industry Project II	Industry visit or talk
9	Industry Project III	
10	Future Planning I	This session is about knowing themselves, using SWOT for their career goals.
11	Future Planning II	It's time to utilise the self-awareness in creating a Plan-B for career goals.
12	Future Planning III (Job Portal Orientation)	Now is the time to prepare the students to search and apply for jobs online.
13	Future Planning IV (Orientation to Internship)	Let's learn the difference between Internship and Apprenticeship.
14	Resume Writing I	An activity to create resume in a group and clarify the basic doubts about it.
15	Resume Writing II	In the digital era this session is about making resume ATS friendly.
16	Public Speaking III	An opportunity to put communication skills learnt into practice.
17	Building a Personal Brand Online I	Get set go! Let's help our students to create a LinkedIn profile.
18	Building a Personal Brand Online II	This session focuses on building a network on LinkedIn.
19	Group Discussion I	Prepare the students for Group discussion by using KWA/VAP/SPELT technique.
20	Group Discussion II	Mock GD to put the techniques into practice.
21	Interview Preparation I	Prepare better for the coming Mock interviews with the help of FAQs.
22	Interview Preparation II	Internal Mock Interview
23	Interview Preparation III	Internal Mock Interview
24	Workplace DIE I	Understanding Diversity, Inclusion and Equality at workplace.
25	Workplace DIE II	Awareness about all the Laws and provisions applicable at workplace.
26	Interview Preparation IV	External Mock Interview
27	Interview Preparation V	External Mock Interview
28	Medhavi Parichay	A fun session to introduce Medhavi Association to the students.
29	Public Speaking IV	Final day to share their learnings and experience with everyone.
30	Reflection	Final day to share their learnings and experience with everyone.

CAB INTRODUCTION

Students will be able to:

Understand the overview of Medha, Medhavi and CAB

Become comfortable with trainers and peers

CAB INTRODUCTION

This is the first day of training. This should be as charged with energy as possible. Today is the day to communicate with the students,

- a) What is Medha, and what it means to be a Medha student
- b) What is the Medhavi Community
- c) What is Career Advancement Bootcamp,
- d) Who are you, and,
- e) What can they expect from this classroom space and this training every day?

On this day, you will also get to know your students, and we recommend that you take your time to break the ice and listen to them.

While introducing yourself – remember to talk about your journey to your first job. What were your fears before applying? How did you overcome them? How much did you learn? And, was the achievement worth committing to 9-to-5 life?



THIS MODULE FOR YOUR STUDENTS

What brought your students to the Medha classroom? The answer to this question varies from student to student, and it is important for the trainer to find out on the first day why has his/ her student opted for the Medha training and what are their expectations from Medha. The session is designed to give you a glimpse into what component of the training your students consider most important.

Also, on the first day, it is very important for the students to know and understand the following:

Medha's employability program - the education to employment journey:

Education is what they get at college, and employment is out there... and in between lies Medha - we seek to help students by Classroom training: The classroom training is the first step in the program journey- upcoming completing it, Medha student becomes a Medha classroom-trained candidate.

a. Medha Alumni: Every certified student is a Medha alumnus and eligible for a lifetime of placement support through our app - Meet. 📱

Meet brings you job opportunities that are vetted by our team and alumni. You get access to employers with ethical hiring practices through Meet.

b. Medhavi Community: Medhavi Community is a platform for those who want to explore the path of change leaders. Medhavis are alumni of Medha who chose to join this community by paying a small fee. We will meet one Medhavi during this CAB training, too – and then we can ask them all about the exciting things that are happening in Medhavi community. 🏠

c. Internship opportunities: We will keep sharing internship opportunities with you throughout this year! Make sure you apply the learnings of CAB in an internship before the end of this academic year.

d. Placement support: The Meet app provides lifetime placement support to all Medha alumni!

Medha Bootcamp is rigorous but fear-free: In Medha's classes, each student is treated as an adult that he/she is, and nobody is considered or called a बच्चा. Our classrooms are joyful places - nobody is ever bored in a Medha class. That said, each Medha training is a bootcamp - the students are expected to come to each class prepared to push their limits and practice key takeaways at home.

Medha's training will be activity-based: Each of Medha's sessions begins with an activity and ends with reflection. Medha's trainers are not expected to speak in the class for more than 15 minutes at any time. There are no lectures - only activities and reflection.

Medha's training follows strict certification criteria: Only the students who gain an attendance of more than 75 per cent will be eligible for a Medha certificate and all the career services after the training. The attendance is taken every day, and no request for proxy attendance can be entertained.

DELIVERING THIS MODULE

While taking Introduction of CAB, always keep in mind:

Energise yourself before the class: If you are a movie fan, think that you are going to host the Oscars and if you are sports fan, think that you are hosting the World Cup award ceremony -your energy should be *infectious!* This is your first impression on the students - leave a positive one.

Carefully script your introduction of Medha: Refer to the above section's point one; all of the sub-points should be communicated through your brief yet power-packed introduction of Medha.

Write the certification criteria on the whiteboard In BIG, BOLD letters! It is very important that each of your students know that the CAB training is 30 hours - each hour means one attendance - and they must have an attendance of more than 75 per cent, i.e. they must attend more than 23 hours to be eligible for Medha certificate and any Medha career services after the training.

Communicate the activity-based learning approach: You can do so by a) Directly telling the students that it is so, b) Demonstrating a strong activity-based approach on the day- make it fun-filled and do not give any long lectures!

How does Pre-Post Impact Assessment work?

While you are not expected to take any assessment on day one, the students must fill out My first day at Medha. While delivering this, keep in mind:

- o Do not share the sheets until the students become familiar with the curriculum by reviewing student handbooks.
- o Do not leave them to fill it by themselves, without any facilitation.
- o Guide them through each question one by one. Read a question, explain as stated in the facilitator's copy, allow students time to answer and then move on to the next question.

BENCHMARKING YOUR SUCCESS

We do not expect much on day one, only this:

a. The students smiled a lot: The classroom was a happy place - the students smiled and enjoyed the session.

b. All the important points were communicated: You could tell the students a) Medha program overview, b) Medha's training approach, and c) The certification criteria involved in this training.

c. You were prepared with material: Do not show up on the first day of the class without the material required, including the Medha survey or any other material needed as per Gameplans.

SESSION ONE

STUDENTS WILL BE ABLE TO

Understand the overview of Medha and CAB

Become comfortable with trainers and peers

Game Plan A


Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **Pre-Post Test**

15 mins	Context Setting Naam mein kya rakha hai	None
20 mins	Session Activity Welcome to Medha's Career Advancement BOOTCAMP	Student handbook-
35 mins	Wrapping Up My first day at Medha (Pre-Test) + Reflection	Where am I now?

SESSION ONE GAME PLAN A

15 mins	Context Setting	Facilitator Tip
5 mins	Introduce yourself (Facilitator introduces self.)	Take your time. Tell your story. Don't forget to add the impact your first work experience (internship!) had on your life.
10 mins	Launch the introduction activity. Instructions are: <ul style="list-style-type: none"> - Share your name by combining your favourite food with your name for ex. Samosa Suman or Aloo Tikki Avinash. - Share 1 true and 1 false statement about yourself - Share in one line - why you joined Medha. For ex. I am Samosa Suman and I played basketball in school, and I ride bikes, and I joined Medha class because.	Do not call students on stage. Allow them to speak from their seats. And, be brave – lead with a demo!
20 mins	Activity	Notes
10 mins	Introduce Medha's Education to Employment program to the class.	💡 If you'd like to make your presentation more lively – you can turn it into a game.
10 mins	Share the student handbook. Guide them through the structure of the student handbook. Ask them to turn to the index, and guide them through the topics one by one.	Carry some toffees to your class (these are prizes). Quiz students on what do they think each topic in the handbook refers to – and reward the ones who make the first attempt. Want to make it tougher? Make it a rapid-fire round.
35 mins	Reflection	Tips
20 mins	Share the pre-test link. 	Don't forget to reflect yourself on how this day went by referring to 'Benchmarking This Session'
15 mins	Reflection: What? How was today's session? Share the assignment for the next session from Student Handbook, and remind them to fill out 'कैसा रहा आज?' So what? What do you think will be the most useful parts of Medha training? Now what? How will we apply the learning of this training in our lives?	Make sure students have the topics to prepare for Public Speaking Sessions.

-----End of Session-----

TRAINER REFERENCE

FINANCIAL LITERACY FOR COLLEGE STUDENTS

Do you remember being first asked to 'handle' some money? Perhaps, it was when you were asked to run an errand to the nearest grocery store or it was the time your loving grandparents gifted you some cash! We have all had a relationship with money since a very young age, we intuitively understand the need to save and desire to spend. However, very few of us grow up, having 'money conversations' in our home. Parents often assure their children that all their needs will be met and children do not know how. They don't understand the financial planning and decisions that go behind each month's pocket money.

Financial Literacy is being introduced as a 'life skill' to CAB students to correct this gap.

Here is a series of self-led learning materials that the students will be provided during CAB.

Handout 1: [Introduction to the concept of Financial Literacy and budgeting](#)

Handout 2: [Introduction to how compound interest works and their estimated savings](#)

Handout 3: [Setting financial goals](#)

Handout 4: [Introduction to options for saving and investment](#)

Handout 5: [DOs and DONTs of saving and investment](#)

Handout 6: [Loan and debt management](#)

Handout 7: [Securing yourself from financial frauds](#)

Here is how you can support students on their self-led journey to gaining financial literacy and practising financial management:

- Follow-up with students on their financial literacy handouts during reflection
- If 'money or resources' are discussed as part of the SWOT analysis, point out that the financial health of most individuals depends not only on their income but on their financial choices and decisions. If we make intelligent financial decisions, we can make finances our strength in the long run.
- In the last sessions of interview preparation, as most students wait their turn for the interview. They can be encouraged to recall the key lessons learned from financial literacy handouts.

Are women financially independent if their income exceeds their expenses?

Here is a joke for you:

सवाल: दुनिया में ऐसा क्या है जो कभी खत्म नहीं होगा?

जवाब: लड़कियों के खर्चे!



Was that funny? We are truly glad if you didn't think it was. Girls in your class have been taught from an early age that they do not have a 'head for money' and they are spendthrifts. They might also have grown up observing the gender norm that all accounts/investments in the house are managed by the man. Women are usually in charge of the household budget only, which is to be run with a fixed amount of money. A study in Haryana found that most women shopkeepers do not accept online payments in their own accounts, the payment would go to the phone number of an uncle or husband in the family. We have witnessed many such examples of negative gender attitudes that prevent women from controlling their own income. Many married working women are expected to use only a small portion of their income at their discretion, while being responsible for managing nearly all the household chores.

Whenever you get an opportunity – challenge this norm in your class. Encourage girls to learn about good financial habits, savings, and investments, so they can make informed decisions about their income in the future.

PUBLIC SPEAKING

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking.

Improve tone, volume, and pacing.

PUBLIC SPEAKING

Do you enjoy speaking in public? When the teacher asked a question in school, did you always raise your hand if you knew the right answer? Did you participate in debates? Did you participate in theatre? Have you ever addressed an audience and stepped down the podium to the noise of thunderous applause? If the answer to any of these questions is yes, you are familiar with the boost of confidence and self-esteem that comes from just presenting yourself to an audience.

Every student walks into a Medha classroom hoping to 'overcome hesitation' to speak - in front of an audience and to new people; through the public speaking sessions, we hope to help them achieve just that! In session, the trainer creates a stage for his/her students to practice expression, master it and gain confidence from the following appreciation. The confidence gained during public speaking becomes the bedrock for the rest of the training in professional communication.

THIS MODULE FOR YOUR STUDENTS

When we picture public speaking, we usually imagine speech-making before an audience. However, this is not the case. There can be different types of public speaking Informative, Persuasive and Entertaining. A single speech can also be all three. What is the right way that depends upon the purpose of the speech? For instance, interacting with a group of customers on the floor of a retail store calls for a persuasive and entertaining style, and presenting your opinion about climate change on a debate podium should be informative and persuasive.

Your students are most likely to directly benefit from the Public Speaking skill during:

Becoming an Online Creator:

Our students live as much on social media now as they do in real life! They aspire to create, express and influence on social media. Their audience might be their family WhatsApp group or their followers on Instagram - either way, a little bit of confident public speaking will take them a long way in finding their voice online.

Interacting with customers during sales:

Once again, the ability to pack intent behind speech is the key to success. Before addressing new people, one must know the kind of first impression one desires to leave. If you want them to think of you as an easy-to-approach, helpful person, then opening with an aggressive rhetorical may not be the best idea.

Appearing in a panel interview:

Maintaining eye contact with multiple audiences while speaking at an even pace and communicating information confidently is a skill that can be mastered on the public speaking stage and will be useful at any interview.

DELIVERING THIS MODULE

While taking a public speaking session, always keep in mind:

Create a safe space in the classroom: During the context setting, communicate a) It's okay to fail (add personal examples), b) Everyone in the class is learning to be a good speaker; therefore, everyone should encourage everyone else, c) Encourage students to put themselves in the shoes of the person who is on stage for the first time - pay attention to the speaker, don't talk to each other or pass comments.

Encourage lots of applause: Everyone who volunteers to speak in front of an audience deserves a round of applause - ensure they get it.

Student-wise, specific feedback and follow-up: Make it a point to give them specific feedback on their performance immediately after their speech. When giving feedback for the second time, make it a point to follow up on the feedback given in the first instance.

Give action-oriented advice: If you wish a student to work on their 'body language', share specific actionable feedback like 'avoid tucking your hair behind your ears', 'do not rock on your feet' etc.

How does Student Assessment work?

The student's assessment/ feedback can be either - quantitative or qualitative. While the qualitative format allows you to take notes on strengths and areas of improvement, the quantitative format requires you to rate student performance against pre-defined indicators.

Prep	Plan	<p>0: Did not make any plan on paper.</p> <p>1: Made a rough plan on paper.</p> <p>2: Made a fair plan on paper, with points clearly written.</p>
	Structure	<p>0: The speech had no beginning, middle, or end.</p> <p>1: The speech had any 2 elements, not 3.</p> <p>2: The speech had beginning, middle and end.</p> <p>Tips for students:</p> <p>Beginning - a powerful opening is ideal. However, even a standard practice of opening the speech with your name and topics, help you be more articulate. Middle - The 'points' you wish to communicate.</p> <p>End - Conclude, thank your audience and leave without appearing to run away from the stage relieved.</p>
Delivery	Body language	<p>0: Did not maintain eye contact with the audience.</p> <p>1: Made eye contact.</p> <p>2: Made eye contact, avoided excessive body movement.</p>
		<p>Tips for students:</p> <p>To maintain eye contact with everyone in a room slowly trace a W shape across your audience - if you make a W - you are likely to cover everyone.</p> <p>To control body ticks - give your students specific feedback- if needed, mention it after the class - but you must tell them exactly which movement on their part is distracting</p>
	Volume / Tone / Pace	<p>0: Was not audible.</p> <p>1: Was audible, spoke at pace which was neither too fast or too slow.</p> <p>2: Was audible, spoke at an even pace, and was able to vary tone to emphasize when needed.</p> <p>Tips for students:</p> <p>Encourage students to always ask the student on the last bench, if they were audible during the speech</p> <p>Let them know if they are going too fast or slow</p>

BENCHMARKING YOUR SUCCESS

A successful public speaking session is always filled with the sound of thunderous applause, because each student who speaks get the same appreciation from the trainer, and the class.

Each student who speaks gets feedback from trainer:

While providing feedback, the trainer follows a sandwich approach: Positive - Negative - Positive. Positive is appreciation and negative is areas of improvement. In one session, help students make a mental note of 1-2 areas of improvement, not more.

Reticent students are encouraged:

The trainer is vigilant about the students who have been hesitant to participate and encourages them to come up on the stage. Discourage students from 'running away' off the stage.

Self-assessment:

During reflection, the trainer instructs the students to do self-reflection in the handbook.

By the last session, everyone has participated at least once:

In a class of 25-35, it is not possible for each student to speak on the stage within a single session. However, at the end of the 3 public speaking sessions each student should participate at least, once.

Why are girls the quietest ones on stage?

Here is a joke for you:

सवाल: आपकी क्लास में ऐसा क्या है जो कभी खत्म नहीं होता?

जवाब: लड़कियों की बातें!



Was that funny? We are truly glad if you didn't think it was. Girls in your class have been subjected to such casual sexism inside and outside their home and classrooms. They have been chastised for being too loud or too quiet, for laughing too much or smiling too little. CAB classroom is a platform for them to smash these gender norms that hold them back, to reclaim their voices and discover that their ideas and opinions are mind-blowing.

As you give feedback to your students, be mindful of this. Encourage girl students to participate equally. Applaud their effort and create opportunities for them to participate, lead groups and practice their Medha beyond the classroom as well.

SESSION ONE

STUDENTS WILL BE ABLE TO

- UNDERSTAND THE OVERVIEW OF MEDHA AND CAB
- BECOME COMFORTABLE WITH TRAINERS AND PEERS

Game Plan A

Difficulty level: **Moderate**
 Recommended for: **N/A**
 Extra Material: **My first day at Medha** (student copies and facilitator copy)

20 mins	Context Setting Simple Simon	None
30 mins	Session Activity Welcome to Medha's Career Advancement BOOTCAMP	Student handbook-
10 mins	Wrapping Up My first day at Med ha + Reflection	Where am I now?

SESSION ONE GAME PLAN A

15 mins	Context Setting: Sher, bandook, deewaar	Energiser
5 mins	Divide the class randomly into two equal groups and ask both groups to step up in front of the class, and stand facing each other	Refer - Trainer reference: The power of power poses (Don't give students gyaan about power poses, it is for them to experience and you to know) Note: Nothing will get kickstarted without a strong demo from the trainer.
5 mins	Give the instructions: <ol style="list-style-type: none"> 1. The game is like rock, paper, scissors. But with more fun! 2. The teams can either be sher, bandook, or deewar - Sher roars (loudly!), bandook goes दीशकीयाऊँ, and deewar stands still and silent. 3. The rules: <ul style="list-style-type: none"> o Sher vs deewar. Sher leaps over the deewar. sher wins o Sher vs bandook: Sher dies. Bandook wins o Bandook vs deewar Bandook's bullet bounces off of deewar . Deewar wins. 	
5 mins		
	Let teams play for min. 3, and max 5 rounds	
35 mins	Session Activity: अपने बारे में कुछ बताइए	On-spot feedback
5 mins	Context setting – set expectations, create a safe space (refer – module overview 'Delivering this module')	Note: At least 6-7 students should speak today, manage time accordingly.
30 mins	Ask students to come up on stage, and make the speech prepared as assignment from day one. Give each student specific feedback (refer – module overview 'Delivering this module' and 'What a successful session looks like')	
10 mins	Wrapping Up: Reflection + self-assessment Lead reflection What? How was it? What did we learn about the art of public speaking? So, what? List common feedback points on board (min 3, max 5). Now, what? Remind students to refer to self-assessment in student handbook, and assess their own performance.	Reflection Remind the students that the session will continue next day and they should complete the assignment of day 1, if it remains pending.

----- End of Session -----

TRAINER REFERENCE

POWER POSES - WHAT, WHY, HOW?

A better way to understand the concept is to see the TED talk- "Your body language shapes who you are" by Amy Cuddy.



Watch it here <https://youtu.be/Ks-Mh1QhMc>

The gist of the talk is presented here:

Have you seen the pose the race winners strike when they cross the finish line? Their hands are raised in a V position, and their chin is lifted. Researchers have noted that even the visually-impaired athletes make this pose. This proves that even if they have never seen anyone else do it, all athletes worldwide instinctively recognise this pose as one of pride & victory.

Unlike verbal communication, nonverbal communication tends to have the same meaning and rules worldwide. When people feel confident and at home, they sit back and relax. When anxious or nervous, people wrap their ankles, tap their knees, and hunch their backs. When we wish not to be noticed by others, we make ourselves smaller. And we are all aware of these 'messages' other people give through their body language, and we make sweeping judgements about them. However, we forget that the most critical audience of body language is not the people who see it but those who make it.

In short, the science behind power poses states that if a person strikes a power pose for two minutes, their testosterone levels rise, they feel more confident and strong, and as a result, they perform without fear in stressful situations.

In the classroom, you will notice this science at play too - after an energiser like sher, bandook, deewar, which requires students to move their arms and legs and make some noise, students will look visibly relaxed, and the reticent students too are likely to experience a 'rush of confidence'. Just make them act like a mighty and loud lion once, and they will feel confident - whether they want to.



