Career and Employability Bootcamp for Training, Counselling, and Placement Officers (CEB)
TRAINER MANUAL

Contents

SECTION I

Introduction

The Need of Technical Education- Nationwide

India has a sizable population, and the government has been working hard to raise the level of literacy and economic levels of the masses to an optimum level. In a common scenario majority of youth choose higher education i.e degree programs after completing their technical Diploma courses to land themselves with a promising career. However, due to low family income many of the students discontinue their further education. Diplomas provided under Polytechnic education focuses on making students employable, immediately after completion of the program through multiple Apprenticeship opportunities made available by many PSU’s and leading organizations.

The current demand of skilled workers is on surge hence it is the “Need of the Hour” to develop the human resources in the technical domains which helps fills the gap of the surging industry demand. As a result, the employment provided after the Polytechnic education contributes in raising family incomes thereby raising the GDP of India.

History Of the Department of Technical Education in Uttar Pradesh

The board that offers technical education to students in Uttar Pradesh is called the Board of Technical Education (UPBTE or BTEUP). The State Board of Technical Education and Training was established in May 1958, and the name was modified to "Board of Technical Education" in 1962. The board provides over 60 courses in various fields ranging from one year to four years. In group A, more than 30 trades are available, including computer science, information technology, mechanical, electrical, electronic, automotive, and civil.
In Uttar Pradesh, the Board of Technical Education (UPBTE or BTEUP) is the board that provides technical education to students in Uttar Pradesh. It was set up in May 1958 as 'The State Board of Technical Education and Training', and the name was changed to 'Board of Technical Education' in 1962. The board offers around 60 courses of one-year, two-year, three-year, and four-year duration in different disciplines. There are over 30 trades offered in group A, such as Computer Science, IT, Mechanical, Electrical, Electronics, Automobile, and Civil. The board’s functions declared the exam schedule, organize annual exams, and declare their results. Other functions include affiliating institutions and prescribing their building and equipment standards. More than 80 colleges affiliated with BTEUP offer courses in group A. Other groups offer textiles, home science, agriculture courses, and others. As of Jan 2019, there were over 800 institutes affiliated with UE, many of them being government polytechnics.

Importance of Training Counselling and Placement Cell In the life of a student and the Institute

WHY TCP Cell:

The education Industry was very linear if seen in retrospect. A student would seek admission to a college on its credibility to avail quality education resulting in best career opportunities however with the advent of newer market demands, businesses, and most importantly more and more private players coming into the education sector, getting new admissions became a war-like scenario where every college tries to fight tooth and nail to attract skilled students.

An Institute's existential statistic is the number and quality of placements it provides as a result of quality education provided by the institute which brings it to the centre stage and positions the institute at a level of repute.

Role of TCPO

To ensure the consistency of quality placements and constant relationship building with industry partners, and to be able to fulfil the demand of these industries with skilled talent, Training & Counselling Placement Cells are being established in all Polytechnics wherein a dedicated team is positioned Training Counselling Placement Officer (TCPO) and hence this TCP cell becomes extremely important.

The TCPO works with all the students throughout their academic year to build these students employability skills and make them Job Ready. Besides the placements, the TCPO also collaborates with Industries to bring various opportunities like Placement, Apprenticeship, Industry Visits, Career Talks, Summer Training etc. The role of a TCPO includes collaborating with Industries, manage internal administration, train the students, visits industries and sign crucial MoU's for their Institutions with these industries.

Background of revamping polytechnics with Medha

Medha has worked closely with the Directorate of Technical Education, Uttar Pradesh, since 2019. We partnered with the department for the first time through Uttar Pradesh State Training and Placement Cell (UPSTPC). Under the UPSTPC project, Medha reached out to 147 Government Polytechnics across seventy-five districts of Uttar Pradesh to deliver employability skills workshops to the students and seek placement opportunities for them. During the project's tenure from 2019 to 2021, Medha and the department identified that to improve overall systems and enhance learning & placement outcomes of polytechnic institutions, it is essential to identify the gap areas and prepare a roadmap to bridge them. In January 2022, Medha signed an MoU for five years with the Directorate of Technical Education and became "Knowledge Partners" for the holistic development of the Polytechnic ecosystem of 166 Government and Aided colleges across seventy-five districts of Uttar Pradesh.