SESSION TWO

STUDENTS WILL BE ABLE TO
Experience public speaking
Receive positive feedback

Game Plan A

Difficulty level: **High**

Recommended for: **Students who are forthcoming, and quickly volunteer to be on the stage**

Extra Material: **Dialogue maaro cards**

15 mins	Context Setting Dialogue maaro	Dialogue maaro cards
40 mins	Session Activity अपने बारे में कुछ बताइए	
5 mins	Wrapping Up Reflection + self-assessment	-

Game Plan B

Difficulty level: **Moderate**

Recommended for: **Students who are reticent, and come on stage only after encouragement**

Extra Material: **None**

15 mins	Context Setting Dialogue <i>demo</i>	-
40 mins	Session Activity अपने बारे में कुछ बताइए	-
5 mins	Wrapping Up Reflection + self-assessment	-

SESSION TWO GAME PLAN A

15 mins	Context Setting: Dialogue maaro!	Energizer
5 mins	Context setting – explain the activity, give a good demo, get students to repeat the dialogue after you, try different variations of the same dialogue.	<i>Important:</i> Wrap up in given time, otherwise only a few students will get to participate in session activity. Refer- Session reference (The tone of the thing)
10 mins	Ask them to pick a dialogue card from the pile on the table, and try a dialogue.	
40 mins	Session Activity: अपने बारे में कुछ बताइए Invite students to share their assignment from day one CAB. Give feedback to each student	On-spot feedback
5 mins	Wrapping Up: Reflection Applaud everyone's effort. What? How was it? What did we learn about the art of public speaking? So, what? List common feedback points on board (min 3, max 5). Now, what? How can we become better speakers?	Reflection If you give quality feedback during session activity, this will be easy and quick.

----- End of Session -----

SESSION ONE GAME PLAN B

15 mins	Context Setting: Dialogue demo!	Energiser
15 mins	<p>Ask all students to get up from their seats and form a large circle. Join this circle.</p> <p>Explain – you will say a line and they have to repeat after you.</p> <p>Lead with a dialogue of your choice (refer Dialogue cards for options), and try as many different variations of it as possible.</p> <p>Repeat till all students join you, and then ask them to return to their seats.</p>	<p>Keep it light. Do not spend more than assigned time on this. Today's main objective is to ensure max. time for session activity.</p>
40 mins	<p>Session Activity: Presenting a Medhavi in making</p> <p>Invite students to share their prepared stories.</p> <p>Give feedback to each student</p>	On-spot feedback
5 mins	<p>Wrapping Up: Reflection</p> <p>Applaud everyone's effort.</p> <p>What? How was it? What did we learn about the art of public speaking?</p> <p>So, what? List common feedback points on board (min 3, max 5).</p> <p>Now, what? How can we become better speakers?</p>	Reflection

----- End of Session -----

TRAINER REFERENCE

The tone of the thing

To watch a powerful demonstration of how varying the tone of voice can help us become more engaging and interesting orators, please watch how to say Let's Eat Grandpa:

 <https://www.youtube.com/watch?v=mOSstuhI79A>

Also, to deliver a powerful Dialogue Maaro, note:

Speakers who engage us are the ones who are successfully able to communicate emotion through their voice, and the only way to convey emotion is to vary our tone. While delivering the dialogue maaro energizer, it is important that the trainer demonstrates how the implication of each dialogue changes with changing tone. For a good impact, try tones that are completely contrary to the tone in which the dialogue is was delivered in the films.

Below are a few examples:

Dialogue	Conventional tone	Tones you can try
Ja Simran ja jee le apni zindagi	Loudly, Giving permission	Selling clothes, calm and apologetic
Kutte main tera khoon peejaunga	Loud, Extremely angry	Plain and dry, romantic, nervous, happy
Basanti in kutton ke saamne mat naachna	Loud, extremely angry	The way you would normally ask for an extra roti in a restaurant, annoyed-the way you speak when you are irritated by something
Dosti ka ek usool hain madam- no sorry no thank you	Romantic	Excited, suspenseful, fearful
Ek chutki sindoor ki keemat	Intensely emotional rhetoric	The tone you would use while bargaining with a vegetable vendor,
Pyaar mein junoon hai par dosti mein sukoon hai	Calm and explanatory	Try the whole range- arrogantly, urgently, inquisitive, nervously,

SESSION THREE

STUDENTS WILL BE ABLE TO

Practice idea generation for public speaking

Self-assess public speaking ability

Game Plan A

Difficulty level: Medium

Recommended for: Reticent students

Extra Material: Chits with topics / objects

10 mins	Context Setting Tail the donkey	-
45 mins	Session Activity मिनिट एक, बातें अनेक!...	Chits and objects
5 mins	Wrapping up Self-assessment!	-

Game Plan B

Difficulty level: High

Recommended for: Students with higher public speaking aptitude / experience / greater GK

Extra Material: Chits with topic names

10 mins	Context Setting Welcome, World Leaders	-
45 mins	Session Activity Mock United Nations	Country caselets (trainer reference)
5 mins	Wrapping up Self-assessment	-

SESSION THREE GAME PLAN A

10 mins	Context Setting: Tail the donkey	Energiser
5 mins	Draw a donkey on the board	<p>If your drawing skills are poor, draw anyway! Laughter is a great way to start a session. Encourage students to come up with out-of-the-box ideas. Examples (for your ref, not to be shared) –noodles, wires, strings of bags, etc.</p>
5 mins	Share with your students that the donkey has lost its tail! And, now we must find a new tail for it. We can use any material that is easily available to us, but let's think of something really out of the box – or our donkey will not like its new tail!	
	Let the class come up with 10-12 alternatives before transitioning to the session activity.	
45 mins	Session Activity: मिनिट एक, बाते अनेक	Facilitation
45 mins	Share activity instructions	<p>Do not invite volunteers, call students on the stage by name to save time.</p> <p>While one pair is presenting, invite the other to prepare</p> <p>Do not give feedback on 'content quality'. Applaud all efforts to communicate confidently.</p> <p>Refer: Topic list (trainer ref)</p>
5 mins	<ul style="list-style-type: none"> - Today, we will push our brains to think fast and think a lot - I will invite two students on the stage at a time, both of them will get to pick on chit from the box - The chits have some common words like colours, grass etc. - The pair will get 1 minute to think of things to say about say the topic - And, then together, they will have to speak for 2 full minutes on that topic. - At the end, all pairs who manage to speak for a full 2 minutes will win! 	
40 mins	Begin activity, after each presentation share feedback on – eye contact, body language, volume, tone and pace.	
10 mins	Wrapping Up: Self-assessment	Reflection
	<p>Applaud everyone's effort.</p> <p>What? How was it? What were the most exciting and challenging parts of the activity?</p> <p>So, what? List common feedback points on board (min 3, max 5).</p> <p>Now, what? How can we continue our practice outside the class?</p>	<p>Remind the students to fill self-assessment in student handbook and note improvement</p>

----- End of Session -----

SESSION THREE GAME PLAN B

10 mins	Context Setting: Welcome, World Leaders!	Discussion
5 mins	Ask students the following: In the world, we have enough money to feed and clothe everyone, and yet a large percentage of the population remains hungry and poor, why is that?	Transition to the activity by stating that in today's activity, we will step into the shoes of world leaders and see if we can communicate our countries needs better!
5 mins	After listening to ideas, introduce Mock UN to students.	
45 mins	Session Activity: Mock Unite Nations	Facilitation
5 mins	Instructions – - We will divide up in pair, and each pair will get a caselet that states your country's need and strength. - You will get one minute to read and prepare. - You will get two minutes to present - All the teams that speak for a full two minutes <i>without</i> repeating content will win.	While one pair is presenting, invite the other to prepare Do not give feedback on 'content quality'. Applaud all efforts to communicate confidently.
40 mins	Begin speeches, and after each speech share feedback on – structure of the content (beginning, middle, end), eye contact, body language, volume, tone and pace.	Refer: Country Caselets (Trainer reference)
10 mins	Wrapping Up: Self-assessment Applaud everyone's effort. What? How was it? What were the most exciting and challenging parts of the activity? So, what? List common feedback points on board (min 3, max 5). Now, what? How can we continue our practice outside the class?	Reflection Remind the students to fill self-assessment in student handbook and note improvement

----- End of Session -----

TRAINER REFERENCE

Game Plan A – Topic List

Topic	Prompts (share only if needed, with extremely reticent students)
रंग	Type, uses (flags, clothes, decorations, holi), significance (emotions, represent group identity), and characteristics
त्यौहार	Types, favourite festival, rituals, foods, customs
जन्मदिन	Memory of a favourite birthday, customs, birthdays of friends and siblings.
Sunday	Favourite Sunday, Sunday food, outings, shopping, describe a Sunday..
Exams	Before, during and after exams – memory of board exams
पैसा	Uses, sources – funny incidents of lending and borrowing, or pocket money
दोस्त	Types of friends, importance of friends, memories, best friends
Free internet	What if? Uses, benefits, disadvantages.
मेरा smartphone!	Time spent, activities done, favourites, frustrations.
पेड़	Uses, types, significance, characteristics, memories, favourite fruits / flowers
खेत	Memories, types, a day in the field, crops
मौसम	Favourites, least favourite, memories, food, clothing, and vacation spots
अंगीठी / campfire	How is it set up? Memories? Imagination? Travel ideas?
Radio	Nostalgia – uses, types, significance. Favourite shows, songs etc.
चिट्ठी	Nostalgia – do we write letters? What was the use? Who can we write to?
सरकारी नौकरी	What is the big deal? Image of govt officers, advantages and disadvantages
लड़कियों की strengths!	Strengths of women in your life – mom, sister, classmates, teachers
बुजुर्गों की समझ	Strengths of elders in your life- wisdom received from grandparents etc.
IPL / Cricket	Memories, teams, structure, fun
होटल का खाना	Memories, types, favourites, hotels in town, famous hotels in cities
गुब्बारे और रिबन	Parties, decorations, memories, types of parties, memories,
नदी	Types, names, states, path of a river, pollution, uses, significance.
मोटरसाइकिल	Do you know how to ride? Favourites? Memories? Likes? Dislikes? Brands?
तकदीर / luck	Do you believe in it? Who believes in it? How can luck effect your life? When do we wish people good luck, and why?
बालों की देखभाल !	Types of hair, hair products, hairstyles. Is it better to have long hair, short hair or to be bald?

Game Plan B – Mock UN Caselets

Download and print caselets from <https://tinyurl.com/naxfvkv7> 

TRAINER REFERENCE

JAM Sessions in Interview

Did you know Just A Minute is fast becoming a standard round in many roles in the customer service and IT sectors.

Students can use the skills learned in this session to clear their JAM rounds!

Here are some videos that give interview-focussed tips for clearing a JAM round:

1. [How to clear a JAM in IT sector jobs](#)
2. [JAM tips – dos and don'ts](#)

SESSION FOUR

STUDENTS WILL BE ABLE TO

Practice public speaking in front of an external audience

Self-assess progress made in cab

Game Plan A

Difficulty level: Medium

Recommended for: All

Extra Material: None

10 mins	Context Setting Once upon a time	-
45 mins	Session Activity My CAB journey	-
5 mins	Wrapping up To be continued!	-

SESSION FOUR GAME PLAN A

10 mins	Context Setting: Welcome, dear guest!	Energiser
5 mins	This is the second last day of CAB, summarise the purpose of the session quickly, and hand the stage over to your students and their friends!	Pre-session prep: Ask students to invite a friend to today's session.
5 mins	Today, we will narrate the story of CAB journey as if it was a superhit movie! The heroes are you, and your adventures are the session we have had, and today is the happy ending.	To celebrate the day, we recommend that you dress up for the occasion and invite a photographer!
45 mins	Session Activity: Picture abhi baaki hai	Facilitation
45 mins	Instructions –	Do not give any critical feedback today. Celebrate the positives!
5 mins	- Divide students into groups of 4 (not more). The friends of the Medha students will not be part of the presentation, they form the audience. However, they can join groups and participate in ideation!	Mingle with the audience, and encourage loud applause.
15mins	- In 15 minutes, groups have to, a) name the movie of CAB journey, b) create a <u>5-minute</u> long story, c) divide the narration among themselves.	Other ways to celebrate CAB journey – Skits, parody songs (like Ye CAB hum nahi bhoolenge 🎭)
25mins	- Remind the groups that stories have to be narrated, <i>not</i> acted! - Invite each group to present. Time limit: 5 minutes. - If any groups remain, they can present on day 30, i.e., the next session	
5 mins	Wrapping Up: To be continued! Applaud everyone's effort. What? How was it? What did we learn about the art of public speaking? So, what? List common feedback points on board (min 3, max 5). Now, what? How can we become better speakers?	Reflection Remind the students that tomorrow the remaining groups (if any) can share their experiences, as it is the last day of CAB. Invite audience to join you tomorrow, as well, if they can

----- End of Session -----

TRAINER REFERENCE

Why are we doing Public Speaking FOUR times? Isn't one enough?



The first two times was just for helping students to open up, the third time was practice and this – the fourth session is the ultimate achievement. In this session, the students must get an opportunity to present their opinions in a creative manner in front of an audience.

Who can be your audience?

- Other Medha SRMs
- Program Managers
- Medhavi Community Members
- Students from campus who have expressed interest in upcoming batches
- College Faculty

The list is endless. We just have one request for Public Speaking 4. Don't make it a boring speech day! Use the fun prompts for movie / songs/ skit and let the students recall their CAB journey in a creative way.

GROUP PRESENTATION

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

GROUP PRESENTATION

The ability to present ideas and information effectively is, perhaps, the most saleable of all professional skills. A professional is expected to deliver presentations to customers, co-workers and superiors. The content and style of delivery for each presentation varies as per the audience and subject.

Group presentations differ from individual presentations. The latter can potentially deliver stronger, better and richer content than the former. The key remains focused teamwork and well-coordinated delivery. This module aims to give students a chance to practice both.

THIS MODULE FOR YOUR STUDENTS

This module will accomplish primarily two things for your students:

- a) Help them practice delivery and technique of group presentation (See, reference material after Session One – the best Group Presentation practices).
- b) Encourage students to generate diverse ideas on a seemingly common subject in a short time.

Your students have most likely never given a formal presentation, and are also not aware of its application in the workplace. Through context setting, feedback, and reflection of the session - help the students know various contexts in which the professional practice the art of presentation.

ये ग्रुप प्रेजेंटेशन कहीं होता तो है नहीं

- why not replace it with something useful for career prep like AI-powered resumes?

Group presentation is just another way to make everyone practice professional communication. We do group presentations instead of individual presentations as it gives everyone a chance to participate in a limited time.

1. **Instructive presentations:** Professors, teachers and corporate trainers use presentations to deliver complex information to their audience.

A good example of such a presentation is, [Al Gore's talk on climate change](#).

2. **Structured visual storytelling:** Typically used by marketers, these presentations seek to sell a point. They can either choose to deliver the whole presentation like a story, which has a logical, beginning and end. Or they can go directly for the WOW factor – the conclusion – and go backwards from there.

A good example of a presentation put together by a marketer who was an expert of visual storytelling is [Steve Jobs' introduction of iPhone \(2007\)](#)

3. **Free style storytelling:** Typically, used by life coaches, soft skill trainers, and development sector leaders - these presentations depend primarily on the speaker's oration ability and expert knowledge on the topic. These speakers can open with a joke that is seemingly unrelated to the topic, but then seamlessly transit to the heart of their message. A good example is Sir Ken Robinson's TED talk Bring on the Learning Revolution. Click to view:

https://www.ted.com/talks/sir_ken_robinson_bring_on_the_learning_revolution

DELIVERING THIS MODULE

While taking a group presentation session, always keep in mind:

Manage time well: It's not possible for more than 4 groups to present in a single session, hence, it is advised that you form groups of larger no. of students, but keep the number of groups limited to 4-5 in the class. While the students are engaged in the activity, take care that they adhere to the assigned time limit for each task.

Maintain trainer notes: This session does not require you to take an objective assessment of each team. However,

you should maintain trainer notes for the performance of each team, and identify their strengths and areas of improvement along the following parameters:

- Audibility: Can you hear each member clearly throughout the presentation?
- Pace: Is the pace of speech, or the flow of ideas too slow or fast?
- Fluency: Is the speech matter fluent indicating a well-rehearsed ppt?
- Tone and Energy: Is there sufficient variation in tone? Enthusiasm?
- Eye Contact: Is the presenter making eye contact or avoiding?
- Body Language and Gesture: Is the presenter's posture confident? Any distracting gestures?
- Transitions: Did the presentation transfer from one speaker to the next smoothly?
- Structure and Cohesion: Did the presentation have a beginning, middle and end?
- Use of Visual Aid: Was it a help or distraction or underused?

BENCHMARKING YOUR SUCCESS

If the following things have happened in a session of Group Presentation, it can be considered successful

1. **Clear instructions:** The instruction for the activity clearly stated to the students what is expected of them during the activity. The instructions must NOT include a summary of dos and don'ts. Stating the conclusions before the students have had a chance to do the activity on their own defeats the essence of experiential learning.
2. **Trainer observed each team's work-in-progress:** After the students begin to follow the instructions, the trainer should go to each group and ensure everyone is on the same page and is following the right instructions.
3. **Maintains trainer notes + gives on-spot feedback:** Refer to the 'Delivering this module' section for relevant parameters of giving feedback during a presentation. It is also important to give each team the feedback immediately after their performance. If effective feedback is given at the end of each presentation, students will quickly recall the key takeaways from the session in the end.
4. **Maintaining class decorum during presentation:** The class should pay attention to the team which is delivering a presentation, after the time to design presentations is over, nobody should remain engrossed in making their own presentation, ignoring the other teams who are presenting.

Being inspired is the first step to becoming a force for good.



Group Presentation can also be a brilliant platform to help your students reflect on how their ideas can support the environment, how all innovation should be sustainable.

Encourage students to create product ideas that are green and do not add to the growing burden of waste and pollution on our world.

SESSION ONE

STUDENTS WILL BE ABLE TO

Create an effective storyline for a presentation

Articulate elements of designing and delivering a good presentation

Game Plan A

Difficulty level: **Moderate**

Recommended for: **Students who have been forthcoming during public speaking sessions**

Extra Material: **Product chits, charts, sketch pens**

10 mins	Context Setting Product groups	Chits (hand-made)
45 mins	Session Activity Design and deliver	Charts, sketch pens
5 mins	Wrapping Up Reflection	-

Game Plan B

Difficulty level: **Low**

Recommended for: **Students who have been reticent during public speaking sessions**

Extra Material: **Charts, sketch pens**

10 mins	Context Setting Kissa groups	Chits (hand-made)
45 mins	Session Activity Stringing together a story	Charts, sketch pens
5 mins	Wrapping Up Reflection	-

SESSION ONE GAME PLAN A

10 mins	Context Setting: Product group	Energizer + Facilitation
5 mins	Ask all students to step forward and pick a chit each from your table. Inform them that their task is to now find their team on the basis of what's written in their chit.	Before the session, make the chits. For topics, refer – session reference – Product group key words
5 mins	Set context for today's sessions. Give instruction for the session activity: 1) The students will get 20 minutes to prepare a presentation about a product from the group's category. The features of the product can be decided by the team, they should be something out of the box. 2) After 20minutes, each team will get exactly 5 minutes to present their product in front of the class. 3) Students must remember to do both – prepare the presentation on paper and rehearse how to present it in the first 25minutes alone.	
45 mins	Session Activity: Design and deliver	Activity-based
20 mins	Student design a presentation about the product of their choice	On-Spot Feedback
25 mins	Call the teams one-by-one to present their product in front of the class. Share your feedback about their performance.	
5 mins	Wrapping Up: Reflection What? how was it So, what? what did they learn from today's sessions? Now, what? List common takeaways on the white board.	Reflection Remind students to fill their student handbook.

----- End of Session -----

SESSION ONE GAME PLAN B

5 mins	Context Setting: Kissa groups Divide the class into 4 groups of 6-8 students. Set context for group presentations – ask students what they understand by the word presentation, and share your personal experience of delivering your first important presentation. It is important to take time to encourage students to participate in today's session. Lay stress on the importance of speaking up.	Facilitation Session prep: For ideas about chit names, refer – session reference – Kissa group key words
45 mins	Session Activity: Stringing together the story	Facilitation
25 mins	Inform the students that they have 25 exact minutes to: <ul style="list-style-type: none"> a) Make a story which must use all the key words from the chits b) Figure out how to present this story using either charts or any other means that they prefer. c) Rehearse the delivery, ensuring every member in group participates. 	It is important to manage time well, when 15 mins are up let students know they are left with only 10 mins.
25 mins	Ask each group to stop preparing. Call them up one-by-one to present their story. Give specific and relevant feedback to each group who takes the stage.	
10 mins	Wrapping Up: Reflection What? how was it So, what? what did they learn from today's sessions? Now, what? List common takeaways on the white board.	Reflection Remind students that they need to fill up the self-assessment in the student handbook.

----- End of Session -----

TRAINER REFERENCE

Product group key words	Swivel chair, Office chair, Couch, Throne, Foldable chair
	Smartphone, GSM phone, Landline, Satellite phone, Querty phone, Touchscreen
	Weekly magazine, film magazine, news magazine, online magazine, women's magazine, men's magazine
	wrist watch, digital watch, clock, grandfather clock, clock tower, sports watch
	racing cycle, multi-gear cycle, girl / men cycle, children's cycle, tricycle, gym cycle
	glass, cutting chai glass, mug, cup, steel glass, sipper glass, paper cup
Kissa Group Key words	Torch, forest, village, crow, bee, a bunch of keys, bird, mountain, wood, food
	Beach, a map of USA, rainbow, guns, tiger, boat, sharks, tea, guitar, coffee, dance
	Bottle, home, red post box, stamps, road, station, evening, shops, tomatoes, water
	Phone bed, lunch, ceiling, store, snore, window, banana, milk, butter, coffee

GROUP PRESENTATION – BEST PRACTICES

How to present as a team? In some ways, team and solo presentations are alike. Both rely on the same fundamentals—setting objectives, preparing, and presenting. But the similarities pretty much end there, and the recognition that you're now part of a team becomes important. To be successful, a team presentation must be a **team** presentation.

Decide the storyline of the presentation: For example, the goals for a presentation of 'new smartphone' can be, 1) Share your phone's USP, 2) Elaborate how is your phone different from others?, 3) What are its other features?, 4) Price., 5) Availability – how can it be bought? From when?

Preparation is critical: Decide who will present what, how, etc. Rehearse, and time your presentation.

Include introductions as part of your preparation and rehearsal: Open the presentation by introducing your team – decide who will introduce everyone, or whether each person will introduce themselves. Al

Focus on transitions: When one person hands over the presentation to the next person, ensure that there is a smooth transition. It shouldn't come across as awkward.

You're 'on,' even when you're not speaking: While presenting, each member of the group who is on stage should

appear alert and energetic. Take care not to lounge or look bored even when the other members of the team are presenting

GROUP DISCUSSION

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

GROUP DISCUSSION

Group Discussion (GD) is a screening round before Personal Interviews. Typically, a GD has a maximum 10 to 15 members in a group. After the moderator introduces the topic; generally, 5 minutes are generally given to prepare the points and 15 to 20 minutes for the discussion. A Group Discussion is not a debate during which each participant must pick a side. It is a *discussion* where you must bring out all sides of a topic.

THIS MODULE FOR YOUR STUDENTS

While some of your students may have heard the term - Group Discussion - vaguely in reference to an interview round, for many students, Group Discussion remains unheard. Your demonstration in the classroom will be their first exposure to a group discussion and the only one that they will get to experience before facing an interview round. This is also an elimination round in most cases, so a poor performance in the GD will mean a loss of opportunity to move into the personal interview round.

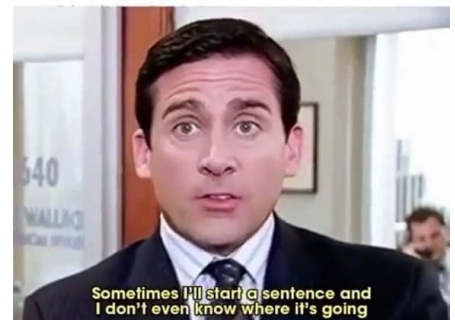
Students are most likely to experience the following types of GDs:

MBA entrance: Highly competitive, requires students to have an informed opinion on General Awareness topics and a knowledge of current affairs from the business world. The students must be quick enough to participate even in a highly competitive environment.

For example, watch: https://youtu.be/qymUH_pzPXc

Some customer service jobs in the BPO sector: This round is extremely time-bound as companies usually have to screen a lot of time quickly. The participants can get hostile with each other, and students must be prepared to participate without resorting to outright fighting.

Most people in GDs



DELIVERING THIS MODULE

While taking a Group Discussion session, always keep in mind:

Simulate real GD scenario: The students must *not* take the GD round casually; the scoring should be serious enough to make them competitive. At the same time, with a reticent group, focus on eliciting participation.

Communicate scores clearly: Unlike Public Speaking, it is not easy for students to judge their own performance in a GD because they are completely unaware of the parameters of success in a GD. Communicate these parameters and their performance on them clearly to each student.

How Student Assessment works?

Rate student performance against pre-defined indicators.

Here's a sample:

Idea Generation	0: Did not write anything 1: Roughly wrote something related to the topic 2: Thought and wrote points in a structured manner
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Tips for students	Do practice exercises in the student handbook. Ensure students understand the GD idea generation techniques shared in the class.
Initiated / closure	0: Did not initiate/ Could not close 1: Initiated but did not have a strong point/ Closed with a point but did not summarize 2: Initiated and presented a good point/ Closed summarizing all the thoughts and presented a final relevant point
Tips for students	It is not a good idea to open if you have nothing to say about the discussion or to just say 'In conclusion...' without summarizing the complete discussion.
Participation	0: Did not participate 1: Presented only 1 relevant point 2: Presented more than 1 relevant point
Tips for students	They must speak! Practice.
Interpersonal Skills	0: Did not participate / Was aggressive 1: Did not encourage others to speak and presented only his/her point 2: Encouraged others to speak
Tips for students	Cutting in between people's sentences, and not letting others speak is bad.
Subject knowledge	0: Gave irrelevant points / did not participate 1: Gave relevant points but no example or data 2: Gave relevant points with supporting examples and data
Tips for students	Practice exercises in the student handbook, reading the newspaper every day.
Body language	0: Slouched and did not make eye contact with the group members 1: Maintained eye contact but was sitting slouched 2: Maintained eye contact and was sitting straight
Tips for students	Only master three things – don't slouch, look everybody in the eye, and smile.

BENCHMARKING YOUR SUCCESS

If the following is happening in a GD class, the class is a success:

- 1. The trainer clearly communicated the dos and don'ts of GD:** Do this during each reflection.
- 2. Trainer was prepared with a relevant topic:** You must have understanding of each topic that you introduce in any GD session.
- 3. On-spot assessment was communicated to each student:** As mentioned earlier, it is not possible for students to accurately assess their GD performance because they are not clearly aware of the parameters.
- 4. Timed group discussion:** The trainer timed the discussion and ended it as soon as the time was up.

SESSION ONE

STUDENTS WILL BE ABLE TO

Practice GD techniques

Self-assess their performance

Game Plan A

Difficulty level: High

Recommended for: Students with high general awareness

Extra material needed: None

20 mins	Context Setting Get ideas	-
40 mins	Session Activity GD rounds	Student assessment
0 mins	Wrapping Up Part of activity	-

Game Plan B

Difficulty level: Low

Recommended for: Students with low / no general awareness

Extra material needed: None

20 mins	Context Setting Get ideas	-
40 mins	Session Activity GD rounds	Student assessment
0 mins	Wrapping Up Part of activity	-

SESSION ONE GAME PLAN A

20 mins	Context Setting: Get ideas	Making conversation
5mins	Introduce GD. Group Discussion is no longer a common hiring round for interviews. However, it is useful while applying for higher education (MBA) and MNC jobs.	<p>Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques.</p> <p>Important: after explaining a technique, invite answers/ ideas from the class. Do not give more than 2-3 examples of your own</p>
5 mins	Write your chosen topic in big letters on the top of the board. Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques	
5 mins	Make 3 columns, and at the top of each column write technique names - SPELT/ VAP / KWA	
5 mins	Explain the techniques to the class, one by one, with examples.	
40 mins	Session Activity: GD rounds	On-spot Feedback
5 mins	Divide the students into two groups of 12-13 each. Assign a topic to first group.	<p>Manage student anxiety level well. At the end of these two rounds, you want students to be on their toes - anxious to do better next time.</p> <p>You do not want them to</p> <p>a) Take this too lightly, or</p> <p>b) Feel too discouraged to try again.</p>
10 mins	Participation begins right away, no time to think. Mark students, using student assessment.	
5mins	Give feedback. Point out the students who did not participate. Assign a topic to second group.	
0 mins	Wrapping Up: Part of activity	-
-	-	-

----- End of Session -----

SESSION ONE GAME PLAN B

20 mins	Context Setting: Get ideas	Sage on the Stage
5 mins	Introduce GD. Group Discussion is no longer a common hiring round for interviews. However, it is useful while applying for higher education (MBA) and MNC jobs.	
5 mins	Write your chosen topic in big letters on the top of the board. Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques.	If the students are not familiar with the topic that you have chosen, switch to the topic 'Education system of India - a success or failure?'
5 mins	Make two columns, and write the techniques - VAP / KWA.	
5 mins	Explain each technique one by one, with help of examples. If Gameplan B was followed for session 1 as well, ask students about the topics they spotted in yesterday's newspaper	Encourage students to draw upon their experience of being a student to give relevant points.
<hr/>		
20 mins	Session Activity: GD rounds	Facilitation
5 mins	Divide the class into two groups of 12-13 each. Share the GD topic on the board with both groups, ensure they are familiar with the topic.	Pick ONLY ONE current affair topic for GD, with which your class is likely to be familiar
10 mins	Discussion in the first group, while the second group observes without making any points of their own.	Drill the importance of participation. Invite the interested students to gather in the Medha Center 20mins before the class any day during CAB for extra GD practice.
5 mins	Feedback. With special emphasis, on content quality.	
10 mins	Discussion in the second group, while the second group observes without making any points of their own.	
5mins	Feedback. With special emphasis, on content quality.	
<hr/>		
0 mins	Wrapping Up: Part of activity	Reflection
	-	

----- End of Session -----

TRAINER REFERENCE

How to generate GD ideas

Everyone can list up to 2-3 valid points before a GD begins, but when the GD does begin – you soon realise that everybody else thought of those points too! Now, what?

You must generate new ideas during the GD. For this, the following techniques will help:

- Key Word Approach (KWA)
- Viewpoint of Affected Parties (VAP)
- Socio-cultural, Political, Economic, Legal and Technological (SPELT)

Let us look at the topic: Excessive exposure of female in advertising should be banned.

Key Word Approach (KWA): Break the topic into important words – and talk about each word.

Excessive exposure: What is exposure? How can excessive/ adequate be defined?

Advertising: Types of ads—TV, newspapers, magazines. Which of these should the group be taking up and considering for the discussion?

Ban: Is it not a very strong action? Is it possible to ban and implement the ban? Is it correct for a free, democratic society to ban all those things that some of its members' dislike?

Viewpoint of Affected Parties (VAP): Consider all the people or parties who are likely to be affected by the topic. Look at what is likely to happen to each of these parties—how they will benefit or lose.

Continuing on the topic, Excessive exposure of female anatomy in advertising should be banned, let us see how this approach can be applied to develop a large number of points.

- o The audience for advertisement (viewers/ reader, parents, children). How will indecent exposure affect the sensibilities of the viewers if such advertising is allowed?
- o The advertisers (the companies whose products are being advertised). If certain types of ads are banned, then are we not preventing companies from doing what they can to sell their products?
- o Advertising agencies/ media (TV, newspapers, magazines). When certain types of ads are banned, ad revenues in general are likely to come down.
- o Models (who are the people involved in 'exposing') By taking self-righteous approach and banning certain types of ads, are we not taking away the livelihood of the models?

Socio-cultural, Political, Economic, Legal and Technological (SPELT), By looking at the topic from each of these angles, you can generate a good number of points.

Back to the topic: Excessive Exposure of female anatomy in advertising should be banned.

- o **Socio-cultural:** Our culture and traditions, family set up, values and related issues
- o **Political:** The political will or right to implement an action of this nature.
- o **Socio-cultural:** Our culture and traditions; family set-up values and related issues
- o **Economic:** The effects on the performance of advertising companies, advertising agencies.
- o **Legal:** Is such a ban legally tenable? The affected parties are likely to take recourse to legal help.
- o **Technological:** How can such a ban be implemented on media like satellite TV?

Source: How to Do Well in GDs and Interviews (Pearson), igniteengineers.com

GDs are an opportunity to challenge gender norms and build awareness of climate change.

Here are some Group Discussion topics that can help you smash patriarchy and promote awareness of climate change:

Invite your students to debate on the following topics:

1. Unemployed women are primarily responsible for all household chores at home.
2. Mothers are responsible for raising a child, fathers are responsible for being breadwinners.
3. Married women must wear traditional jewellery as it represents our cultural values and traditions.
4. Single-use plastics in the form of straws and plastic bags should be banned.
5. Electronic vehicles should replace all diesel vehicles for public transportation.
6. Everyone who uses more than 100w of electricity must install solar panels in their homes.

If you are keen on building your own awareness on some of these issues. We recommend deep diving into the following books and movies:

Movies

Great Indian Kitchen | Directed by Jeo Baby
 Dahanu (teleseries) | Directed by Reema Kagit; Ruchika Oberoi
 Tully | Directed by Jason Reitman

Books

The Future We Choose | Written by Christiana Figueres and Tom Rivett-Carnac
 How to Avoid a Climate Disaster | Written by Bill Gates
 No One is Too Small to Make a Difference | Written by Greta Thunberg

Videos and Talks

[Share The Load: Do you see her as an equal?](#)
[What is the UN report card on Climate Change?](#)
[The Story of Single-Use Plastic](#)
[Bade ho ke kya banogi – Shaadi.com](#)

SESSION TWO

STUDENTS WILL BE ABLE TO

Experience gd based on social / knowledge-based topics

Identify his/her areas of improvement

Difficulty level: High

Recommended for: Students with high general awareness

Extra material needed: None

5 mins	Context Setting Recap	-
45 mins	Session Activity GD rounds	Student assessment
10 mins	Wrapping up Reflection	-

Game Plan B

Difficulty level: Low

Recommended for: Students with low/no general awareness

Extra material needed: None

10 mins	Context Setting Recap	-
45 mins	Session Activity GD rounds	Student assessment
5 mins	Wrapping up Scores and next steps	

SESSION TWO GAME PLAN A

5 mins	Context Setting: Recap	Making conversation
5 mins	<p>On the whiteboard list following job opportunities - IAS, UPSC, SSC, MBA, Sales and marketing jobs, Media, Private school teachers</p> <p>Explain to the students that the one thing common in screenings for all these opportunities is Group Discussion. Invite the class to recount their GD experience from the past 2 days.</p> <p>Recount and write on whiteboard your top feedback points for your entire class.</p> <p>Wish the class good luck, and share that today you will share each student's GD score at the end of each discussion.</p>	<p>Note important and common feedback points that have come up in the previous sessions of GD</p> <p>Lay emphasis on the fact that real-GDs are fraught with anxiety, as everyone on the team is competing to outdo the others.</p>
45 mins	Session Activity: GD rounds	On-Spot Feedback
5 mins	Divide the students into two groups of 12-13 each. Assign a topic to first group.	Aim to simulate a real GD environment, this is the last practice session.
10 mins	Participation begins right away, no time to think. Mark students, using student assessment.	
7mins	Share individual student score, with feedback. Assign a topic to second group.	Participation begins right away, no time to think. Mark students, using student assessment.
10 mins	Share individual student score, with feedback	
10 mins	Wrapping Up: Reflection	Reflection
	<p>What? Ask students to fill How was the Session section from student handbook</p> <p>So, what? Why practice GDs? What use are they of ?</p> <p>Now, what? How can we perform better tomorrow?</p>	Remind students to spend 15mins with their student handbooks and feel free to schedule extra GD practice before class.

----- End of Session -----

SESSION TWO GAME PLAN B

10 mins	Context Setting: Recap On the whiteboard list following job opportunities - IAS, UPSC, SSC, MBA, Sales and marketing jobs, Media, Private school teachers Explain to the students that the one thing common in screenings for all these opportunities is Group Discussion. Invite the class to recount their GD experience from the past 2 days. Recount and write on whiteboard your top feedback points for your entire class. Wish the class good luck, and share that today you will share each student's GD score at the end of each discussion.	Making conversation Note important and common feedback points that have come up in the previous sessions of GD Lay emphasis on the fact that real-GDs are fraught with anxiety, as everyone on the team is competing to outdo the others.
35 mins	Session Activity: GD rounds	On-Spot Feedback
5 mins	Divide the students into the same two groups as in session 2 .	Aim to simulate a real GD environment, this is the last practice session.
15 mins	Assign the same GD topic as on session 2 to the first group.	
15 mins	Ask students to now perform, keeping in mind yesterday's takeaways Share individual student score, with feedback. Assign the same GD topic as on session 2 to second group. Share individual student score, with feedback	Participation begins right away, no time to think. Mark students, using student assessment.
15 mins	Wrapping Up: Scores and next steps Encourage the students to articulate realistic ways to continue practicing GD skills. How can they practice on their own, by generating ideas? How can they do actual discussion practice?	Reflection Remind students to consult student handbook 'Let's keep getting better'

----- End of Session -----

RESUME WRITING

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

RESUME WRITING

The purpose of resume writing in this training is self-evident. Students are expected to submit resumes while applying for both internships and jobs.

As per the RCT evaluation conducted on Medha's CAB program. Program's biggest impact on student employability is resume writing and interview preparation. Medha students are able to create industry-standard resumes and identify what are the essential sections of a resume. In contrast, most of their peers do not express confidence in their ability to make a resume.

Please keep in mind that it is NOT ENOUGH to get students to make a well-written resume. The students MUST SUBMIT their resume to an employer or on a job portal before the CAB training ends. This may not actually result in a job or even an internship. However, by overcoming the hesitation of submitting their first job application during the training itself, students will become self-reliant in their future job search.

THIS MODULE FOR YOUR STUDENTS

A résumé is the first chance your student will get to make a good impression on a potential employer. A top-quality résumé will considerably boost his/her chance of getting a face-to-face interview, so it is worth spending time and effort on its content and presentation. It will make all the difference in obtaining the position a student wants. It is the first opportunity a student has to be noticed and he/she must put all efforts in doing just that.

At the end of Session One Game plan, the sample resumes represent the three key categories of Medha students. These are:

1. Degree college students with no work experience
2. Degree college student with work experience
3. Polytechnic students

DELIVERING THIS MODULE

This module comprises three sessions, which are spread across the last two weeks of the training, and the success of each session is dependent upon the follow-up done after the last session.

Keep in mind the following, while conducting / following up on resume writing sessions:

- 1. Set clear deadlines for submission of resume draft:** At the end of the first resume writing session, the students will understand the correct format in which an industry-accepted resume can be prepared. Encourage your students to create a neat hand-written resume as per format, and submit it to you for feedback.
- 2. Return reviewed resume drafts to students in time:** Thoroughly review the drafts submitted – review the content under each section, verify if all the relevant information has been presented, and check for spelling and grammar errors. Return it with correction to students in time for them to create a revised draft before the next session.
- 3. Upload the final resumes before the end of CAB:** If your students are unable to mail you the resumes, collect the handwritten copies and upload them in the template saved on Dropbox (ask line manager for location).
- 4. Help the students understand the why:** Encourage your students to tell you why they have included a certain skill, or have named a certain activity as a hobby.

BENCHMARKING YOUR SUCCESS

During each session, if the following has happened in terms of prep and delivery, the session will leave a high impact on students.

1. **The trainer prepared an easy explanation of the format to the students:** A resume writing session involves the use of some jargon – all the resume sections are jargon to your students! Think of how you will explain each in simple terms, so that your students will relate to the concept and understand.
2. **Use white board:** Write the name of each section on the board, as you discuss its content. Resume writing sessions involve a lot of information download on student's end. Board will make it all easy to remember.
3. **Students asked questions:** If the students do not ask any questions during these sessions, it is likely that they are not able to follow you.
4. **Students started making the first draft in class:** After your instructions and context setting, each student should have enough clarity to start writing the resumes. Go around the class to ensure that nobody feels a little lost.
5. **Students committed to next step, including draft submission:** Ask the students to submit as many revisions as needed to get their resumes up-to-the-mark.
6. **Explain a little, but explain well:** If you feel your students did not understand a particular section of the resume, do not go on to explain the next. Ask the students to give examples to ensure they understood.

Will a good resume open doors for everyone just the same?

Here is a joke for you:

सवाल: लड़कियों के लिए perfect job क्या है?

जवाब: जिसमें धूप में उनका make-up न खराब हो जाये!



Was that funny? We are truly glad if you didn't think it was. [Research](#) in India and all over the world (along with several [lawsuits](#)) have repeatedly shown us that employers are discriminating against your students based on their gender, religion and caste. If a student belongs to marginalized community, they are 18% less likely to receive a call back for an interview compared to a candidate of the same gender from the majority community. Improvement in education and income levels of a household do not have any effect on women's participation in workforce. Many women from middle class and rich households 'choose' to stay out of work due to 'family reasons', 'safety concerns' and 'societal norms'. A choice made under duress is not a choice.

Encourage women in your class to apply for more opportunities than their male counterparts – because they will have to. Encourage women in your class to gain as much information as they can about interview process and potential workplaces so they can effectively negotiate at home for permission to work. Advocate for women candidates in all your dealings with employer partners.

While reviewing resume keep in mind that for some of your students specifying religion, father's name, and photograph on their CV will increase the chances of discrimination.