The objective of this "Knowledge Partner" MoU are as under:

I. Industry (Improving interface for placements, promoting internships, apprenticeships, industry exposure and keep polytechnics at par with industry)
II. Infrastructure (benchmark AICTE and state institutional ranking framework
III. Instruction (improve teaching – learning techniques, curriculum, assessment, 21st century skills, entrepreneurship development and support programs)
IV. Improving enrolments and specifically women, and making polytechnic aspirational for women
V. Promoting an outcome-based approach through strong data backed monitoring and evaluation framework.

Medha conducted a diagnostic study on these 147 polytechnics and proposed some areas of intervention. The Department of Technical Education created the Unnayan Committee consisting of members from within the polytechnic system who further helped the department consolidate the gaps and propose feasible solutions to bridge them. The Unnayan committee did extensive research by visiting different states like Gujarat, Maharashtra, and Tamil Nadu to gather the best practices in the polytechnics. The department also formed an Expert Committee consisting of specialists from various fields who also gave recommendations on all the identified areas of intervention. Medha assisted the department in compiling the Unnayan Committee Report and drafted the State Action Plan for developing polytechnics.

The focus of this partnership is to work on the areas of intervention closely with the department and assist the department in implementing the recommendations.

ABOUT MEDHA

Medha better prepares youth for life after school. Our combination of 21st-Century skills training, career counselling, and alumni support propels young people on career paths of their choice. Since 2011, we have improved workplace engagement, income growth, and female labour force participation for thousands of students across hundreds of educational institutions. And we are currently partnering with multiple state governments to bring our programming and approach to millions more.

Over the past three years, Medha Learning Foundation have worked with over 1000+ educators of various universities, government institutions and corporate to deliver 21st century facilitation skills programs across Kurukshetra University, Govt ITI UP, Skill Development & Industrial Training (SDIT) Haryana, Department of Higher Education & Govt. Polytechnic Uttarakhand as well as with corporates like Cognizant and Ambuja Cement Foundation.

DTE and Medha now are working together to deliver Facilitation Techniques at Universities & affiliated Degree Colleges across UP, Haryana and Bihar. It is designed to equip educators to integrate learner-centric pedagogy and technologies to keep pace with the constantly evolving learners and learning spaces.

We are supported by leading corporations and global foundations such as Accenture, JP Morgan, and EdelGive Foundation; and have received numerous awards and recognitions for our work, including the Echoing Green Fellowship, the Dasra Girl Power Award, and were recently named a finalist for the Elevate Prize.
For more information, please visit https://medha.org.in/
You can follow us on Facebook: @medha.org.in and on Instagram & Twitter: @medha.org.in.

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Link: https://linktr.ee/medhaorg

SECTION II

The Need for Upskilling of TCPOs

Placement processes play a foremost role in shaping the career objectives of each student where they dream of getting placed in a top organization. Considering this key aspect, it is observed that training becomes important for these students to develop their employability skills and achieve good placement in several industries and MNCs worldwide.
The surging competition and demand of talent in getting employment is making situations more critical hence it becomes imperative to skill these students as per the industry demands.

Training students and arming them with life and communication skills has become a significant concern for any institution. Along with technical proficiency, overall personality development is also crucial. Alignment and building an Industry Interface is also crucial for the Institution. Therefore, the role of a TCPO is to bridge between the Industry and the Institute. While the Industry depends on the TCPOs to get them the right manpower, the Institute trusts them to connect the students to their right career path.

About the Workshop

Objective of the session

To enable TCPOs to enhance their capabilities in employability training of their students in creating better industry relations for placements and conduction of seamless placement activities.
Medha in association with DTE has designed this curriculum considering this objective. The learning outcomes of this bootcamp ensure the all-round training of the TCPO (how and what to train students, how to manage employers and how to make placement drives more effective). The content is also aligned with the 21st-century skills as prescribed in the NCF and life skills needed to enhance a TCPO's self-growth.