SESSION ONE

STUDENTS WILL BE ABLE TO

UNDERSTAND THE OVERVIEW OF MEDHA AND CAB BECOME COMFORTABLE WITH TRAINERS AND PEERS

Game Plan A

Difficulty level: **High**

Recommended for: **Students with average English comprehension & access to smartphone**

Extra Material: **Resume section chits (hand-made)**

15 mins	Context Setting I stand out for...	-
35 mins	Session Activity Creating a Resume	Resume section chits (hand-made) 4-5 Chart (quarter size), sketch- pens
10 mins	Wrapping Up Reflection	-

Game Plan B

Difficulty level: **Low**

Recommended for: **Students with little or no English comprehension & no access to smartphone**

Extra Material: **none**

15 mins	Context Setting मेरी खासियत है की	-
40 mins	Session Activity Understanding a Resume	Sample resume format
5 mins	Wrapping Up Reflection	-

SESSION ONE GAME PLAN A

15 mins	Context Setting: I stand out for...	Energiser
10 mins	Ask the students to think of a quality which, a) they stand out for, b) is also relevant to the workplace. Explain with examples. Compliment reticent students while sharing examples (for ex Palak stands out for her dedication and creativity) Ask the students to start sharing 'I stand out', one by one	
5 mins	Set context for resume writing. Share that resumes are our way of telling the employer what we stand out for, they should be created accordingly.	
45 mins	Session Activity: Creating a resume	Activity-based
5 mins	Divide the students into groups of 4-5, and ask each group to start building the resume of any one person in the group by visiting https://www.resume.com	
15 mins	Prompt the students to add their dream internship in their work experience. Explain that while currently you may not have any work experience, this is a good opportunity to picture what kind of work experience will make your CV stronger for your first job interview after graduation.	Some of the common internships can be – technical apprenticeships, social media intern, sales & marketing intern etc.
15 mins	Ask each group to download their Resumes and send them to you on email or WhatsApp. Highlight the strong points of each CV.	
5 mins	Display the appropriate CV template (from reference section) and guide your students through Dos and Don'ts of CV writing.	
5 mins	Wrapping Up: Reflection + next steps What? What are resumes? Why are they important? So, what? How can we use them? Now, what? How will you mail the resumes? How will you meet the submission deadlines? Any expected challenges?	Reflection Remember to give a clear deadline by which they need to mail the resumes.

----- End of Session -----

SESSION ONE GAME PLAN B

10 mins	Context Setting: मेरी खासियत है की	Sage on the Stage
	<p>Before context setting, ask the students: क्या एक ऐसी खासियत है आपकी जो आपको अपनी मनपसंद जॉब के लिए काबिल बनती है? 2 मिनट सोचिये और फिर सब एक-एक कर के बताइए !</p> <p>Set context – Introduce resumes</p> <p>रिज्यूमे से हम कंपनी को अपनी काबिलियत बताते हैं रिज्यूमे पर जो लिखा है और जिस तरीके से लिखा है – दोनों ही चीजें से हमारी छवि बनती है </p>	
40 mins	Session Activity: Understanding a resume	Facilitation
20mins	<p>Ask the students what according to them should go on a resume.</p> <p>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.</p>	<p>Plan instructions</p> <p>Encourage the class to fill details in English. If they struggle, ask them to switch to Hindi.</p> <p>A sample bi-lingual resume can be downloaded from: https://tinyurl.com/2p94f hb9</p>
5 mins	<p>Make the sequence only as per class consensus, keep your inputs to a minimum.</p>	
15mins	<p>Give feedback about correct resume section sequence. (Refer – Session reference –Sample resumes)</p> <p>Distribute Sample bilingual resumes to students and ask them to fill in their details.</p> <p>Go around the class, answering queries</p>	
5 mins	Wrapping Up: Reflection + Next steps	Reflection
	<p>What? What are resumes? Why are they important?</p> <p>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>Email the resume templates to students.</p> <p>Remind the students to submit their revised resumes by email, and that they have to carry a print to the next resume writing session.</p>

----- End of Session -----

TRAINER REFERENCE

Sample CV with bi-lingual explanation

Full Name

Phone number

Email.id

Career Objective:

To become a productive resource for the company, by using and growing my existing skills of _____, _____ and _____.

Work Experience:

Intern at company name
(00 month-00 month 2019)

Responsibility one

Responsibility two

Responsibility three

Qualification:

Diploma in _____ from _____ in 2020. Overall percentage: ____
Senior Secondary from ____ Board in 0000

Key skills and strengths

Communication Fluent in written English and Hindi

Positive thinking A solution-seeker who can stay productive even under stress

Technical skills

Technical skill

Technical skill

Achievements:

2nd prize in inter college debate competition. (2016)

Awards / certificates

Awards / certificates

Personal Details:

Date of birth:

Permanent address:

Career Objective:

To become a productive resource for the company, by using and growing my existing skills of Pick top 3. Some skill words that can be used here are:

Skills	Meaning
Problem solving	समस्या को हल करने की क्षमता व जज्बा
Communication	अपनी बात सरल और सही तरीके से किसी के भी सामने रखने की क्षमता
Programming languages	Trade में सीखी हुई कोई भी programming language जैसे की CAD, Tally इत्यादि
Design skills	Trade में सीखी हुई कोई भी design skills जैसे की circuit design, इत्यादि
Measurement skills	Trade में सीखी हुई कोई भी measurement skills
Manufacturing skills	Trade में सीखी हुई कोई भी manufacturing तकनीक, जैसे की welding इत्यादि

Work Experience

कोशिश करें की अनुभव से बढ़ कर, अपनी उपलब्धियों कर सकें ! यदि आपका अनुभव बहुत सीमित था, तो उसे 3-4 बिन्दुओं में इस तरह लिखें, की इस सीमित समय में आपने जो भी सीखा है, वो स्पष्ट हो जाए

Some verbs to be used to describe experience:

Observed | Assisted | Undertook | Executed | Was responsible for

Qualification

यदि आपके 10वीं या 12वीं में 80-90 प्रतिशत marks आये हैं तो आप table की मदद से यह दर्शा सकते हैं. परन्तु यदि आपके marks साधारण श्रेणी में हैं, तो बेहतर यह होगा की आप अपनी qualification को एक स्पष्ट line में लिख दें.. व अपने one-page resume में अपनी दूसरी क्षमताओं और उपलब्धियों को highlight करें !

Key skills and strengths

यहाँ आप अपनी soft व technical skills दोनों ही लिख सकते हैं ! बेहतर होगा अगर आप एक लाइन में बता सकें की इस skill का प्रयोग आपने कब किया था, परन्तु यदि ऐसा संभव न हो तो आप केवल skills एक सूची भी प्रस्तुत कर सकते हैं

Communication	आप किन भाषाओं में निपुण हैं? कोई customer service अनुभव?
Leadership	यदि आपके नेत्रित्व में कॉलेज में कोई activity आयोजित हुई हो ?
Innovation	किसी project के दौरान आपने प्रॉब्लम को पहचानी व solve की हो ?
Persistence	किसी मुश्किल परिस्थिति में कोई उपलब्धि हासिल की हो?
Teamwork	टीम में कोई कार्य किया हो – स्कूल या कॉलेज में ?
Quick learner	हाल ही में कुछ नया सीखा हो – कोई तकनीक या अंग्रेजी भाषा ?
Time management	समय पर अपना प्रोजेक्ट पूरा किया हो ?
Customer service	Customer service से जुड़ा कोई भी अनुभव प्राप्त किया हो ?

Sample CVs

Udit Prakash

Commerce Graduate

Phone number

Email id

Address
(City and state)

Objective

Sample: My objective is to apply my skills to the functioning of business operations by managing staff, coordinating operations, and ensuring exceptional customer service. I aim to create a positive and productive work environment by communicating with team members, setting clear goals, and monitoring performance.

Education

(Write about your qualification, with latest first.)

College / University / Board	Subject/ Stream/ Specialisation	Percentage / CGPA

Key Skills

Sample:
Marketing
Project management

Communication
Problem-solving

Experience

Write here about your work experience / internships and voluntary work. It should demonstrate how it makes you a better candidate for this job.

Always write your experience in descending order, with the latest first, as shown below. You can use a table or timeline or any other appropriate format.

○	○	○
June 20XX - Present	Jan 20XX - June 20XX	Aug 20XX - Jan 20XX
Role Company name	Role Company name	Role Company name

Certification

Use this space to mention certifications you may have earned during your college and school. Only mention those certificates which are related to the job you are applying for.

Project/ Co-curricular

Use this space to write about any interesting project you may have done in college/school or co-curricular activities you had been part of.

Languages known

Mention all the languages you know along with the proficiency level.



Muskan Kamal

Sales Supervisor

☎ +123-456-7890 ✉ muskaank@gmail.com

ABOUT ME

I have been working in sales and customer management for one year. I adopt a solution-oriented approach with customers leading to confirmed sale and good shopping experience.

SKILLS

- Customer Management
- Leadership
- Collaboration
- Inventory management
- Invoice management

CERTIFICATION

CAB Certification
Medha

Computer Literacy - L1
UP Govt

LANGUAGES

ENGLISH

HINDI

WORK EXPERIENCE

Croma | Jan 2023- Present

Sales Supervisor

- Leading a team of 3 sales associates
- Managing end-to-end for Croma after-sales service
- 8 times employee of the month

Reliance Trends | Aug 2022- Jan 2023

Sales Associate

- Assisting customers with sales and returns
- Collecting feedback to improve services at the store

EDUCATION

B.A. English Literature | 2019 - 2022

Poorvanchal University

- Member of theatre group of university
- Member of the fest organising committee

Higher Secondary | 2019

CBSE

- Captain of the hockey and debate club
- Member of the theatre group

REFERENCES

Reference 1

Wardiere Inc. / CEO

Phone: +123-456-7890

Email: hello@reallygreatsite.com

Reference 2

Wardiere Inc. / CEO

Phone: +123-456-7890

Email: hello@reallygreatsite.com

SESSION TWO

STUDENTS WILL BE ABLE TO

Articulate dos and don'ts of resume writing

Learn how to create and update a resume

Game Plan A

Difficulty level: **Moderate**

Recommended for: **Students with access to smartphones and internet**

Extra Material: **Links to sample entry-level job opportunities students will be eligible for upon completing graduation.**

20 mins	Context Setting Session introduction	-
35 mins	Session Activity Making resume ATS friendly	-
5 mins	Wrapping Up Reflection + next steps	-

Game Plan B

Difficulty level: **Moderate**

Recommended for: **Students with access to smartphones and internet**

Extra Material: **None**

20 mins	Context Setting Session introduction	-
35 mins	Session Activity Resume checking	-
5 mins	Wrapping Up Reflection + next steps	-

SESSION TWO GAME PLAN A

10 mins	Context Setting: Session introduction	Energizer
	Set context – share today's session objective and ask the students in what way do they think they can make their resumes stand out	
35 mins	Session Activity: Making Resume ATS friendly	Facilitation
5 mins	Ask the students to visit https://www.jobscan.co	If students have not yet submitted their resumes, give them time to prepare in the class.
30 mins	Ask the students to visit Naukri.com or LinkedIn and identify any one job role that can be one of the possible roles they'd like to apply for upon completing graduation. Ask them to upload resume and scan it for areas of improvements. Invite 10-15 students to share one area of improvement suggested by the website. Share the concept of ATS in simple words. ATS is a system through which HR of big companies take the help of computers to scan our resumes. Websites like jobscan can help us edit our resumes in a manner that it will be cleared through such a screening by a computer software.	
		You can also share the links of some entry-level job roles which will be suitable for your students after completing graduation. For example – Junior Engineer, Content Writer, Back Office Manager etc.
15 mins	Wrapping Up: Reflection + next steps	Reflection
	<p>What? How was this experience of building a resume?</p> <p>So, what? What did we achieve by this exercise?</p> <p>Now, what? How will we like to 'build our resumes'? What are the section to which you would like to add by gaining more skills / experience? How?</p>	Share with the class the date for upcoming final mock interviews, and inform them that anyone who has not mailed his / her resume will not be allowed to appear for the interview

----- End of Session -----

SESSION TWO GAME PLAN B

10 mins	Context Setting: Session introduction	Energizer
	Set context – share today’s session objective and ask the students in what way do they think they can make their resumes stand out	
35 mins	Session Activity: Resume checking	Facilitation
5 mins	Ask the students to exchange the resumes with the person sitting on their left.	Refer – Session reference – Resume checklist
30 mins	One by one, go through the points of resume checklist (as applicable to your class) and ask the students to spot remaining errors.	If students have not yet submitted their resumes, give them time to prepare in the class.
15 mins	Wrapping Up: Reflection + next steps	Reflection
	<p>What? How was this experience of building a resume?</p> <p>So, what? What did we achieve by this exercise?</p> <p>Now, what? How will we like to ‘build our resumes’? What are the section to which you would like to add by gaining more skills / experience? How?</p>	Share with the class the date for upcoming final mock interviews, and inform them that anyone who has not mailed his / her resume will not be allowed to appear for the interview
	-	
	----- End of Session -----	

TRAINER REFERENCE

Please don't share this checklist with the students. It's for trainers only. We hope you'll use it to review resumes and provide useful feedback to students. When reviewing, remember not to give too much negative feedback to avoid overwhelming them.

A resume shows a person's achievements. If a student doesn't have many experiences to write about, help them with the basics. Help learners recognize and avoid major mistakes, especially spelling errors.

SECTIONS	DO	DON'T	
Personal Details			
Address	Nowadays, a complete address is not required as most communication is done via e-mail. You can mention the name of your city and state unless a complete address has been specifically asked for.	Any mention of landmarks	
Phone number	Please share a number that is used by you and has sufficient recharge. If the number is used by more than one person, please communicate to them that you are expecting a call. You may give two phone numbers also, but highlight the primary number	Giving more than two numbers. Giving a number that often doesn't have sufficient balance	
Email id	Simple mail id, must comprise only of student's name/ last name/ first name and/or numbers.	Anything with adjectives like rock, sweet, simple, friend4ever etc. Too many numbers in the mail id	
Languages known	Mention all languages that the student understands. One can also mention proficiency level.		
Date of birth	Not compulsory. If the JD has asked for the DOB or for candidates below a certain age or date, then do mention the DOB.		
Gender	Not compulsory. If the JD has asked to mention the gender of candidate or has asked for candidates of a particular gender to apply, then mention it.		
Education			
Academic qualification	Table form	Free form	Mentioning the full college name, if too long.
	Table with visible borders.	No table	
	Start with latest first, followed by previous ones.	Two to three qualifications listed one below the other, starting with latest first.	
	Headers : College / University, Course/ degree , Year of completion. Percentage (optional)	Mention the degree/ course, Followed by univesity/ board and year of competion	
	Mentioning percentage is important for freshers and for students applying in technical roles. After some expereince, one can skip mentioning percentage.	Mentioning percentage is not important unless asked for in the JD or applying for a technical role.	

Professional qualification	Applicable only if: <ul style="list-style-type: none"> • The student has pursued a different course for specializing in profession, after graduation. • The student has an additional diploma/ certificate for having learnt a skill relevant to his /her profession. 	
Skills/ Strengths/ Certification / Voluntary work		
Skills/ strengths	<ul style="list-style-type: none"> • Mention only top 3-4 (Which are relevant to the job you are applying for) For ex: Collaboration, Ideation etc. • Mention hard and technical skills For ex. MS Office, Google Suite, Photoshop, Proof-reading etc. 	<ul style="list-style-type: none"> • Write soft and vague skills like hard work, friendly nature, honesty etc. • Write more than 3 soft skills
Experience / Internship / Voluntary work		
Internship / Voluntary work	<ul style="list-style-type: none"> • Name of the institute / organisation • Duration • Job role/ Designation / Project you volunteered at • Project details explained through 3-4 bullet points 	<ul style="list-style-type: none"> • Writing about internships which are not relevant to the job you are applying for.
Job	<ul style="list-style-type: none"> • Company name • Duration • Job title / Designation • Roles and responsibilities (not more than 4 bullet points) 	<ul style="list-style-type: none"> • Writing about experience in paragraph form
Others		
Hobbies	It has now become obsolete. Not required.	
Declaration	NOT required	
Photograph	It depends on the job role. A photograph in the resume makes it stand apart, but an improper or casual photograph can also create a negative impact. Look for guidelines to understand what type of photo you could add to your resume.	<ul style="list-style-type: none"> • Informal photo • Photo with filters

NOTE: When applying for different job roles, tailor your resume to match each role's unique requirements. Review the job description thoroughly and incorporate its keywords into your resume. This personalised approach can significantly enhance your chances of standing out and being noticed by recruiters.

TRAINER REFERENCE 2: ATS FRIENDLY RESUME

What is ATS?

An Applicant Tracking System (ATS) is a tool that companies use to manage hiring. When you apply online, the ATS reads your resume and picks out things like your skills, job titles, and education. To do well with ATS, it's important to know how it works. This helps you adjust your resume so that the ATS can understand it better.

How it works?

When ATS checks a resume, it searches for simple details such as contact information, job titles, and educational background. It also searches for important words from the job advertisement. Resumes that show the needed qualifications for a job are screened and forwarded to recruiters and hiring managers for the next hiring steps. Resumes that don't meet this level don't go further in the process.

How to create and ATS compliant resume?

1. Use a Resume Template Designed for ATS Compatibility

Choose an ATS-friendly resume template with a simple design that works well with applicant tracking systems. These systems go through your resume's text and extract important details.

2. Clearly Label Your Resume Sections

Ensure your resume sections are clearly and accurately labelled. Use titles like "Professional Experience," "Education," and "Skills."

ATS will scan for these sections to identify essential elements such as years of experience, degrees, certifications, and keywords.

3. Avoid Complex Formatting

ATS may struggle with complex formatting like tables, columns, headers, footers, images, charts, or graphics. When selecting or creating an ATS resume template, avoid formatting elements that could prevent ATS from reading your complete information.

4. Choose an ATS-Friendly Font

Opt for common, easily readable fonts such as Arial, Calibri, Cambria, Garamond, or Georgia. The font size should be between 10 and 12 points, depending on the content volume and style you've chosen.

5. Incorporate Keyword Optimisation

After finalising an ATS-friendly layout, optimise your resume by including keywords that the employer's ATS is programmed to search for. Resumes lacking these keywords are often overlooked during the initial screening. To identify the appropriate keywords, carefully read the job description provided in the listing.

Look for specific terms that are mentioned frequently or are listed as required qualifications. If you possess the mentioned skills or qualifications, include them in your resume. Sprinkle keywords throughout your resume sections but avoid overloading the content with them.

6. Choose the Right Resume File Format

While a PDF is excellent for preserving data, not all ATS systems accept it. Before uploading your resume, check for the acceptable file formats provided by the employer. If PDF isn't listed, consider uploading a .doc or .docx version of your ATS resume instead.

Keep in mind that various ATS systems have different requirements, so it's essential to ensure your chosen format aligns with what's accepted by the system you're applying through.

How to check ATS compatibility of your resume?

There are many websites that offer ATS compatibility check for free. Some of these may want you to sign-up with them, while some others may let you check your resume without sign-up.

Simply **search for ATS resume or ATS resume** checker in your browser and check out a few links!

It can be done on the following platforms.

Method 1: <https://www.resumego.net/resume-checker/>

1. The website asks you to upload your resume.
2. The website provides you with an analysis of your resume and recommends steps to improve your resume.
3. You can incorporate the steps and improve the resume.

Method 2: <https://skillsyncer.com> & <https://www.jobscan.co>

1. The website asks you to upload the resume and the job description of the role you are applying for.
2. The website compares the two and offers you suggestions to improve your resume.
3. It may include adding more keywords, re-writing certain sections for increased readability etc.
4. You can incorporate the steps and improve the resume.

NOTE: These websites are shared only for your reference. There are many other similar websites and tools available online. You are encouraged to explore and try them.

INTERVIEW PREPARATION

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

INTERVIEW PREPARATION

This module is final stage of the boot camp – the purpose of CAB was to help students master professional communication, understand team work and become better prepared for taking the first step towards their careers. The interview module helps the student clearly assess his/her progress on all 3 objectives.

THIS MODULE FOR YOUR STUDENTS

Interview preparation is often the only reason students enroll for Career Advancement Bootcamp. Every student understands the importance of performing at an interview. They appreciate if their trainer is able to simulate for them a real-life interview scenario. To be able to do this, the trainer must be do a thorough research about the profiles their students aspire for.

These profiles commonly tend to be the same as careers mapped in Session Three of Future Planning (refer Future Planning, Session 3, Trainer Reference).

DELIVERING THIS MODULE

Preparation and planning by both student and trainer enables a successful interview session. While delivering the interview session, please keep in mind:

Merely following the session plan is not sufficient to create a powerful mock interview session. Planning a mock interview is like planning an event, and the preparation must start a week in advance. Ensure that,

- You collect data about the job profiles for which the students would like to be interviewed.
- You have a Plan A and Plan B for ensuring there are **at least 2 external mock interviewers** who will be interviewing your students in the final round.
- Inform the external interviewers as well, of the desired profiles for the students
- Share with them question banks and assessment sheets
- The students and external resource persons must be informed at least a week in advance of the upcoming mock interview dates.

How Student Assessment works?

The student assessment is administered on two days. The first time – it is administered by the trainer, and the second time it is administered by the external interviewer.

Here are the parameters of this assessment:

Student
name:

Parameters	Scores	Indicators
Salutation		0: Did not greet 1: Greeted without eye contact or without a smile 2: Greeted with eye contact and with a smile
Voice Clarity		0: Was audible 1: Was not audible
CV		0: Incomplete or no CV 1: Complete CV but answers not completely aligned to the CV 2: Well-structured CV and answers aligned to the CV
Introduction		0: Introduction only had few lines on

		1: Introduction had clarity on Who and Why 2: Introduction had clarity on Who I am, Why I want this job and How I will be a good fit?
Hobbies		0: Stated generic hobbies and could not speak about them 1: Stated generic hobbies and could speak about them 2: Stated specific hobbies and could speak about them
Strength		0: Could not tell about his/her strength 1: Could tell about a strength but could not give relatable example 2: Could tell about a strength and could give relatable example form recent past
Weakness		0: Could not speak at all on their weakness 1: Could name a weakness, but did not elaborate 2: Could very name their weakness, WHY they think X is their weakness and HOW they are working on their weakness
Domain Knowledge		0: Could not answer any domain-related question 1: Could give only incomplete answers 2: Was able to give complete answer

BENCHMARKING YOUR SUCCESS

As stated earlier, the success of a good interview lies not in the gameplan, but the preparation that goes into arranging a mock interview. On the day of mock interviews, if the following takes place in the classroom, you should congratulate yourself on conducting a great session:

- a) **You were able to simulate a real interview environment:** The students experienced some interview anxiety, and stated so clearly during the reflection.
- b) **Your students prepared answers to commonly asked questions:** During the final mock interview each students should be able to, 1) Introduce himself/herself, 2) State his/her strengths and weaknesses.
- c) **Each student appeared for the final interview with a resume:** After repeated instructions and revisions, you should be able to ensure that on the day of final interview every student in the class was carrying a CV in hand.
- d) **Each student was well-groomed:** As stated earlier, mock interviews should be treated like an event. The students should be informed in advance to come well-groomed, and they should do so too.
- e) **Two external mock interviewers were present for two days:** In 120 minutes, you cannot arrange a a successful mock interview for a class of 25-35, unless a minimum of two external resource are invited to the classroom.

SESSION ONE

STUDENTS WILL BE ABLE TO

Share with the training the dos and don'ts of interview

Practice answering common interview questions

Game Plan A

Difficulty level: **Moderate**

Recommended for: **Students who are forthcoming + performed well during career prep sessions**

Extra Material: **Skit sketch, charts (4-5), sketch-pens**

15 mins	Context Setting My perfect interview (skit)	Skit sketch
35 mins	Session Activity Decoding the interview (student-led)	Charts (4-5), sketch-pens
10 mins	Wrapping Up Reflection + next steps	-

Game Plan B

Difficulty level: **Low**

Recommended for: **Students who are reticent, and/or struggled during career prep sessions**

Extra Material: **None**

10 mins	Context Setting Let's get to know each other	-
40 mins	Session Activity Decoding the interview (trainer-led)	-
10 mins	Wrapping Up Reflection + next steps	-

SESSION ONE GAME PLAN A

15 mins	Context Setting: My perfect interview	Energizer
10 mins	<p>Skit – The facilitator will be in the role of the interviewer</p> <p>Students will volunteer themselves to respond to questions asked by the interviewer.</p> <p>This time – students will give wrong responses to the questions asked by the interviewer. Ask 4-6 such questions.</p> <p>For example: Why have you applied for this job?</p> <p>Answer: Because I have no interest in staying unemployed.</p>	Do it only if you / your students are very comfortable with playacting, otherwise switch to plan B
5 mins	<p>Wrap up and ask students about the responses. You may also ask them, what they would do if they are an interviewer and a candidate responds like this? Ask students to calm themselves down and prepare for the session.</p>	
35 mins	Session Activity: Decoding the interview (student-led)	Activity-based
5 mins	<p>Divide the students into 4-5 teams, and list the commonly asked question (from session reference) on the board.</p> <p>Give each team 15minutes to discuss and write on charts, a) Why does the employer ask this question? and b) One sample answer to the question</p>	<p>Use the trainer reference to guide the discussion. You can also share a print-out with students, after the session.</p> <p>Encourage students to share their responses and experience.</p>
20 mins	<p>Ask one member from each team to share the good answers, and give feedback. (again refer, session reference)</p>	
10 mins		
10 mins	Wrapping Up: Reflection + next steps	Reflection
	<p>What? Help the class recollect key takeaways</p> <p>So, what? Why did we do this orientation session? (Share the dates for upcoming rounds of mock interviews)</p> <p>Now, what? How will we practice interview skills?</p>	<p>Explain the connection with GD sessions</p> <ul style="list-style-type: none"> – students clearing the first round of GD will get the first opportunity to be interviewed.) – Lay stress on being well-groomed during mock interview and carrying resumes

----- End of Session -----

SESSION ONE GAME PLAN B

10 mins	Context Setting: Let's get to know each other	Conversational
5mins	<p>Open the session by declaring that we have been having intense sessions for quite some time, let's keep today light. Today is just for talking and getting to know each other a bit.</p> <p>Call out a few students randomly and ask them the following questions in a friendly and conversational tone. If possible, put these questions to the reticent students.</p> <p>'आज तुम अपने बारे में कुछ बताओ!? कुछ भी..'</p> <p>'हाँबी क्या हैं तुम्हारी?'</p> <p>'आज का अखबार पढ़ा था?' 'क्या आया था अखबार में?'</p> <p>'कभी ऐसा हुआ है लाइफ में की कोई बहुत मुश्किल सिचुएशन आई हो.. और तुमने उसका सामना किया हो? कैसे किया??'</p>	<p>Please take care to not sound patronizing, talk as one adult to another</p>
5mins	Wrap up, and set context for today's session. Explain that in an interview we must talk about ourselves without hesitation, that's all.	
45 mins	Session Activity: Decoding the interview (trainer-led)	Facilitation
5 mins	Divide the white board into 3 columns. 1 st column is for listing commonly asked questions, 2 nd is for listing the reason it's asked by employers and 3 rd is for right things to say in the answer.	Use newspaper clippings
40 mins	<p>One-by-one list the commonly asked questions, and discuss their objective and ideal answers.</p> <p>Use the whiteboard to summarize the class's discussion, do not just write anything without generating response from the class.</p>	Encourage students to answer these questions
5 mins	<p>Wrapping Up: Reflection + next steps</p> <p>What? Help the class recollect key takeaways</p> <p>So, what? Why did we do this orientation session?</p> <p>(Share the dates for upcoming rounds of mock interviews)</p> <p>Now, what? How will we practice interview skills?</p>	<p>Reflection</p> <ul style="list-style-type: none"> - Explain connection with GD sessions – students clearing the first round of GD will get the first chance to be interviewed. - Lay stress on being well-groomed and carrying resumes.

----- End of Session -----

TRAINER REFERENCE

Commonly Asked Interview Questions

Q. Tell us about yourself | अपने बारे में कुछ बताइए

Why asked:	The employers gauge your basic communication ability, and your fit with the organization largely on the basis of what you chose to highlight in your introduction.
Desired answer:	Your basic introduction, and your fit for the job.

Q. Apart from academics, did you pursue any other interests in college? |

पढ़ाई के अलावा, आपने कॉलेज की अन्य गतिविधियों में भी भाग लिया? उनके बारे में बताएँ।

Why asked:	To support the claims in your CV, and gauge your additional strengths and skills
Desired answer:	What was the activity, why did u take part in it and how did you contribute to it.

Q. Why did you choose your degree and what have you gained from it? |

आपने यह कोर्स/ विषय क्यों चुना और आपने इसमें क्या सीखा?

Why asked:	Your focus, presence of mind, and ability to learn from the environment
Desired answer:	NO criticism of your college or academic course, but a healthy interest in study topics and clear takeaways / lessons from having acquired the degrees

Q. What has been your most important achievement in life so far? Why? |

आपके अब तक के जीवन की सबसे प्रमुख उपलब्धि क्या है, और क्यों?

Why asked:	To gauge strengths, and understand personal values
Desired answer:	This is your opportunity to best showcase your strengths, no matter what the incident

Q. What are your strengths and weaknesses? |

आपके अनुसार आपकी ताकत और कमज़ोरियाँ क्या हैं?

Why asked	Asked when student fails to answer this during the introduction – satisfactorily enough.
Desired answer	Strengths and weaknesses, supported with examples. Avoid mentioning personal ones

Q. Why have you applied for this job? |

आपने इस नौकरी के लिए क्यों अप्लाई किया है?

Why asked	Your awareness about the industry, and fit with the job.
Desired answer	A display for enthusiasm, <i>and</i> awareness about both the industry and the company

Q. What do you have to offer us? |

कम्पनी को आपको हायर करने से क्या लाभ होगा?

Why asked	To know the strengths – but as related very specifically to the job being offered, and the company for which you are interviewing
Desired answer:	Your basic introduction, and your fit for the job.

Q. What are the current issues in this sector of work? |

इस सेक्टर से जुड़े कुछ आम मुद्दों और समस्याओं के बारे में बताइए।

Why asked	To gauge industry awareness, test domain knowledge
-----------	----------------------------------------------------

Desired
answer

An answer packed with data and well-articulated opinions.

Q. What experience do you have of working in a team and what role did you play in that team? | क्या इससे पहले आपने किसी टीम में काम किया है? वहाँ आपका रोल क्या था और आपका अनुभव कैसा रहा?

Why asked:

To gauge team work, and to test the recall of extracurricular activities listed in the resume

Desired
answer:

anecdote which demonstrates actual team work –can use examples from Medha training

Q. How would your friends describe you? |

आपके दोस्तों के हिसाब से आप किस किस्म के व्यक्ति हैं?

Why asked:

Communication ability, strengths and to an extent self-awareness

Desired
answer:

List the good qualities your friends see in you.

Q. Describe a situation you have found difficult. How did you overcome it?

किसी ऐसी परिस्थिति के बारे में बताएँ जहाँ आपको कठिनाई/ चुनौती महसूस हुई हो? आपने उस परिस्थिति का सामना कैसे किया?

Why asked:

Conflict and crisis management, leadership

Desired
answer:

Begins with a clear description of what was the situation and why do you consider it most difficult. Focus on the positive learnings. Don't get personal / emotional!

Q. What questions would you like to ask us? | क्या आप हमसे कुछ सवाल पूछना या कुछ जानना चाहते हैं?

Why asked:

A polite question intended to mark the end of the interview, your answer can help employers gauge your priorities at work and industry awareness

Desired
answer:

Don't ask for the salary or the number of leaves.

SESSION TWO & THREE

STUDENTS WILL BE ABLE TO

Improve response to common questions through trainer feedback

Game Plan A
Difficulty level: N/A
Recommended for: N/A
Extra Material: None

5 mins	Context Setting Set expectation	-
45 mins	Session Activity Mock interviewer	-
5 mins	Wrapping Up Reflection	-

SESSION 2+3 GAME PLAN A

5 mins	Context Setting: Set expectations	-
5 mins	State the objective of the day. State the rules, the students who cleared a GD round will go first and others will go next. Remind the class to utilize the time to prepare answers, while they wait for their turn.	Do not have a set up where everybody 'watches' one person being interviewed.
45 mins	Session Activity: Mock interview	Facilitation
5 mins	Do not extend one interview beyond 5-6 mins. This round's purpose is to help students rehearse prepared answers.	On-Spot Feedback
2 mins	Conduct assessment (refer manual, and planner) Give feedback accordingly	
5 mins	Wrapping Up: Reflection Applaud worthy performances. Ask the class for their feedback and do a mood check. What? Help the class recollect key takeaways So, what? Why did we do this orientation session? (Share the dates for upcoming rounds of mock interviews Now, what? How will we practice interview skills?	Reflection
----- End of Session -----		

SESSION FOUR & FIVE

STUDENTS WILL BE ABLE TO

Assess strengths and areas of improvement

Game Plan A
Difficulty level: N/A
Recommended for: N/A
Extra Material: None

5 mins	Context Setting Introduce guests	-
45 mins	Session Activity Mock interviewer – led by external interviewer	-
5 mins	Wrapping Up Reflection	-

SESSION 4+5 GAME PLAN A

5 mins	Context Setting: Introduce guests	Facilitation
5 mins	Introduce the interviewers to the class	<p>Session prep – Ensure the interviewers have two desks placed far apart, to conduct interviews separately</p> <p>Share assessment sheets with the trainers</p>
45mins	<p>Session Activity: Mock Interview</p> <p>Interview Feedback</p> <p>Encourage the external interviewers to not spend more than 5-8 minutes with each student, and give 2-3 minutes feedback to each student at the end of the interview.</p>	<p>-</p> <p>Help students line up for the interview, ensure they knows whose turn is next</p>
5 mins	<p>Wrapping Up: Reflection</p> <p>What? Have we improved since the first time – how? Help the class recollect key takeaways. So, what? Why did we do this orientation session? Now, what? How will we practice interview skills?</p>	<p>Reflection</p> <p>Remind students to complete self-assessment</p>
----- End of Session -----		

DIVERSITY, EQUALITY AND INCLUSION AT THE WORKPLACE

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

DIVERSITY, EQUALITY & INCLUSION AT WORK

Professional conduct is crucial in the workplace. It's not about appearing like a professional with modern sensibilities by cultivating "etiquettes", but about realigning our attitudes and values to positively associate with diverse individuals, respecting personal boundaries, and cultivating meaningful relationships.

As human beings, we tend to grow up with deep-rooted prejudices. As children, we may not readily accept people who appear or behave differently from our family group. Unfortunately, as we grow up, we're exposed to greater prejudices and biases of our society, and we internalise them. We develop harmful beliefs like "fair-skinned is beautiful", "fat people are lazy", "people from a certain community have unhygienic habits", and "meat-eaters make us impure with their presence and food". These beliefs can sometimes result in shame about our own identities. For example, we may feel less confident in our skin because of a negative stereotype associated with our physical attributes. These attitudes can also make it challenging for us to associate with people who do not share our beliefs. For instance, we may not want to share a meal or sit at the same table with someone who has brought chicken or eggs in their tiffin.

Such prejudices make a person less likely to succeed as a team player, leader, or employee in the workplace. If this person finds opportunities to gain a position of influence at the workplace, they are likely to promote discriminatory practices – thus creating a negative work environment for others. Through this module, we want to teach our students how to become a professional who can demand and support a work environment that is safe and nurturing for everyone.

THIS MODULE FOR YOUR STUDENTS

To combat discrimination and promote equality, it is essential to learn that discrimination exists. To combat prejudice and promote diversity, it is important to reflect that there is a lack of diversity. Through this module, our students will develop a lens for appreciating and evaluating the DIE practices at the workplace.

Distinguish between discriminatory and fair work practices and policies:

The students should be able to evaluate workplace scenarios and reflect if certain practices (for example, asking everyone to attend office pooja mandatorily) and procedures (for example, forcing employees to keep cameras turned on while working from home) put certain groups of people at a disadvantage due to their gender, class, caste or caregiving status.

Identifying and challenging self's prejudices:

Students will be able to examine their prejudices and identify how they can be more mindful of their actions and words to avoid disrespecting or excluding people from a certain group at the workplace.

Learning practices that promote diversity and inclusion at the workplace:

Students will learn how to advocate for their right to be treated equally & become strong advocates for DIE practices and policies in the workplace.

DELIVERING THIS MODULE

While taking a diversity, equality and inclusion session, keep in mind:

Choose discussion over debate: Keep in mind that the principles of diversity, equality and inclusion are more important than any one law or policy. Avoid topics that are likely to lead to heated debates, and introduce points of discussion that can help students take the first gentle steps towards examining their own prejudices.

Be mindful of your students' socio-cultural identity: This will help you become mindful of choosing the right examples and discussion points in the classroom.

Be informed: Deep dive into the why and what of diversity, equality and inclusion practices (and challenges) by reading up on global best practices as well as Indian laws and policies.

Examine your own prejudices: We are all prejudiced – without exception. It would be a superhuman task to demand that only those who have no prejudices themselves should ever attempt to discuss diversity and inclusion. All we need to strive for is – that we do not make any remarks in the classroom that reflect our personal prejudice against a certain group of individuals.

BENCHMARKING YOUR SUCCESS

You were able to generate discussion:

While providing feedback, the trainer follows a sandwich approach: Positive - Negative - Positive. Positive is appreciation and negative is areas of improvement. In one session, help students make a mental note of 1-2 areas of improvement, not more.

Students successfully identified at least one common prejudice that leads to discrimination at workplace

The trainer is vigilant about the students who have been hesitant to participate and encourages them to come up on the stage. Discourage students from 'running away' off the stage.

Students can recall key employee rights provided by various Indian laws:

The employee rights covered in this module includes rights to fair compensation – like right to provident fund, gratuity, bonus, etc., rights to fair practices – like right to leaves, appropriate working hours and lastly rights against discrimination & harassment at workplace.

SESSION ONE

STUDENTS WILL BE ABLE TO

Cultivate a professional appearance

Learn the dos and don'ts of workplace behaviour

Game Plan A

Difficulty level: **Moderate**

Recommended for: **All**

Extra Material: **None**

5 mins	Context Setting Equality vs Equity	-
45 mins	Session Activity Don't think, just act	Roleplays
5 mins	Wrapping Up Reflection + next steps	-

SESSION ONE GAME PLAN A

10 mins	Context Setting	Food for Thought
5 mins	At the start of today's class, explain to students in a curt voice: 'I will be asking you to do somethings today before we start. Please follow my instructions without questioning them.'	
	Ask some of the shorter students in class to head to the backbenches. Ask everyone wearing glasses to stand up and remain standing. Ask the tallest students in the classroom to sit in the front row.	
5mins	Lead a reflection: How are you feeling about these instructions? Those of you, who were asked to sit at the back or remain standing – how do you feel? Request everyone to return to their seats and introduce today's activity. 'In our society, we sometimes have such rules for different groups of people. We can discriminate on the basis of gender, caste or religion. When such discrimination is practices at workplace, it become workplace discrimination. Today, let's explore what can be its various forms and what can we do to make sure we promote equality at the workplace instead of discrimination.'	Additional prompts: Now imagine, if I had asked you to do these things in a rude voice, how would you feel then? What if we made these things a rule in the class, how would you feel then? Would it also negatively affect the performance of some students in the classroom?
45 mins	Activity	Facilitation
45 mins	Ask for volunteers / nominate students (whichever option helps you manage time.) Explain the roleplay Give them a minute to decide who plays who Ask them to act Do <i>not</i> give students time to rehearse Lead reflection at the end of each roleplay.	
15 mins	Reflection	Reflection
15 mins	What? What did we learn today about the workplace? So, what? Is it of any use? We were just acting, the real thing will be very different, right? So, what use will this session be of? Now, what? What should we do with what we learnt? Is there any way to apply today's takeaways?	-

TRAINER REFERENCE

ROLEPLAY – DEGREE COLLEGES

If you are following Gameplan A, choose any 3-4 workplace scenarios that suit your purpose. Scene 5 is highly recommended for mixed gender groups.

SCENE 1: TELEPHONIC ETIQUETTE (MEETING IS GOING ON)

Suddenly a phone rings disturbing the speaker & everyone in the room. The person let the phone ring until someone asks him to put it on silent. The meeting resumes & the person keeps fidgeting on his chair, changing position. Again after 5 mins, the phone rings, this time he is told to go out & answer his phone or switch it off. The person leaves the room, talking on the phone loudly. If you were his team members, how would you deal with this situation.

Expected takeaways: Phone etiquettes, meeting or conference's norms.

Reflection: What would you do if you were in the place of person speaking on the phone?

What would you if you were one of the others—the team leader or other people in the team?

Discuss how each party involved in the roleplay conducted themselves and the effect it had on team's common goal of conducting a successful meeting.

SCENE 2: PUNCTUALITY/ TIME MANAGEMENT

The office starts at 9am. The employer reaches 10min early everyday & sees that one employee is always late. Even after repeated warning his attitude is the same. Whenever asked he has all the excuses to narrate. So the boss assigns him a task that needs to be done the first thing in the morning....he has to call all the clients.....a colleague asks him to help him/her in the projecthe is not able to finish any of his task because of poor time management.

Expected takeaways: Being punctual, managing time and its result.

Reflection: Do we also run late for college or a marriage function? What are our reasons? What can be the consequences of running late to work? What difference is made by '15 minutes'? What is a good way to bring to other people's notice that their habit of running late is impacting team's work negatively? How can we make sure that we show up on time always?

SCENE 3: GENDER SENSITIVITY

Your male colleague asks for your phone number when you are alone at your work station. What will you do?

Expected takeaway: Share your work number (Keep a work number), Do not threaten the women in your workplace with unwanted advances.