The entire content is divided in two parts.

- Part I discusses all topics and skill-based sessions TCPOs will use to train students
- Part II is all about topics which TCPOs can use for their own growth and development in this role
- All Session plans are supported with a Trainers' Reference for more detailed understanding.

Every session has major 4 components designed keeping in mind CARA (Context Setting, Activity, Reflection, Application) framework which ensures use of writing, speaking and drawing out for long term memory and learning.

C- Context Setting, Introduction
A- Activity in Groups or Individually,
R- Reflection through WSN model (What we knew, so what we can do, now what to do)
A- Application, Presentation, Assessment

This workshop is designed to implement job specific 21st century skills in students and TCPOs in an experiential way using adult learning principles in the CARA framework. "The term 21st-century skills refer to a broad set of knowledge, skills, work habits, and character traits that educators, school reformers, college professors, employers, and others believe and are critically important for success in today's world." In simple terms, these skills are required to enable an individual to face the challenges of today's world that is globally active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes. Andreas Schleicher, OECD Education Directorate, 20106 explains the need for 21st-century skills as follows: "Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise."

How to deliver this workshop
It is expected from the trainer to read the introduction piece very thoroughly. Every session has a trainer reference attached after the session plan for a better understanding of the topic. The trainer should go through it and follow the next part of session delivery as is is written. Each session is designed in an experiential way so it a must that the trainer focuses on the conceptualization and reconceptualization of students learning journey. Deliver the session keeping in mind the following Experiential learning principles:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis. Therefore, experiences are structured to require the student to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: student to self, student to others and student to the world at large.
- The instructor and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted. o Opportunities are nurtured for students and instructors to explore and examine their own values.
- The teacher's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process.
- The teacher recognises and encourages spontaneous opportunities for learning.
- Teachers strive to be aware of their biases, judgments and preconceptions, and how these influence the student.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

Learning Outcomes

	TOPIC/ CONTENT	OUTCOMES	DURATION
Modules for Self-Growth	21st-Century Skills Content:	Teachers will be able to list out what all skills of the 21st century were used in this activity.	2 hrs
	Communication Skills Content: Awareness and importance of effective communication, expression of ideas, taking feedback, role of body language in communication of ideas	Teacher will be able to list out the barriers of effective communication, application of correct nonverbal and verbal communication for self and students.	2 hrs

	Active Listening Content: awareness and importance of active listening development of confidence through active listening whatever is communicated has been taken to effect	Teachers will be able to list out barriers of effective listening and communication and application of step wise active listening.	2 hrs
	Experiential Pedagogy Content: What is experiential pedagogy, Kolb cycle, why do we need it, components of experiential lesson planning, various methods of experiential planning	Faculties will be able to list out and understand the components of Experiential pedagogy	2 hrs
	URISE Placement Module Content: online portal: learning management systems for IRDT	Teachers and Students will be able to learn to use URISE Placement Module	1 hr 30 mins
	Cultivating Relationships with Industry partners Content: Cultivating Relations with industry partners: Industry Relations: meaning, importance and ways of building employer relations	Teachers will be able to list out stakeholders for building relationships and overcoming barriers.	2 hrs
	Employer	Teachers will be able	2 hrs

	Management and how to pitch. Content: Finding your employer, mapping them, connecting with them, building relations with them.	to state how and where to find employers, how to connect with them, pitch their colleges to them, and how to maintain relationships with them	
	Email Writing Content: Email Writing - importance, strategies of email writing and branding tool	Teachers will be able to write an introductory email, list advantages of writing a proficient email and use sample emails	1 hr 30 mins
	Case Study on Placements Content: Government Polytechnic, a case study on placements	Students will be able to apply their solutions to a real-life scenario	2 hrs
	On ground Implementation and Handholding CPD Model of Medha	Teachers will become aware of how Medha sees it implement this program from training to the ground	2 hrs
MODULES FOR STUDENTS	Career Preparation: Goal Setting Content: awareness and importance of career planning post destination planning, understanding of what students want	Teachers will be able to facilitate students to develop SMART goals and create end to end career journey plans based on what student wants	1 hr
	Career Preparation: SWOT Analysis Content: Using	Teachers will be able to facilitate students to identify time wasters, identify their strengths, weakness opportunity,	1 hr

	the SWOT framework and analysis	threats using SWOT model.	
	Career Preparation: Time Management Content: Using Eisenhower Matrix	Teachers will be able to use the Eisenhower Matrix for time management.	1hr 30 mins
	Entrepreneurship Content: Key Essentials of Entrepreneurship	Teachers will be able to facilitate students to list out the steps of being an entrepreneur, the differences between entrepreneurship and business	1 hr
	Higher Studies Contents: Viable options for polytechnic students	Teachers will be able to facilitate students to list out career options related to polytechnic.	1 hr
	Enhance Productivity with Meditation: Live Session Contents: Online session on Heartfulness	Teachers will be able to facilitate students to meditate and learn about "heartfulness"	1hr 30 mins
	Job Readiness: Resume Writing Contents: importance and key components of a resume	Teachers will be able to facilitate use of resume templates and highlighting dos and don'ts for students	1 hr
	Job Readiness: Group Discussions Contents: Job readiness, importance, key components of group discussion.	Teachers will be able to facilitate techniques and strategies of group discussion with students highlighting dos and don'ts.	1 hr 30 mins
	Job Readiness: Interview Preparation and Work Etiquette	Teachers will be able to facilitate techniques and strategies of job	2 hrs

	Content: job readiness interview preparation work etiquettes	interview highlighting dos and don'ts.	

SECTION III

NOTE TO THE FACILITATOR

21st Century Skills and NCF

The need of Life Skills is also stated in the National Curriculum Framework (2005) The importance of the integration of Life Skills can be seen in the following excerpts from the National Curriculum Framework (2005)

- "Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/ refusal skills, decision making/ problem solving skills and coping, and self- management skills is/are also very critical for dealing with the demands and challenges of everyday life."
- "The process of acquiring a sense of self is linked to physiological changes, and also learning to negotiate the social and psychological demands of being young adults. Responsible handling of issues like independence, intimacy, and peer group dependence are concerns that need to be recognized and appropriate support be given to cope with them."
- "It is important to recognize that adolescents need social and emotional support that may require reinforcement of norms of positive behaviour, development of life skills essential to cope with the risky situations that they encounter in their lives, manage peer pressure and deal with gender stereotypes."
- Health & Physical Education has the potential to motivate learners to acquire generic skills like agility, balance coordination and life skills, especially critical and creative thinking, communication, problem solving, decision making, management of emotions and stress.

Flow of the program

EMPLOYABILITY SKILLS WORKSHOP

DAY1	DAY 2	DAY 3	DAY4	DAY 5
Welcome, Registration & Expectation setting (2 hr)	Active Listening (2 hr)	Career Preparation - Higher Studies (1hr)	Job Readiness- Interview Preparation (1hr)	E-mail Writing (1hr 30 mins)
21st-century skills (2hrs)	Career Planning- Goal Setting (1 hr)	Career Preparation- Entrepreneurship (2hrs)	Job Readiness-Work Etiquette (1 hrs)	Case Study on Placements (1 hrs)
Communication Skills (1)	Career Planning- SWOT Analysis (1 hr)	Job Readiness- Resume writing (1 hr)	Cultivating Relationships with Industry Partners (1hr)	On Ground Implementation and Handholding (1 hrs)
Communication Skills (1 hrs)	Career Planning - Time Management (1 hr 30 mins)	Job Readiness- Group Discussion (1 hr)	Employer Management and How to Pitch (2hrs)	URISE (1hr)
Experiential Pedagogy (2hrs)	Enhance Productivity with Meditation- External Agency (1 hr)	Enhance Productivity with Meditation- External Agency (1 hr)	Enhance Productivity with Meditation- External Agency (1 hr)	Enhance Productivity with Meditation- External Agency (1 hr)