Reflection: What makes women hesitate to share their male co-workers or fellow students? What can men do to make women feel safe while sharing her number? What should women do in such a situation?

SCENE 4: GENDER SENSITIVITY

Part 1: You are standing at the coffee vending machine along with your male friends (3-4) and there is a female colleague nearby. Your group of friends start comparing the physical appearance of female co-workers in your office. (You use simple adjectives like khaas nahi, bekaar, achhi, buri, sundar, kaali, gori, mast etc.) You know that the female colleague is within hearing distance. What will you do?

Expected takeaway: Sexual harassment is defined by perception, not intention. In this case, the female co-worker has the right to file a harassment complaint against all of the men who are part of this conversation.

Reflection: If the woman in question was offended by the remarks, what is the word to describe this behavior? (Ans: Sexual harassment)

What is harassment? What are its legal and social consequences? Have you ever been a part of such conversations? How would you deal with this at workplace? What is the ideal way for women to respond in this situation?

Part 2: You are standing at the coffee vending machine with your male friends. There is no female in the vicinity.

You begin to discuss which woman in the office is the prettiest. (You do not use any outright abusive words, you only use adjectives like khaas, bekaar, achhi, burī, sundar, kaali etc.)

Expected takeaway: Empathize with opposite gender. What you think matters more than how you act, even if nobody is listening you should aim to think good thoughts and express positive values about people around you.

Reflection: Is this an acceptable way of talking if you are only with friends, with nobody else around?

When you compare people on the basis of their looks, do you come across as a very respect-worthy or intelligent professional? If you are part of an all-male group that is indulging in jokes about women you know, what is an ideal way of handling such a conversation? How do women feel about men who pass comments on their looks in private conversations with other men?

ROLEPLAY – POLYTECHNICS

If you are following Gameplan A, choose any 3-4 workplace scenarios that suit your purpose.

SCENE 1: WHEN WORK GOES OFF MANUAL

A big manufacturing company has recently opened a plant, and you have been hired as part of its new team. You are in charge of one important section. You are very excited about your new job, and have recently completed the training. You work every day from 9am-5pm. At precisely, 5pm, the shift changes and you hand over the operation of your machine at 4.45pm. Today, at 4.45pm – the machinery started malfunctioning, as per its manual, the kind of symptom must be immediately repaired. However, the repair once started will take a minimum of 4 hours. The people from the evening shift are unwilling to accept responsibility and start the repair. Now .. it's just you, your team from the morning shift and the evening shift people standing on the floor, an argument has started..

What is the way forward?

Expected takeaways: Taking responsibility, follow the manual, document your work hours, when in doubt – overperform!

Reflection: Who all are the stakeholders involved in this scenario? (machine operator – morning shift, machine operator – evening shift, supervisors of both shifts, HR representative in the plant, manager).

SCENE 2: BREACH OF SAFETY RULES

You have been hired by a multinational company and in your training – one rule of working at a construction site was made very clear to you – while working at a height of more than 2 meters all personnel must always wear a belt and no workers are allowed to work on a height without a written permit by a supervisor. You are working with a team of 2 other people, who are senior to you. Your seniors continuously neglect the safety guideline, and when you ask them to at least not work at a height without a signed permit – they make fun of you.

What is the way forward?

Expected takeaway: Safety first, follow the training manual, attempt persuasion, and if it doesn't work then raise the issue for redressal with supervisor.

Reflection: What will you do now? What are the different ways in which one can try convincing the senior co-workers? What can be the repercussions of ignoring the safety rules? How should one approach a supervisor with this issue? What is the definition of good teamwork here – not complaining against your team or bringing their negligence about their personal safety to supervisor's attention?

Scene 3:

You have joined a very good service company in your city. You are in charge of providing the on-door service to all the customers who purchase an air conditioner from the company's biggest store in the city. You have been working in the company for 6 months, and have so far enjoyed your work. You are fairly confident of your skills and always manage to get good reviews from the people whose A/Cs you install. This week, however, there is one customer who has been filing a complaint about a mysterious noise in his air conditioner and the store manager sends you to look at it – because he trusts you will be able to deal with a difficult customer. When you reach the site, you find out that the customer is not a native Hindi speaker (he is an American and speaks mostly English) and cannot explain the problem to you fully in Hindi.

What is the way forward?

Expected takeaway: Think out of the box! Often while dealing with customers, strange & unexpected problems arise. Perhaps, call a friend and have them speak to the customer on the phone and translate to you?

Reflection: What will you do? Is it a good idea to just leave and make the customer wait for some time till someone who understands English can return to service the a/c? What if there is a serious miscommunication and the a/c is damaged while the customer waits?

SCENE 4: GENDER SENSITIVITY

You are a woman and you have secured a job in the manufacturing plant. You have always been at the top of your class in polytechnic and are confident of your skills. As per company policy, you cannot be assigned a night/evening shift and are given the morning shift. However, you soon observe that the attitude of your supervisor towards you is very biased. He has openly told you that he doesn't trust you with heavy machine jobs because you are a girl, and this is preventing you from working at jobs that will further your promotion. You are also afraid that this will affect your performance review, which will be submitted by this same supervisor. When you approach the HR department, it is suggested that you take up the night shift as that will mean a change in your supervisor.

What is the way forward?

Expected takeaway: Do not make a vague complain, explain what is exactly the problem – you are unable to operate this one machine – clearly suggest to the HR an alternate way forward, tell him/her exactly what do you want to be given a chance to do i.e. you want to prove that you are as capable of handling machinery as the men. Eventually – everyone on the plant should work as per manual and guidelines.

Reflection: There is also an option of just leaving the job, would you take it up? What can possibly be the role of other male colleagues in this situation? What are the different approaches that can be tried while speaking to the supervisor or the HR? What must not be done?

SCENE 5: CHUTTI CHAHIYE

You have recently joined a big automobile manufacturing company. As per the company policy, you are not eligible for more than one leave in 30 days till you have completed the first 6 months of employment. However, in the second month of your work, your family asks you come back to your hometown to attend a close cousin's wedding. The wedding date is fixed, and the invites have gone out. You don't want to miss this wedding, and know that it will upset your whole family, if you don't go.

What is the way forward?

(PS. If the HR on the plant is approached, they will clearly state that he/she does not have the authority to alter policy.)

Expected takeaway: Policies, safety manuals etc are decided by the top executives of a company – and have to be followed by all alike. You will have to forego the wedding. But, perhaps, make up for it to your family, later, in some other way.

Reflection: How will you communicate this to your supervisor and HR? What are the points to be taken care of while approaching your seniors in an office? Should you get an appointment or should you just walk in and ask for a 'minute' of their time? How will you communicate the result to your family?

SESSION TWO

STUDENTS WILL BE ABLE TO

UNDERSTAND THE OVERVIEW OF MEDHA AND CAB BECOME COMFORTABLE WITH TRAINERS AND PEERS

Game Plan A

Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **Smartphones, internet**

10 mins	Context Setting What are fundamental rights?	None
40 mins	Session Activity Employee welfare provisions and rights	-
5 mins	Wrapping Up How to stay informed and aware	-

SESSION TWO GAME PLAN A

10 mins	Context Setting	Quiz
5 mins	<p>Let's start with a quiz today.</p> <p>How many fundamental rights do citizens of India have? What are our fundamental rights? (Each student gets a chance to guess one).</p> <p>Correct answers: 7 rights Right to Freedom, Against Exploitation, Freedom of Religion, Promote one's culture, Education, Constitutional remedies.</p>	<p>To make the quiz engaging, you can carry small rewards to the class, like candies.</p> <p>For more information on Fundamental Rights, click here.</p>
5mins	<p>Introduce today's activity:</p> <p>The right to employment and freedom from exploitation is a fundamental right! So, the government (both central and state) passes many laws to protect the welfare of employees. Today, we will explore some common protections that are guaranteed by laws for all workers.</p>	<p>We will not discuss specific laws as that is too vast a topic to be covered in a short time. Labor laws are governed by both central and state laws. For more information, on laws – click here.</p>
45 mins	Activity	Discussion & Presentation
15 mins	<p>Divide students into groups of 4-. Ensure each group has one smartphone / tablet with internet connection.</p> <p>Share the following lists with each group: Group 1: Employee Agreement, Right Against Discrimination at Workplace Group 2: Maternity Benefit, Right to Leaves Group 3: Provident Fund, Gratuity, Bonus Group 4: Minimum wages, appropriate working hours (mandatory weekly off) Group 5: Prevention of Sexual Harassment</p>	<p>If the number of group in your class is smaller, give additional topics to each group. If the groups are more, give them fewer topics each.</p>
20mins	<p>Ask each group to investigate: The names of laws associated with each topic, and the provisions that the law guarantees.</p>	<p>Check the trainer reference for more details on each topic.</p>
5mins	<p>Provide feedback and correct the information wherever required.</p>	
5 mins	Reflection	Reflection
5 mins	<p>What? Why did we discuss laws today? Did you learn something new about employee rights? So what? Why is it important to know about employee rights? Now what? How can ensure that we stay aware of our rights, our countries' laws and our organisation's internal policies?</p>	

TRAINER REFERENCE

EMPLOYEE RIGHTS AND LEGAL PROTECTIONS IN INDIA

Below is a summary of key legal provisions ensuring the protection for employees' rights:

1. Employee Agreement:

Employment contracts are legally binding and must specify terms and conditions of employment, including roles, responsibilities, compensation, and notice periods.

2. Right Against Discrimination at Workplace:

The Constitution of India and the Equal Remuneration Act, 1976, prohibit discrimination based on gender, caste, religion, or race. Employers must ensure equal pay for equal work.

3. Maternity Benefit:

The Maternity Benefit Act, 1961, ensures paid maternity leave of up to 26 weeks for eligible female employees. Employers must also provide nursing breaks and a safe environment during pregnancy.

4. Provident Fund:

The Employees' Provident Fund and Miscellaneous Provisions Act, 1952, mandates a provident fund scheme for employees, wherein both the employer and employee contribute a percentage of the employee's salary.

5. Gratuity:

The Payment of Gratuity Act, 1972, requires employers to pay gratuity to employees who have completed at least five years of continuous service. This is a lump-sum payment upon retirement or resignation.

6. Fair Salary and Bonus:

The Payment of Wages Act, 1936, ensures timely payment of wages and prohibits illegal deductions. The Payment of Bonus Act, 1965, mandates bonuses for eligible employees based on their annual earnings. Search on Google of minimum wages in your state.

7. Appropriate Working Hours and Overtime:

The Factories Act 1948, and the Shops and Establishments Act of respective states regulate working hours, breaks, and overtime. Overtime must be compensated at a higher rate.

8. Right to Leaves:

The Factories Act, of 1948, and various state-specific acts provide for earned, casual, and sick leaves. Employees are entitled to these leaves based on their length of service.

9. Prevention of Sexual Harassment at Workplace:

The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 mandates the establishment of Internal Complaints Committees and provides a framework to address and prevent workplace sexual harassment.

These legal protections ensure that employees in India enjoy fundamental rights and benefits in the workplace. It's essential for both employers and employees to be aware of these laws to foster a fair and secure working environment. Violations of these laws can lead to legal consequences for employers, making it crucial to adhere to these regulations.

LEADERSHIP

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

LEADERSHIP

Before completing your college, how many important life decisions had you taken on your own? If you are able to list any than you are the lucky exception, not the rule.

Typically, India's formal education system does not encourage its students to be practice decision-making position till after the end of college – the time when they are looking to enter the labour force by getting their first job!

And, once the student steps into a workplace – *any* workplace – his / her success largely depends on his/ her ability to take independent decisions, display initiative, and work well with peers, as well as authority figures.

This module seeks to fill this skill gap by beginning with team games and kickstarting a dialogue about the importance of leadership with students. At the end of these two hours, Medha students are expected to become familiar with a hitherto unexplored aspect of their personality, i.e. the *influencer* as opposed to the influenced.

THIS MODULE FOR YOUR STUDENTS

One might argue that in an entry-level position a professional never 'leads' anyone, then why do we devote any hours to leadership at all? Why not, for instance, dedicate a module to 'following instructions'?

The skill of leadership is most direly needed by those who are *not* in an authority position. Leaders are the ones who take 'responsibility' (with or without authority) and, influence/motivate others to work in alignment with the team's goals. We hope that by honing their leadership skills, our students will be able to achieve the following in their immediate future:

1. Take responsibility for achieving results: After CAB, the path ahead for students is fraught with challenges – from seeking parental consent for a 100-hour (possibly unpaid) on-the-job training to overcoming logistical and other problems to complete this training and pursuing placement opportunities. Thus, we seek to inculcate within each student an ownership for their career goals and confidence in their own decisions, which will motivate them to overcome these immediate challenges.

2. Become quick learners at the workplace: Given the rigorous career planning and extensive teamwork experience gained during the training, Medha students are expected to – a) Develop the initiative to identify growth opportunities at workplace, and b) learn the principles of team work to collaborate productively with their peers.

3. Proactively plan their professional growth: The students will be able to identify and utilize the available resources and support to facilitate their journey towards the next steps.

DELIVERING THIS MODULE

The sessions in this module demand very high standards of experiential learning. To create a successful leadership session, please keep in mind

1. Do NOT reveal the objective or topic in the beginning: The success of this entire module depends on your ability to generate an effective and honest reflection of the team activity conducted in the first session. If you reveal in the beginning that this activity's about figuring out 'leadership', you will not get honest answers during the reflection – students will think only in the direction of leadership.

2. During the activity, take notes on student participation: Why would you need notes? To generate reflection and give feedback! Although reflection questions are noted at the end of every Gameplan, reflection for the activity can vary from class to class. For ex, if you note that in group A and B, students X and Y were not participating, then during the reflection - you should ask the groups A and B, 'What do you think was reason that you couldn't perform well?'

3. During reflection, help students identify how they can practice leadership skill: Once the reflection over activity has closed, draw student's attention to the heart of the matter – how can they become better leaders?

How can they practice taking initiative? Decision-making? Risk taking? And above all, how can they work better with a team?

BENCHMARKING YOUR SUCCESS

Over the course of Leadership module, if the following takes place in your class, then you have certainly delivered a great session:

Clear instructions given: You made careful note of what instruction to give for the teamwork activity (pay close to attention to reminders in Gameplans while planning) and all your students understood the instructions right away.

Students finished the activity within assigned time: The activities in this module have to be timed. If you allow students extra time – the reflection of the activity will be diluted. Keep time, and ask the teams to stop whatever they are doing when the time is up.

You were able to observe each group and noted important reflection points: As explained earlier in Delivering the Module, the success of reflection depends on your observation notes.

During reflection, through probing, students could articulate their own learnings: Ask questions which make students think! Do not give leading prompts like, 'In your team Shipra emerged as a strong leader, didn't she?' Ask, 'How was your activity?' 'Tell us (the class) what happened in your team? From start to finish.'

SESSION ONE

STUDENTS WILL BE ABLE TO

Experience teamwork

Game Plan A

Difficulty level: **Low**

Recommended for: **N/A**

Extra Material: Newspapers (50-60 full sets), scissors (5), brown tapes (10), heavy books (5), one football/basketball

5 mins	Context Setting Instructions	-
50 mins	Session Activity Paper Bridge	Newspapers (50-60), scissors (5), brown tapes (10), heavy books (5), football/basketball
5 mins	Wrapping Up Who is the winner?	-

Game Plan B

Difficulty level: **Low**

Recommended for: **N/A**

Extra Material: *Packet of milkshake straws (1), cello tape roll (1)*

10 mins	Context Setting Instructions	-
25 mins	Session Activity Straw tower	Packet of milkshake straws (1), cello tape roll (1)
20 mins	Wrapping up Reflection	-

SESSION ONE GAME PLAN A

5 mins	Context Setting: Instructions	<i>Note: Keep resources as equal as possible – equal no. of students in each group, and same amount of newspaper to each group</i>
5 mins	Divide the class into 5 groups. Give each group equal number of newspapers, one scissors and two rolls of tape. Share instructions: 1. In the next 45 minutes, you have to make a bridge using only the items given. 2. This bridge must meet two conditions: a) It should be heavy enough to not break under the weight of these books. (Show the books to students). b) It should be high enough and stable enough to be able to roll this ball under it (show the ball too). 3. You are NOT allowed to: a) Use any other resources apart from given items. b) Tape the bridge to the floor.	
50 mins	Session Activity: Paper Bridge	
45 mins	Observe the teams as they participate in the activity. Ensure nobody cheats, but do not interfere or suggest.	<i>Note: Do not allow the students to test the bridge with your books and footballs. Refer, session reference</i>
5 mins	Ask the students to stop their activity, and clean away all the litter.	
5 mins	Wrapping Up: Who is the winner?	-
	Judge a winner. It's okay, if the two teams tie.	The real reflection will take place in the next session.

----- End of Session -----

SESSION ONE GAME PLAN B

5 mins	Context Setting: Instructions Do not share the name of today's session or its objective. Just inform the class that today, they have to play a game. Divide the class into 4-5 groups of 4-5 students each. Share instructions: Each team will get a packet of straws, one cello tape roll and a pair of scissors. In the next 25mins, each team has to make one tower using this material. The tower must be, at least, 3 feet tall must be able to stand without support.	-
25 mins	Session Activity: Straw tower	Facilitation
20 mins	The activity.	The activity should be strictly timed – do not allot more time.
5 mins	Judge the winning team	
20 mins	Context Setting: Reflection, session one - leaderships Ask the class to sit with the same teams as yesterday. And, begin. What? 1. Ask one member from each team to narrate yesterday's experience. So, what? 2. Why do you think we did this activity? 3. Ask the winners – why do you think you did better than others? 5. As per your notes, ask others about their good/ bad contributions. Now what? 6. What are the lessons that we can draw yesterday's experience? 7. How can we apply them when working with a team?	Reflection Choose someone other than the apparent 'leader' to share 'what happened' Keep asking– who gave the idea? Why did others listen to him/her? List the answers on the board – and help the team see that one person emerged as a leader. If any clear leadership styles emerged in teams, point them out and explain. (refer – session reference, leadership styles)

----- End of Session -----

TRAINER REFERENCE

WHAT TO LOOK FOR IN THE TEAM WORK ACTIVITY?

When students are participating in the team work activity, and you are going around the class, it will be helpful – if you keep an eye out for:

1. Leaders:

Who are the ones directing others? Who are the ones who first come up with an idea? What kind of leaders are they being? Are they asking others for their suggestions? Are they just asking people to get the job done? Are they calling out the people who are not participating at all?

2. Non-participative:

Who are the ones who are not participating? Why do they seem to not participate? Are they keenly observing the activity, but not finding a chance to contribute? Are they disinterested? Are they joking around?

3. Dedicated followers:

Who are the students who are most diligently working to get the activity complete? These are the ones who will be focused on task, and do not look up when you walk by.

4. Conflicts in a team:

Do any of the teams erupt into an argument? Who are at the center of it? Does it take up a lot of time? How does it get resolved? (If an extended argument happens, ask the team to keep their voices down, but not try to resolve the conflict for them – enjoy the chaos!)