Facilitation of Learning Experiences
<u>Underlying Principle</u>

Ten basic principles will enhance the learning experience:

1. Facilitated learning is learner-centred, not facilitator centred
2. The facilitator is in the learning experience with the learners, not just an observer.
3. The facilitator’s goal is to make learning happen.
4. Adult learners have specific needs that facilitators must fulfil for learning to occur.
5. Facilitators create opportunities for learners to share their own experiences and expertise.
6. In a learning event, all participants are sources of learning.
7. Facilitators protect and affirm ideas.
8. Facilitators encourage and support balanced participation in the learning group.
9. Facilitators create a comfortable and supportive environment where learners can take risks.
10. Facilitators remove obstacles from the learning process.

SECTION IV: SESSION PLANS AND TRAINER REFERENCES

21^{st-}Century Skills

Day 1
Session 1

Time: 2 hrs
Material required: 15 full set of newspaper for each team (according to the number of groups to be formed 8-10 kg is required), 1 scissors, 1 broad packing tape for each team, 1 football, white board, marker, PPT

Objective: By the end of this activity. Teachers will be able to list out what all skills of the 21^{st} century were used in this activity.

Context Setting
Ask Teachers the following questions for context setting:
Ask participants if they won or lost.
2. What were the reasons contributing to it?
3. What could they have done better?
4. What are the obvious skills that you learnt & what are the non-obvious ones?? (Make a note on the white boards)
5. Out of the said skills, how many skills categorized can be made (Hint: Learning skills, Life skills, Literacy Skills)
6. Ask them to group all skills in given categories

Activity

Divide the group into equal teams. Give one set of materials to each and instruct them to make a paper bridge using these materials only. Time to prepare the bridge will be 30 mins. They are required to make the bridge so strong that it can bear the maximum weight and so high that the given football can be rolled from under it. Start the activity and make observations. At the end of the timeline, check all bridges. The strongest and tallest is declared the winner:
Show them the PPT for day 1, 21st Century Skill

Reflection

1. Ask Participants what are skills that they learnt in the activity
2. Do they think these skills are required for students?
3. If so, why, and where will it help?

21ST Century skills: Trainer reference

Trainer Reference

What is it and why do we need it?

Transformations in the present job market have made it essential for individuals to obtain a diverse mix of skills. Now, job seekers need to have different traits and abilities than in the past to sustain in this quickly changing and developing time. So, the question is: how do we empower our kids with these skills? The answer is by helping them master 21st-century skills. Simply put, 21st-century skills stand for a diverse set of core competencies that help today's learners thrive in the changing job market, as well as prepare them for the upcoming future. The focus on rote learning and memorization, both of which were mainstream ideas in the past, isn't going to prepare today's students for a tech-savvy, increasingly automated world. Today, the global economy depends heavily on innovation, creativity, and collaboration. This shift in demand for skills has understandably triggered a genuine problem in skill supply. And that's exactly where the importance of 21st-century skills comes into the picture.

Over the last twenty-five years, several institutions and international organisations have proposed frameworks and outlined competencies needed to address twenty- first century challenges.

- The Delors Report (1996)
- Wagner (2010) and the Change Leadership Group3
- The Asia-Pacific Economic Cooperation (APEC)
- Partnership for 21st Century Skills (P21),
- WHO
- OECD

Delors Report	• Learning to Know, do, live together and learning to be
WHO life Skills	• Decision-Making and Problem-Solving; • Creative Thinking and Critical Thinking; • Communication and Interpersonal Skills; • Self-Awareness and Empathy; • Coping with Emotions and Coping with Stress.
OECD	• The document '*21st Century Skills and Competences for New Millennium Learners in OECD Countries*' details three major dimensions for the 21st Century Skills: i) Communication,ii) Information and , iii) Ethics and Social Impact.
P21	• P21 provided eleven competencies, gisted into 3 skill sets: i) Learning and Innovation Skills, ii) Information, Media and Technological Skills, iii) Life and Career Skills

Ref: Adapted from UNESCO Working Paper 'The Future of Learning 2)

CBSE handbook on 21st century

Each 21st Century skills is broken into one of three categories:

Learning skills

Literacy skills

Life skills

Learning skills (the four C's) teaches students about the mental processes required to adapt and improve upon a modern work environment.