SESSION TWO

STUDENT WILL BE ABLE TO

Articulate from experience, principles of effective teamwork

Know the leaderships traits of a medhavi

State actionables to improve leadership

Game Plan A

Difficulty level: **Moderate**

Recommended for: **Students who followed Gameplan A for Session One**

Extra Material: **Medhavis stories (English)**

15 mins	Context Setting Reflection – Leadership, session one	-
30 mins	Session Activity Meet Medhavi	Meet Medhavi cards
15 mins	Wrapping Up Reflection + next steps	-

Game Plan B

Difficulty level: **Moderate**

Recommended for: : **Students who followed Gameplan B for Session One**

Extra Material: **Medhavi stories (Hindi)**

15 mins	Context Setting Neta-neta chaal badal	-
30 mins	Session Activity Medha ka neta	Meet Medhavi cards
15 mins	Wrapping Up Reflection + next steps	-

SESSION TWO GAME PLAN A

20 mins	Context Setting: Reflection, session one - leaderships Ask the class to sit with the same teams as yesterday. And, begin. What? 1. Ask one member from each team to narrate yesterday's experience. So, what? 2. Why do you think we did this activity? 3. Ask the winners – why do you think you won? 5. As per your notes, ask others about their good/ bad contributions. Now what? 6. What are the lessons that we can draw yesterday's experience? 7. How can we apply them when working with a team?	Reflection Choose someone other than the apparent 'leader' to share 'what happened' Keep asking– who gave the idea? Why did others listen to him/her? List the answers on the board – and help the team see that one person emerged as a leader. If any clear leadership styles emerged in teams, point them out
30 mins	Session Activity: Meet the Medhavis	Facilitation + Reflection
15mins	Ask the students to open their handbook and honestly answer the given questions about themselves. Give 5 minutes each for both the activities and ask them to reflect on their performance in yesterday's activity. Now discuss their scores in each activity and did they learn something new about themselves?	View the student assessment here.
10 mins	To each team, give Medhavi stories. Ask them to read it together.	
5 mins	On the board, map the self-leadership qualities noted in each Medhavi story.	
10 mins	Wrapping Up: Reflection What? 1. How was today's session? So, what? 3. What did you learn about Medha today? 4. What did you learn about yourself? Now, what? 5. What do you want to take away? 6. What can we start doing today to become better leaders?	Reflection

----- End of Session -----

SESSION TWO GAME PLAN B

15 mins	Context Setting: Neta-neta chaal badal	Energizer
15 mins	<p>Before introducing today's objective, let's play a game: <i>Neta neta chaal badal</i></p> <p>Make the class stand in a circle, facing each other.</p> <p>Explain the rules:</p> <ul style="list-style-type: none"> - One of us will be 'it' and will go out - When he/she goes out, one of us will be chosen as your leader and whatever he action he does, we will follow. <p>The 'It' will then enter the room and try to identify who is the leader.</p> <p>The leader has to keep changing actions, without letting the 'It' know.</p> <p>Demonstrate and do 2-3 rounds.</p>	<p>If you are confident other classes in college will not get disturbed, encourage students to be a little noisy and chant 'neta=neta chaal badal'!</p>
30 mins	Session Activity: Meet the Medhavis	Facilitation + Reflection
5 mins	<p>Ask the class – Neta ko English mein kya kehte hain?</p> <p>Leader कौन होता है? कोई example?</p>	
15mins	<p>Share: आज आपको मिलवाते है कुछ ऐसे लोगों से जो मेधा की नज़र में लीडर हैं .. मेधावी हैं !</p> <p>To each team, give Medhavi stories.</p> <p>Ask them to read it together.</p>	
10 mins	<p>On the board, map the Medhavi qualities.</p> <p>Ask students for examples of how featured Medhavis have displayed one or any of these qualities.</p>	
10 mins	<p>Wrapping Up: Reflection</p> <p>What?</p> <p>1. कैसा था आज का सेशन?</p> <p>So, what?</p> <p>3. क्या जाना आज आपने मेधा के बारे में ?</p> <p>4. क्या आपको खुद को एक मेधावी के रूप में देखना चाहते हैं ?</p> <p>Now, what?</p> <p>5. कैसे बनेंगे मेधावी ?</p> <p>6. आज से ही क्या कर सकते हैं, मेधावी बन ने के लिए ?</p>	Reflection

----- End of Session -----

INDUSTRY PROJECT

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

INDUSTRY PROJECT

Over 55 lakh candidates with BTech, MBA, Master's degree apply for Group D jobs in Uttar Pradesh
– Business Today, Jun 6 2023

At Medha, we strive not to let our students become a part of such headlines. Medha students should not have to apply for any job for which they are *overqualified*. This is why Industry Project exists – to help our students understand all the major private sector opportunities available *locally* for employment in different industries and then to agree to test the waters by pursuing an internship in one of the industries.

The students can either be entirely ignorant of these opportunities or are they might be slightly aware and do not desire to consider them as a 'career option'. For instance, retail is one of the fastest growing sectors in the country, but most students and their parents would dislike the idea of taking up a job 'selling clothes'. By facilitating a project around researching the retail industry, we help students look beyond stereotypes, and assess facts. And, then we hope that they will make an informed choice about their career move.

It is important to note that the objective of Industry Project is *not* to sell a career opportunity to students – the objective is to help them get facts about opportunities of jobs in the formal, private sector.

THIS MODULE FOR YOUR STUDENTS

As described above, your students will often come into the classroom with little or no awareness about the career opportunities in the private sector, apart from maybe banks. The students in polytechnics are likely to be more aware about the job profiles that they will be eligible for after completing their diploma course. However, in any college, students' only source of information about their career options remain parents and teachers. Medha steps in to create another source of information – their own experience!

In this module, the students are encouraged to find out more about the local opportunities and employers, through:

Workplace visits: These are most difficult for a trainer to organize. It requires coordination with the employers well as with students. Persuading students to accompany the trainer to a workplace can also require consent from parents and college authorities. However, if the trainer and his team are able to pull this off during the training, it results in a tremendous learning opportunity for the students. Many of them want to take up an internship at a workplace, which they have visited and liked.

Employer interaction on campus: This entails inviting representatives from different industries to visit the classroom to interact with students and make them aware about their respective industries and the job opportunities. This is relatively easier. However, it requires the student relation manager to cultivate a strong relationship with employers and identify professionals in each company who would be willing to visit the class during training hours.

Facilitating internet research about local employers: This is the least preferred mode of creating an opportunity for students to gain knowledge about local employers. It requires the trainer to only arrange the logistics, and guide the students through an internet research about the industry and local opportunities. The students do not gain 'exposure', but they learn how to collect information about industries on their own.

DELIVERING THIS MODULE

While taking an Industry Project session, always keep in mind:

Plan AHEAD: You will always know what are the opportunities that exist for your students locally. It is ideal to start preparing for this project even before the training begins – cultivate contacts amongst employers, explore possibilities of conducting workplace visits and inviting knowledgeable professionals to campus.

Seek help from the team: It is a challenge to organize an industry visit / employer interaction on-campus all by yourself. Seek assistance from your team –get them to accompany a few of your students to a workplace, ask them to help you find contacts for arranging interaction on campus etc.

Try hard to make it work: The success of this module does not module does NOT depend on your training aptitude or your preparation from the night before – it depends entirely on how much you try! Convincing the students, employers and college, it's all an uphill task. It's a high effort and high reward situation. If you can pull it off, chances are nearly all your students will sign up for internships. If you do not pull it off, many of them will remain unclear about 'internships' and will not be very willing to invest time and energy into it.

BENCHMARKING YOUR SUCCESS

1. You are able to arrange a student-employer interaction:

If the students visit a workplace or if professionals from 2-3 industries visit your classroom for 2 hours, the sessions were a thundering success.

2. Students are able to articulate their learning from the interaction:

It is not enough for students to have seen and heard something about an industry, unless they are able to clearly map out 'what is in it for them'. This shows that their understanding of the opportunity is now complete, and they will make an informed decision about choosing or discarding any employment opportunity from this sector.

3. Parent consent:

If on the basis of information gathered during industry project, the students are able to persuade their parents to sign consent for an impending internship in the industry – this would be a great achievement.

This module is the difference between an ordinary CAB, and an extraordinary CAB. Each of these sessions are very much dependent on the facilitator's planning ability. If you can plan ahead, if you can be resourceful, if you can move some small mountains of 'logistics' – your students will leave this training driven to gain work experience and become self-reliant!



SESSION ONE

STUDENTS WILL BE ABLE TO

Gain understanding on opportunities available in different sectors

Game Plan A


Difficulty level: **Moderate**

Recommended for: **All students**

Extra Material: **Four-five printouts of the clue-sheet**

15 mins	Context Setting Knowing the private sector through Industry, Company and Factory	Clue Sheet
30 mins	Session Activity 1. Knowing more about Industry, Company and Factory 2. Understanding the skills required to work with different entities	Smartphones / laptops, Ruler/ scissor Chart paper, tape
15 mins	Wrapping Up Reflection + next steps	

SESSION ONE GAME PLAN A

15 mins	Context Setting: Knowing the Private Sector	Discussion
15 mins	<p>Ask the class if they have friends and family who work in a private job?</p> <p>Where do they work?</p> <p>Is it an Industry, a company or a factory?</p> <p>How are these three connected and how are they different?</p> <p>Let's explore this further through an activity</p>	
30 mins	<p>Session Activity: Find the traits.</p> <ol style="list-style-type: none"> 1. Knowing more about Industry, Company and Factory 2. Understanding the skills required to work with different entities 	
15 mins	<p>Divide the class in three groups. Group 1- Industry, Group 2- Company, Group 3- Factory</p> <p>Give each group a clue sheet. Each group has to identify three traits each for industry, company and factory.</p> <p>Give students three minutes to identify the traits.</p> <p>Ask groups one by one to name a trait of their group name and give reasons for picking it.</p> <p>You can also ask if any other group would like to contest this.</p> <p>If you and all other groups are in agreement, ask students to note it down in their handbooks under the right heading.</p>	<p>Ask students to make a table in their notebook which has three columns. Name these columns as Industry, Company and Factory.</p> <p>Solution</p> <p>Industry – A, F, D Company – C, E, H Factory – B, G, I</p>
15 mins	<p> Play these three videos and ask students to respond to the questions asked:</p> <p>Industry</p> <p>Company</p> <p>Factory</p>	Ask students to note the responses in their handbook.
15 mins	Wrapping up: Reflection	
15 mins	<p>How are industry, company and factory related to each other?</p> <p>What skills should a person have to work in the</p> <ul style="list-style-type: none"> - Industry - Company - Factory - <p>Note down students' responses in the table on the chart or the board.</p>	Make three column table on the board or on a chart. Give each column a heading of Industry, Company and Factory

TRAINER REFERENCE

Clue Sheet

<p>A</p> <p>A collection of companies and organizations involved in producing similar goods or providing related services within a specific economic sector.</p>	<p>B</p> <p>A physical facility where raw materials are transformed into finished products through various manufacturing processes.</p>	<p>C</p> <p>An organization that engages in commercial, industrial, or professional activities and may own one or more factories or businesses.</p>
<p>D</p> <p>Non-physical entity, responsible for new trends and advancement of a product or service and change in production practices.</p>	<p>E</p> <p>A collection of different services and professionals related to a product providing services such as design, sale, consumer feedback etc.</p>	<p>F</p> <p>It is shaped by the emerging and evolving needs of the consumers and thought leaders</p>
<p>G</p> <p>State-of-the-art tools to create products in lesser time and higher quality than before.</p>	<p>H</p> <p>Competing organisations typically operate using similar production methods, technologies, and business practices distinguished by their brand and final product.</p>	<p>I</p> <p>Responsible for final shape of the product. Makes it ready to be delivered to the consumer.</p>

SESSION TWO AND THREE

STUDENTS WILL BE ABLE TO

UNDERSTAND THE OVERVIEW OF MEDHA AND CAB BECOME COMFORTABLE WITH TRAINERS AND PEERS

Game Plan A

Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **My first day at Medha** (student copies and facilitator copy)

20 mins	Context Setting Simple Simon	None
30 mins	Session Activity Welcome to Medha's Career Advancement BOOTCAMP	Student handbook-
10 mins	Wrapping Up My first day at Med ha + Reflection	Where am I now?

SESSION 2+3 GAME PLAN A

15 mins	Context Setting: Visit to a local industry	Discussion
15 mins	<p>Ask students what they have learnt about the organisation from the resources shared earlier!</p> <p>Add relevant and important information from your end to help them understand the organisation better.</p> <p>Ask/ clarify to students if the site they are visiting is a company or a factory. You can also discuss which industry it belongs to and which other companies also work in the same domain.</p>	<p>Pre-Work: Share the website and relevant videos to help student understand the organisation and its work</p>
120 mins	<p>Session Activity: Visiting the site</p> <ol style="list-style-type: none"> 1. Orientation for industry visit 2. Visit to the industry 3. Discussion and question-answer 	
90 mins	<p>Ensure that Visiting students are wearing institutions' uniform, if applicable. They have valid id card, handbook, observation sheet and question template</p> <p>Ask students to maintain the decorum, not take photos without permission and not leave the group to explore or speak to personnel working at the site on their own.</p> <p>Encourage students to prepare and ask questions.</p>	Ask students to record their observations in their handbook.
30 mins	<p>Sharing by the industry/ site PoC</p> <p>Questions by students</p>	Ask students to note the responses in their handbook.
15 mins	Wrapping up: Reflection	
15 mins	<p>आज का दिन कैसा रहा? आज आपने क्या तीन नई बातें सीखीं?</p> <p>ये नई बातें किस तरह आपको मदद करेंगी?</p> <p>आज की विज़िट के आधार पर आप इस कोर्स में किन बातों पर और ज़्यादा ध्यान दोगे?</p> <p>अब आप और किन नई स्किल्स को सीखने की कोशिश करोगे?</p> <p>यह सीखने में आपको किससे या कहाँ से मदद मिल सकती है?</p>	Ask students to note the responses in their handbook.

TRAINER REFERENCE

DISCUSSION TEMPLATE FOR THE VISIT TO POC

- Introduction of self
 - o General introduction
 - o Qualification
 - o Work experience in the present organization
- Introduction of the company
 - o History
 - o Company portfolio (different industries it is part of)
 - o Most successful projects/ products
 - o Success stories
 - o Challenges
 - o Future plans
- Who is it for?
 - o Different departments in the organization
 - o What kind of candidates do they look for?
 - o What makes them reject a candidate?
 - o Which skills make a candidate successful in their field?
 - o What's the future of the industry.

Any additional tips/stories /suggestions they may want to share with the students.

FUTURE PLANNING

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

FUTURE PLANNING

Medha trainer: किस स्ट्रीम में पढ़ रहे हो ?

Student: साइंस !

Medha trainer: किस साल में हो ?

Student: 2nd year

Medha trainer: कॉलेज के बाद क्या करना चाहते हो ?

Student: बैंक की नौकरी की तैयारी

Medha trainer: अभी क्या कर रहे हो ?

Student: अभी तो.. सिर्फ पढ़ाई

This is a commonplace conversation that many trainers have had with students across Medha campuses. Hence, we deliver the module - Future Planning. Together, with Industry Exposure, the sessions in this module equip students to make their career choices based on available opportunities in the industry *and* their personal strengths and aspirations. We aim to replace uncle-aunty *ki salaah* with sound, data-based career planning, and thus save our students long years of directionless struggle for financial independence.

THIS MODULE FOR YOUR STUDENTS

At the beginning of CAB, nearly every Medha student is likely to have an answer ready to the question to, 'What do you want to do after college?' However, this answer:

- a) Is Derived from very limited (or no) exposure to the industry, especially local job opportunities
- b) Does not consider the student's unique strengths, and aspirations
- c) Is beset with many questions/ doubts about 'how to achieve' it

Taiyyari / Preparation – this is the word that must NOT form a big part of any CAB student's career plan. Most of the young people from UP, Bihar and Haryana are likely to desire to spend years preparing for government jobs or higher studies or banking jobs. At the end of this module, each student should also be aware of the possible alternative to this plan!

The objective of Future Planning is to equip students with necessary information, as well as introspection and planning tools to help them arrive at their own plan for the future. At the end of this module, each student is expected to have created a 5-year career plan with associated steps.

It is important to remember the students' plans / aspirations / abilities will change as their work experience enhances, and the plans prepared in class are by no means set in stone. However, it is vital for students to articulate a plan before the end of CAB, so that at the end of CAB they can all begin to take first steps towards acquiring relevant experience.

DELIVERING THIS MODULE

While taking a Future Planning session, always keep in mind:

Students are on the same page as you: The instructions during goal-setting sessions are more difficult to follow than in any other session, repeatedly ask your students whether they are able to follow you. Ask them to paraphrase.

Do not 'give the right answer': In the classroom, your job is to give facts and help students understand these facts. You must refrain from sharing opinions, and choosing for students. For instance, as per your opinion the job which the student wants to pursue maybe too competitive for them to even attempt, and you may be right about that. However, refrain from telling the students what you think - let them choose and learn from their own experiences.

Encourage SMART goal-setting: While filling the goal sheet (refer – Medha student handbook), encourage students

to make each goal SMART. (refer – Future Planning, Session 3 - Session reference).

How Student Assessment works?

The trainer is required to make a note of each student's final dream job destination, and the no. of year in which he/she hopes to arrive there in the trainer. We recommend that you fill in this detail after the class, over the course of a week after the session has been concluded.

BENCHMARKING YOUR SUCCESS

Students could follow the instructions: Easiest way to understand whether the students followed your instructions is to: a) Ask them whether they understood, b) Ask them to explain what they understood, c) Observe them while they begin to do the activity, and confirm by their actions that they correctly understood the instructions.

During the activity, go around the class: It is important for the trainer to NOT sit or stand in a corner while the students undertake this activity. Go around the class, stop by each group and ensure that they are all able to do the activity correctly.

The students were able to fill the worksheets: While most students will not be able to complete the entire worksheet in a single session, it is important that each of them makes a start, and is able to think of at least 2 steps that they need to take, to progress in their journey towards their final goal.

The last session of the Industry Exposure module should be a success: Students will practice goal setting through both Future Planning and Industry Exposure – and you will most clearly be able to see the fruits of your labor in the last session of the Industry Exposure module.

SESSION ONE

STUDENTS WILL BE ABLE TO

Conduct a career plan reality check

Practice future planning tools

Game Plan A

Difficulty level: **Moderate**

Recommended for: **Students with interest areas closely aligned with internship opportunities**

Extra Material: **Industry Information handout (to be prepared by trainer and printed, in advance)**

5 mins	Context Setting Let's Shop	None
40 mins	Session Activity Reality Check	-
15 mins	Wrapping Up Reflection + next steps	-

SESSION ONE GAME PLAN A

15 mins	Context Setting: Let's shop	Whiteboarding
10mins	Tell students we are going for virtual cloth shopping today to Big Bazar (any other hyperlocal store name). Elicit a list of factors from students that they will consider before making the purchase.	Example: fashion trends, budget, who is the garment for, when / where is to be worn (college or wedding) etc.
5mins	Introduce the concept of self-awareness – One needs to be just aware of critical factors that influence our life decisions.	
45 mins	Session Activity: Reality Check	Facilitation + Reflection
5mins	Explain the questions/prompts in the handbook one by one and give sometime to students to think and fill them in handbook.	If students are not able to categorise the answers in class in the given time, ask them to complete it at their home.
20 mins	Now explain the concept of S.W.O.T Analysis with an example	
20 mins	Now, ask students to categorise/copy their answers in the four vacant quadrants of S.W.O.T in handbook.	
5 mins	Wrapping Up: Reflection + next steps	Reflection
	Tell students that we will be using this analysis in the next session to draft a job plan. आज आपने क्या नया सीखा? ये आपके कैसे काम आएगा?	

----- End of Session -----

TRAINER REFERENCE

What is SWOT Analysis?

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It's a way to look at different aspects of a situation or yourself to make smart decisions and set goals.

1. Strengths (S):

Strengths are the things you are good at or the advantages you have. It could be skills, talents, knowledge, or personal qualities that make you stand out positively.

Example: Good at problem-solving, excellent in mathematics, or great leadership skills.

2. Weaknesses (W):

Weaknesses are areas where you may need improvement or things that could be holding you back. It's essential to be honest with yourself while identifying weaknesses.

Example: Difficulty in public speaking, procrastination, or lack of organization.

3. Opportunities (O):

Opportunities are the chances you must grow and succeed. They are external factors that could be favorable to your goals or aspirations.

Example: Joining a club to improve public speaking skills, applying for scholarships, or attending a career fair to explore different career options.

4. Threats (T):

Threats are external factors that could be challenging or pose a risk to your goals. Identifying threats can help you prepare and plan for potential obstacles.

Example: Tough competition for college admissions, limited job opportunities in your desired field, or family financial constraints.

SWOT EXAMPLE

SWOT Analysis for a Personal Fitness Goal:

Strengths (S): High motivation, disciplined workout routine, and knowledge of healthy nutrition.

Weaknesses (W): Inconsistent sleep patterns, tendency to skip stretching exercises, and sweet tooth cravings.

Opportunities (O): Joining a local gym for access to professional trainers, trying new workout routines like yoga or dancing, and preparing healthy snacks in advance.

Threats (T): Busy schedule affecting workout consistency, peer pressure to indulge in unhealthy eating, and seasonal weather limiting outdoor exercises.

SWOT EXAMPLE OF CAREER PLANNING

STRENGTHS What professional skills do I have? What am I really good at? What is my educational qualification? Can I drive / ride? Can I easily commute across the city? Do I know how to use computers? Am I a quick learner?	WEAKNESSES What do I struggle with the most? How do I manage my time during the day? What are my day wasters? What are my fears?
OPPORTUNITIES What are the job opportunities available in my city? How can I build more skills? Which people can support me to build skills and find job opportunities? What are the resources (time, money) available to me to spend on job hunt and skilling?	THREATS How many vacancies exist in the sector of my choice? What are the responsibilities that I am obliged to fulfil? Are there enough opportunities available in my city? Will I be allowed to move to another city or take long commute for a new job?