Critical thinking, communication, collaboration, and creativity.

Literacy skills (IMT) focuses on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and information to separate it from the misinformation that floods the Internet. Information literacy, media literacy, technology literacy

Life skills (FLIPS) look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities. Flexibility, initiative, social skills, productivity, leadership

Altogether, the above-mentioned Skill categories cover twelve additional skills under 21st Century skills that contribute to a student's future career which are as follows:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication
5. Information literacy
6. Media literacy
7. Technology literacy
8. Flexibility

9. Leadership
10. Initiative
11. Productivity
12. Social skills

Let's take a closer look at the first category which is relevant for facilitation skills.
Learning Skills Category (The Four C's)

The four C's are by far the most popular 21st Century skills. These skills are also called **learning skills**.
More educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.

Critical thinking: It is found that 90 percent of their stress is caused due to unfixed problems. Critical Thinking Skills help us find solutions to problems, reducing stress and increasing productivity.
Creativity: Not all problems will have simple solutions. Thinking outside the box helps us go beyond our conventional ideological boundaries, bringing newness and innovative thoughts and ideas.
Collaboration: Every society is complete with teamwork. Collaborative efforts and working together bring better results and productivity. Working with others requires specific skills which are essential for collaboration.
Communication: Effective communication is to better human/professional relationships. Talking to others includes verbal and non-verbal skills.

The most crucial skill for someone in the health sciences to possess is critical thinking. Critical thinking is crucial to improvement in commercial environments. The process eliminates issues and swaps them out for productive endeavours.
When pupils don't have access to a faculty, it enables them to solve problems independently.

Ref: What Are 21st Century Skills? (aeseducation.com)

COMMUNICATION SKILLS

Day 1
Session 2

Time: 1 hr
Objective: By the end of the session, participants will be aware of the importance of effective communication. List out the barriers to effective communication and application of correct nonverbal and verbal communication for self and students.
Materials Used: PPT, case studies (cited below).

Context setting
Divide the group into equal teams. Make the first person stand in line with each member facing the back of one in front (like in a queue). Ask them to pick a leader from the first team. That leader will stand last in the Que. Show the actions of starting a scooter, accelerating the scooter, and then driving the scooter without using any words. This can be shown only twice. The leader has to understand it and then, without any word usage, has to offer it to the person standing in front. Likewise, each participant will see, understand and then pass it on till it reaches the first person. The first person will demonstrate the action to the whole group. Next, the other team will get a chance to do another action. At the end of the activity, ask both teams why they did or did not win and ask what, according to them, are essentials of effective communication and what the barriers are. Now list them down.

Main Activity
Give the following case study:
A university introduced an online portal to make more data-based informed decisions. The management ordered everyone to use the portal, but only a few people did. The rate of usage

was just 12%. Seeing his response, they started giving stricter instructions, yet it could only pick up to 15%.
The appointed director resorted to finally firing teachers who were not doing so. After three months of upheaval in the university and many protests and strikes later, the management hired a third party to come to resolutions. The third party's first step was to analyse the management and staff gap. Within three months, the usage picked up to 35%, and today the use is 85%.

Questions to ask the participants:

1. What steps could the management have taken to avoid such a catastrophe?
2. What would be your steps if you were in place of a teacher?
3. What was the most significant game-changing activity that the third party did?
4. Which skill do you think the third party applied to emerge as the winner?