SESSION TWO

STUDENTS WILL BE ABLE TO

Draft a plan to get their job

Map alternates to traditional career options

Game Plan A

Difficulty level: **Moderate**

Recommended for: **n/a**

5 mins	Context Setting Two Plans	None
40 mins	Session Activity Job Plan B	Career booklets
15 mins	Wrapping Up Reflection	-

SESSION TWO GAME PLAN A

10 mins	Context Setting: Travel Plans	- Discussion.
	<p>Ankit has to create a goal for his travel using a chart paper, what should he write?</p> <p>Explain SMART to students and ask them to create a SMART goal for anything personal (it can be anything related to finance, wellness, health, academic, hobby etc.)</p>	
45 mins	Session Activity: Let's choose and draft Job plan B	Reflective activity
10 mins	<p>Ask the class to keep the career booklet from industry project and S.W.O.T analysis in front of them.</p> <p>Inform the class that in the next 35 minutes, the class will together learn how to make a job plan B.</p> <p>But first they should choose any one job role from their career booklet that they are interested in and that aligns with their S.W.O.T analysis.</p>	Help students to align their job role with S.W.O.T analysis
10 mins	Give 10 mins to class to do the above.	
25 mins	<p>Guide the teams to create a job plan B, similar to job plan A in their handbook.</p> <p>Guide students through each heading in their handbook and ask them to fill it.</p>	
10 mins	Wrapping Up: Reflection	Reflection
	<p>What? आज क्या नया सीखा?</p> <p>Why? क्यों बनाया हमने ये job plan B?</p> <p>So, what? इस जानकारी से अब हम क्या करेंगे?</p>	

----- End of Session -----

SESSION THREE

STUDENTS WILL BE ABLE TO

Explore different job portals

Practice job search

Game Plan A

Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **Smartphone and internet connection**

10 mins	Context Setting Get set go	None
40 mins	Session Activity Register and Apply	Smartphones and internet
10 mins	Wrapping Up Reflection	-

SESSION THREE GAME PLAN A

10 mins	Context Setting	Dive right in
10 mins	Ask all the students to find a Job opportunity relevant to the Job plan that they made yesterday, in just five minutes. Give no other instructions. Listen to 3-4 students about the opportunity that they found and what platform they used for the same.	
40 mins	Activity	Guided Practice
10 mins	Introduce Naukri.com to the students using projector and ask them to quickly create a profile on Naukri.com if not already registered. You can refer to the video link in the manual.	
10mins	Tell the students that they can complete the profile with the help of the video later, for now divide them into groups of 4-5 students each (While dividing the students into groups you can also assign one job sector to each group)and give instructions:	
10mins	In 10 mins find out 5 job opportunities and list: Job qualification , Skills required, Experience, Location and Salary package.	
10mins	Ask one student from each group to tell about the Jobs that they found out about, ask were they able to find job opportunities in their local areas . Introduce the students to Meet app by showing the video and ask them to register on it aswell. Answer the queries of the students if any.	
10 mins	Reflection	Energiser
10 mins	Ask the students to complete their profile on Naukri.com and Meet with the help of their handbooks. What did you know about the existing Job market? How can you increase your chances of getting Job/Internship Opportunities? What are the skills that were common in most job opportunities and how will the enhance those skills?	

Something

-----End of session---

SESSION FOUR

STUDENTS WILL BE ABLE TO

Submit parent consent forms

Plan their internships, and next steps

Game Plan A

Difficulty level: **Low**

Recommended for: **Students who filled Internship Manifesto in the previous session**

Extra Material: One white **Chart**, sketch pens (2 packets)

20 mins	Context Setting Internship – What, why, how?	Chart, sketch pens (2 packets)
35 mins	Session Activity Internship orientation	Internship information handout-(to be prepared by facilitator)
5 mins	Wrapping up Reflection + next steps	-

SESSION FOUR GAME PLAN A

10 mins	Context Setting	Discussion
10 mins	<p>Ask students:</p> <ul style="list-style-type: none"> - What do they know about an internship and apprenticeship? - What is the duration for an internship and an apprenticeship? - How does it help a student? - What are the benefits of doing an internship or apprenticeship? <p>If any student has done any internship or apprenticeship, invite them to share their experience. Ask students to read online about internships and apprenticeship. Give them 5 minutes for this.</p>	Encourage students to share their thoughts and knowledge
35 mins	<p>Session activity</p> <ol style="list-style-type: none"> 1. Understanding difference between apprenticeship and internship 2. Exploring how an internship is beneficial for one's career 	
15 mins	<p>We will understand the difference between apprenticeship and internship through an activity.</p> <p>Divide the class in two groups and ask them to choose a leader. Ask the leaders to appoint each of their team members a name – it could be a number, an alphabet – Hindi or English, name of colours etc.</p> <p>Mix the chits well and put it in a bowl or a neat pile.</p> <p>Call one member from each group by randomly selecting their name, for e.g. – B and 6 or ग and 4, or Pink and E</p> <p>Ask each of them to pick one chit each, read the trait and tell the class if it belongs to an apprenticeship or internship.</p> <p>Paste the chit under the appropriate header.</p>	<p>Take a print of the clue sheet and cut it to make ten individual chits, each containing a trait of internship or apprenticeship.</p> <p>Fold each chit so the content is concealed.</p> <p>Draw a two-column table on the white board or a chart.</p> <p>Correct response are:</p>
20 mins	<p>Ask students to refer to the comics given in their handbook and respond to the following questions:</p> <ul style="list-style-type: none"> - What benefits did the student get through the internship? - How did it help him make a better decision? - What did the other student miss by not doing an internship or apprenticeship? 	Encourage students to discuss the comics and the situations portrayed in it.
15 mins	<p>Wrapping up: Reflection</p>	
15 mins	<ul style="list-style-type: none"> - What did you learn about internship and apprenticeship today? - How can an internship/apprenticeship help you make better career choices? <p>Work for home: Please refer to your handbook. You will find some QR codes. Watch the videos linked to the QR codes and fill the accompanying card!</p>	Ask students to respond to the questions and note down the benefits of doing an internship or apprenticeship in their handbook.

TRAINER REFERENCE

Clue Sheet

Please cut along the dotted lines to make chits. Neatly fold the chits. The traits of internship and apprenticeship are mentioned below the headers. Please facilitate the discussion to help students differentiate between the two.

Internship	Apprenticeship
Aimed at providing students or recent graduates with practical exposure to a particular industry or field.	Designed to train individuals in a specific trade or skill with the goal of becoming a skilled professional in that trade.
The average duration is 4 weeks to 6 months. They are designed to offer a generalistic experience.	Longer-term commitment which can range between 6 months to 1 year or even more, depending on the trade or profession.
Focus on providing exposure to various aspects of a profession or industry. Learning is broader and less specialized.	Offer more in-depth, hands-on training in a specific skill or trade. The learning is more targeted and specialized.
Generally open to students or recent graduates seeking practical experience. Specific qualifications may not always be required.	Require candidates to meet certain educational qualifications and may have age limits. Typically aimed at individuals interested in a particular trade or skill.
May have fewer regulatory requirements and are often arranged directly between the trainee and the organization.	More regulated, often overseen by government bodies or industry associations to ensure proper training and fair treatment of trainees.
Example: Working with HR, sales, reception, marketing, and communication etc. team of an organisation.	Example: Working with assembly, technician, R&D, accounts, welding etc. teams of an organisation.

BUILDING A PERSONAL BRAND ONLINE

Students will be able to:

Create a LinkedIn profile and export it as a CV

Identify essential sections of a LinkedIn profile

Practice networking and job search on LinkedIn

BUILDING A PERSONAL BRAND ONLINE

Why don't we just call it a LinkedIn session instead of 'personal brand'? While LinkedIn is the most widely used professional networking platform, once the students master the art of presenting their professional accomplishments and credentials online – they can utilise many such platform to build a professional network and access good opportunities. In this module, students will explore how they can start their journey in the world of online professional networking as freshers.

THIS MODULE FOR YOUR STUDENTS

Our student's career aspirations and opportunities are limited by their exposure and network. Online professional networking platforms give them an opportunity to access a global network of career peers, mentors, learning opportunities and jobs! Our job is to get them started on this journey and set them up for success by sharing some best practices.

Creating a LinkedIn profile:

An online profile is a dynamic CV. If it stays updated, it can tell a potential employer a lot more about a student's achievements, unique strengths and recent upskilling than a traditional CV.

Professional networking:

Professional networking works very differently from personal networking. This module is the student's introduction to the best practices of professional networking. A good professional network will open up new work and upskilling opportunities for our students.

Exploring diverse careers and career paths:

LinkedIn is much more than a platform for showcasing your professional degrees and work experience. LinkedIn and similar platforms can help one understand the myriad career paths that professionals from our industry take to reach similar career goals.

DELIVERING THIS MODULE

You will require access to internet to be able to effectively demonstrate this session. In the event of poor network at a campus, you can record a customised demonstration of key points of LinkedIn using Loom and present it to your students.

Apart from that, no special tips here 😊 As a successful professional yourself, we are sure you know how to introduce a fresher to LinkedIn!

BENCHMARKING YOUR SUCCESS

Each student creates a LinkedIn profile:

There might be students in your class who have not yet created their own email ids! You will have to go the extra mile with post class follow-ups to ensure everyone has a profile by the end of CAB.

Each students sends you a connection request on LinkedIn:

As their mentor, you are their first valuable connection on LinkedIn. Without a viable network, they will not be able to build a bigger network. Encourage students to add each other, add Medha team members and college professors & seniors.

SESSION ONE

STUDENTS WILL BE ABLE TO

Write a summary on linkedin

Create a linkedin profile

Game Plan A

Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **Smartphones/tablets, projectors**

5 mins	Context Setting Power of Network	None
30 mins	Session Activity Building a LinkedIn profile	Smartphone
10 mins	Wrapping Up Assignment – cultivating a network on LinkedIn	-

SESSION ONE GAME PLAN A

10 mins	Context Setting	Connecting the Dots
5 mins	<p>Open the session by asking some of the students about their hometowns. If most students are from the same hometown, you may inquire about specific areas/locations where they are from.</p> <p>Then ask the following: If someone wanted to rent a home in your location, could you help them? How? If someone wanted directions to *insert name* this location, who would be the best person in our class to help them? If someone wanted to know about a doctor in this location, who would help them?</p>	<p>You can switch up the questions in each class. The point of this quiz is to just demonstrate that the wider our network – the greater our access to accurate information about the world and some unique opportunities (like jobs or affordable homes for rent!).</p>
5mins	<p>Introduce today's activity: When we have a big network, we have access to information and sometimes even opportunities from a large set of people. Imagine if we had people from different countries and states in our class, how much more could we learn from them? Today, we will explore how we can use an online platform – LinkedIn – to build such a global professional network.</p>	
45 mins	Activity	Facilitation
5 mins	<p>Introduce LinkedIn as a professional networking platform. If required, play this tutorial on how to sign up on LinkedIn.</p>	
10 mins	<p>Ask the students to write a summary profile in the following format: I am *insert your current pursuit and anything interesting about yourself* I am passionate about *insert the industry, area of work that you are most keen to learn about*. I am always looking for opportunities to *insert the kind of work opportunities or learning opportunities you want*.</p>	<p>There is merit in spending more time on Summary, as the rest of LI setup can also be done through Youtube tutorials by your students.</p> <p>You can share a common format for updating Education as per students' college and year.</p>
5 mins	Ask the students to update the education section of their profile.	
5 mins	Ask the students to (if they are comfortable) upload a profile picture on LinkedIn.	<p>The easiest way for students to get a professional picture for LI is to stand against a blank wall, and request their friend to take their picture.</p>
10 mins	Ask the students to add you as a connection and share feedback with the ones who can do so.	<p>You may send personalized feedback to students via LinkedIn messages after the class.</p>
5 mins	Reflection	-

5 mins

What? Why do we use LinkedIn ?

So what? How can we now build our network on LinkedIn? Whom can you send connection requests?

Now what? How can we learn more about LinkedIn?

Encourage students to build their network by sending connection requests and spend some time browsing LI without posting anything.

TRAINER REFERENCE

SAMPLE LINKEDIN PROFILES OF FRESHERS - AND WHY THEY ROCK

Please do not show these profiles in your class to protect the privacy of these individuals. However, you may use some points from each to give quality feedback.

Generalist with some years of experience: [Vatsala](#)

Great points:

- If you do not have a lot to write about your work in each company, just write what the company does.
- Keep posting regularly on your profile to gain a good network.
- HR aspirants must build a LI presence as it is a tool for driving recruitment.

Fresher with technical background & little experience: [Shreyans](#)

- Has showcased his work via a dynamic website link
- Has availed certifications in his field
- Has showcase projects on his profile

SESSION TWO

STUDENTS WILL BE ABLE TO

Learn how to cultivate a network on LinkedIn

Search for influencers and job opportunities on LinkedIn

Game Plan A

Difficulty level: **Moderate**

Recommended for: **N/A**

Extra Material: **Smartphones, Internet**

20 mins	Context Setting Deep vs shallow network	None
30 mins	Session Activity 3-2-1 the path to LI success	Smartphones and internet
10 mins	Wrapping Up Keep networking!	-

SESSION TWO GAME PLAN A

05 mins	Context Setting	Anecdote/Joke
05 mins	<p>Start with recap of previous session. If some students have not yet made their LI profiles, urge them to do so.</p> <p>Ask students about the kind of content and information they discovered on LinkedIn.</p> <p>Introduce today's activity with an anecdote: Do you know I know the Prime Minister of India? (wait for comic effect). But unfortunately, for me – the PM doesn't know me. (haha). Our networks are meaningful only if we connect with people who know us or can get to know us through our profiles. In today's sessions, we will explore how to cultivate such a network on LinkedIn</p>	
40 mins	Activity	Guided Practice
10 mins	Introduce the 3-2-1 rule. Explain with examples.	Check the trainer reference for details on the 3-2-1 rule
10mins	<p>A simple way to build a network on LinkedIn is to follow this rule. Let's start with 3.</p> <p>Ask students to spend 5 minutes searching for content from their field of interest and DM you on LinkedIn the content they find most engaging.</p> <p>If the content shared with you is appropriate, encourage students to simply repost it without any thoughts.</p> <p>Now, let's practice the point 2. Repeat the process and this time encourage students to repost with thoughts – They can write a post by following easy templates like 'This post made me learn more about _____. 'This is a thought-provoking post. I can relate to it because ____'</p>	
10mins	<p>At last, ask students to share their ideas on 1. What original content can they post? Inform them that they do not have to post any original content for now. But, let's explore what such content can be. Ask them to share ideas and write the ideas on board.</p>	<p>Some ideas for original content that can be posted by students on LinkedIn:</p> <ul style="list-style-type: none"> - Accomplishments in college - Online certifications - Summaries of non-fiction books - Tried and tested study tips <p>Note: It is not a good idea to tag people in the content in the initial days of posting on LI. You may educate students about hashtags.</p>
10 mins	Reflection	Reflection
10 mins	<p>How is LinkedIn networking different from Instagram?</p> <p>When should we start networking on LinkedIn?</p> <p>How can we use LinkedIn to gain more knowledge of our field?</p> <p>How can we build a bigger network on LinkedIn?</p>	-

TRAINER REFERENCE

HOW TO NETWORK ON LINKEDIN?

Follow the 3-2-1 rule

Reference: <https://www.linkedin.com/pulse/sharing-content-online-easy-3-2-1-david-paull/>

A quick LinkedIn Guide summary can be found [here](#).

CAB REFLECTION

Students will be able to:

Increase confidence to speak in public.

Generate ideas/information/topics for speaking

Improve tone, volume, and pacing.

REFLECTION

This is it – the end of CAB training – the 30th day – or, the day 0 of the journey ahead! Medha student has completed only the first phase of their journey with Medha, and a much longer and more challenging path remains to be undertaken.

However, on the last day of CAB, we help our students recollect their learnings from the past 29 hours, and share with us in their own words what were their wins and what were the disappointments.

At the end of this session, students should walk away with strong memories of positive recognition received from the trainer *and* a clear idea of 'what to do next'.

This is also an opportunity for the trainer to reflect on the effectiveness of his/her training and its content by eliciting honest feedback from students.

THIS MODULE FOR YOUR STUDENTS

Throughout CAB, we have encouraged the students to reflect at the end of every session. We have tried to inculcate the habit of asking every action, 'How was it?', 'Why did we do it?', 'What did we learn from it?', 'How can we apply it in life?'. The same questions will be asked today at the end of CAB.

How was CAB for you?

How did the students find this training? This includes – how they felt, how was their experience, what did they enjoy, what did they not enjoy, what seemed like a good use of their time, and what did not seem like a good use of their time, what do they wish was done differently, were there any zero takeaway sessions - which seemed of no use and were just, plain boring? what are the most cherished memories.

In answers to these questions, you will find things we can change / improve about our training's content and also things that as a trainer you can change / improve about your training delivery.

Why did we do it?

If Medha just wants to get an internship, then why give you this training? Why? Allow students to think, remember, recount the objectives of each session in their own words.

In answer to these questions, you will find how your students perceived the training – what value did they see in different sessions – and you may find that their perception of a session's relevance varies from yours.

What did we learn from it?

What did we actually learn? Did they learn how to write a CV, or can they still not do it without your assistance?

How can we apply it in life?

Again, from your student's perspective, where do they end up using things learned in the classroom?

DELIVERING THIS MODULE

When planning the reflection session, keep in mind:

- 1. Ensure you have collected all batch-related student data:** This is the last day of the training, if any information is pending to be collected for data entry in student profiles, please remember to collect it today.
- 2. Ensure you have created the Congratulations Medhavi cards:** Every student in the class is entitled to his / her Medhavi cards with feedback from the trainer – if you have not already shared these cards on the 29th day, do not forget to share them today.
- 3. Create space for receiving student feedback:** Create space for receiving feedback from students.

BENCHMARKING YOUR SUCCESS

1. A lot of your students will wish that the training was longer: When asked for recommendation for improvement in program, most of the students from a successful training tend to wish that the training had been for longer.
2. While giving feedback / reflecting / sharing, students are able to recall the specific sessions with names: Students may give generic responses like 'achha tha', when asked what was good about it, they were able to cite specific examples from the session

SESSION ONE | PARICHAY

STUDENTS WILL BE ABLE TO

Learn about Medhavi Community

Game Plan A

Difficulty level: N/A

Recommended for: N/A

Extra Material: Ek Medhavi 😊

20 mins	Context Setting Picture abhi baaki	-
30 mins	Session Activity Building an Association	-
10 mins	Wrapping Up Next Steps – Aao kabhi Day out par	-

SESSION ONE GAME PLAN A

20 mins	Context Setting: Picture abhi baaki hai	Energiser
20 mins	<p>Introduce yourself and your journey from being a Medha student to becoming a Medhavi.</p> <p>Tell them the difference between “Medha” and “Medhavi Association”</p> <p>Break students into groups of 4 or 5</p> <p>Ask each group to come up with 5 things common among them. Let them share with the group.</p> <p>Next, Ask each group to create a long bucket list (Things they want to do or experience in their life)</p> <p>Let each group present their bucket list with the class</p>	<p><i>Glass competition</i></p> <p>1 Glass in between 2 students and see who is able to hold on it first (2 to 3 quick rounds)</p>
30 mins	Session Activity: Building an Association	Mingle-mingle
20 mins	<p>Begin by making everyone stand in a circle.</p> <p>Ask each of them to share what they are bringing to this community. Example : I write poetry, I love making travel plans, I know how to convince parents</p>	<p>Call out random numbers to form groups till you create the desired group size</p>
10 mins	<p>Continue till it becomes a big web.</p> <p>Emphasis on the importance of having supportive network and how solutions lie within this group.</p> <p>Share a few examples of the power of collective, and how we are stronger when together.</p>	
10 mins	<p>Wrapping Up: Reflection + next steps</p> <p>Share social media channels on how we can stay connected</p> <p>Explain the eligibility to become member of the Association and its privileges.</p> <p>Invite for a Day Out post their certification</p>	Conversational

----- End of Session -----

SESSION TWO | REFLECTION

STUDENTS WILL BE ABLE TO

Identify the skills activated in cab + articulate next steps

Game Plan A

Difficulty level: N/A

Recommended for: N/A

Extra Material: My last day of Medha Training

20 mins	Context Setting Let's hear everyone	-
30 mins	Session Activity यहाँ से कहाँ	Thank you Cards
10 mins	Wrapping Up Reflection + next steps	-

SESSION ONE GAME PLAN A

20 mins	Context Setting: Let's hear everyone	On-spot feedback
20 mins	<p>Invite the remaining students to share their Medha journey, so far.</p> <p>Give each student who is achieving certification – a Congratulations, Medhavi in the making card.</p>	Like yesterday, focus on only the positive and
30 mins	Session Activity: यहाँ से कहाँ	Reflection
20 mins	Share the 'My last day at Medha training and guide the students to fill the form.	-
10 mins	Put up the SSC chart in the class, and invite the class to come up and share their views.	Refer – trainer reference – How to make a SSC chart
10 mins	Wrapping Up: Reflection + next steps <p>What? How was the journey?</p> <p>So, what? Why do you think we did these modules – from insisting on your email id on day one to the last day of mock interview – why?</p> <p>Now, what? When/ how do we keep in touch?</p>	Conversational

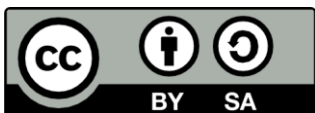
----- End of Session -----

TRAINER REFERENCE

THANK YOU CARDS

Hand-made thank you cards will go a long way in making your CAB experience memorable. Here are some samples of the cards made by SRMs in previous years.





Medha, 2023-2024

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