Tell: Understand the working methods of those you need to convince. If leaders seem bound up in stats and spreadsheets, give them what they want. Gather data to prove your ideas work, show them a process, and outline a clear outcome, and they'll soon be on your side. Measuring internal communications will help to provide the rationale behind your ideas. Equally, if the types of internal communication you use don't seem to connect with your employees, don't be afraid to try a different approach.

Case Study2:
Twenty students were selected for OJT from a Haryana ITI in a private organization. They started going and would return each day at 5 PM. After observing them for five days, the superintendent scolded them and asked them to stay till 7 PM. The students disagreed and started protesting as they felt they were being made to work more. The protest soon turned violent, and all of them were expelled. The TCPO called for a meeting with the company but was turned down. The ITI faced several unfortunate incidences and called for third-party intervention. This organization met with the students, teachers, and Company owners and resolved this issue.

Questions to ask the participants:

1. What stand would you have taken if you were the principal?
2. What made the whole scenario worse?
3. How could this be avoided?
4. What possible measure do you think the third party could have taken to resolve it?
5. Which skill do you think the third party applied to emerge as the winner?

Solution: The third-party started an orientation session for students going to such OJTs where they were informed of what to expect and that the work timings would be the factory timings, not the ITI timings. This helped the students a lot, and there were lesser such incidents.

Next demonstrate few bad nonverbal skills which students use and ask their reactions. Tell them about correct non-verbal skills to use for students (standing sitting and presenting).

Reflection

Ask the following questions.

1. What went wrong in the first activity?
2. What could have been done to avoid this?
3. Where do you think you can apply these essentials of communication?
4. Why is effective communication a two-way process?
5. Do you think non-verbal communication played a role here?
6. Which non-verbal bit are you going to work on?

Summarize the whole session with the PPT.

Communication Skills: Trainer reference

What are Communication Skills?

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skills involve listening, speaking, observing and empathising. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media.

Communicating effectively in the workplace

While there are several communication skills, you will use in different scenarios, there are a few ways you can be an effective communicator at work:

Be Clear and concise: Making your message as easy to consume as possible reduces the chance of misunderstandings, speeds up projects and helps others quickly understand your goals. Instead of speaking in long, detailed sentences, practice reducing your message to its core meaning. While providing context is helpful, it is best to give the most necessary information when trying to communicate your idea, instruction or message.

Practice empathy: Understanding your colleague's feelings, ideas and goals can help you when communicating with them. For example, you might need help from other departments to get a project started. If they are not willing to help or have concerns, practising empathy can help you position your message in a way that addresses their apprehension.

Assert yourself at times: it is necessary to be assertive to reach your goals whether you are asking for a raise, seeking project opportunities or resisting an idea you don't think will be beneficial. While presenting with confidence is an important part of the workplace, you should always be respectful in conversation. Keeping an even tone and providing sound reasons for your assertions will help others to be receptive to your thoughts.

Be calm and consistent: When there is a disagreement or conflict, it can be easy to bring emotion into your communications. It is important to remain calm when communicating with

others in the workplace. Be aware of your body language by not crossing your arms or rolling your eyes. Maintaining consistent body language and keeping an even tone of voice can help you reach a conclusion peacefully and productively.
Use and read body language: Body language is a key part of communications in the workplace. Pay close attention to the messages people are sending with their facial expressions and movements. You should also pay close attention to the way you might be communicating (intentionally or not) with your body.

9 Common Barriers to effective communication

A skilled communicator needs to have information about the different types of barriers to effective communication and try to prevent them. These barriers to effective communication can be overcome by active listening, reflection, etc. The communicator must seek feedback from the receiver of the information to check if the message was understood in its true sense. Listed below are some of the common barriers to effective communication.
Using Jargon: If one uses unfamiliar terms or over-complicated technical terms, it could not be understood well.

Lack of Attention or Interest: If the message is irrelevant to the receiver or there are distractions around (like others speaking at the same time) then the message might not be communicated properly.

Perception Difference: If two people see things differently then their viewpoints might come in the way of deciphering the message correctly.

Physical Disabilities: If the receiver has hearing problems, or the speaker has speech disabilities, then communication will not be effective. It will distort the message.

Emotional Barriers: Sensitive topics make it difficult for the speaker or the receiver to engage properly in the communication exchange. It could also be that some people are not comfortable expressing themselves; hence their words might not reflect the true meaning of what they want to convey. Topics that may be taboo or off-limits for some people are politics, religion, mental or physical disabilities, racism, sexuality, and any other unpopular options.

The Difference in Culture: Social interactions have different norms in different cultures. For example, the idea of space exists in some cultures and social settings but not in the same form in others. These cultural differences could prevent effective communication.

Physical Barriers to Communication: A face-to-face communication has a lot of parts to the communication than just the words. Facial expressions, body language, gestures, etc. are also involved in the whole communication process. If you can't see the person, then some messages might get lost. Text messages, phone calls, etc. are some of the technological ways of communicating which lack the effect of a personal meeting.

Language Difference: The difference in dialects of different regions or unfamiliar accents can make it difficult to understand the message sent.

Prejudices: Most people have preconceived notions about many things; hence they hear only what they want to listen to, not what is being said. These false assumptions and stereotyping lead to barriers in communication.

What is non-verbal communication?

Non-verbal communication consists of everything that's unsaid, including:

- Body language and posture
- Facial expressions
- Clothing and hairstyle
- Voice
- Eye contact
- Distance between yourself and others

If you've ever felt too close to someone when networking at a cocktail party, or wondered why someone you just met is staring at your body rather than your face, then you know how uncomfortable it can be to interact with someone who has poor non-verbal communication. You were probably also taught to look people in the eye when speaking and to give others at least two feet of personal space unless you have a close relationship.

Non-verbal communication skills vary by culture. While eye contact when talking is normative in European cultures, Asian and Latin cultures view extended eye contact as a challenge to authority. If you're in a management role, understanding these cultural differences will help you be an effective manager to all your employees.

How non-verbal communication affects performance?

Now that you understand what workplace verbal and non-verbal communication skills are, how do non-verbal skills affect workplace harmony?

Put simply, non-verbal skills affect the way that your verbal message comes off and the way that others hear your words. To illustrate with an example, if you are training a new hire with your arms crossed at the chest or with a stern glare in your eyes, the new person may get the impression that you are frustrated or angry with them. This can negatively impact your relationship with the new hire. Lightening up the mood with open body language or a pleasant smile can smooth things over.

Conversely, if the new hire has their arms crossed and appears on guard while receiving instructions on how to complete a task, they clearly are not listening well. They seem defensive about something. By picking up on their non-verbal communication and asking open-ended questions to gain a better understanding of what's going on, you can defuse the situation and get on with training.

“People will forget what you said, but they will always remember the way you made them feel”.

That's an example of the power of non-verbal communication...for good and for bad. If you slighted someone with an eye roll or sarcastic tone, they'll remember it–and it can negatively impact your working relationship. Conversely, if you went out of your way to comfort someone with a sympathetic smile or if you took the initiative to dress up for an important business meeting, others will remember your caring and professionalism.

To grow your non-verbal communication skills, investigate how you come off to others by asking close friends or family members. You may be surprised to find out that your clothing or facial expressions convey something unintended. The best job candidates have an open mind set and are always interested in learning new things that can positively affect their performance, whether they love their current role or want something different. Once you receive honest feedback from those who love you, think on how you can adjust your behaviour, so you come off the way you want to come off in your professional and personal life.

Ref: Communication Skills | Sales and Marketing Courses

Barriers in Communication – Definition, Types, and FAQs (vedantu.com)

Why do you need verbal & non-verbal communication skills? (ehl.edu)

DAY 1

EXPERIENTIAL PEDAGOGY

Session 3

Time: 2 Hrs
Material white Board, Marker, one chart paper per team, sketch pens. PPT of Experiential Pedagogy.
Objective: By the end of this activity, the participants will be able to tell the benefits of using experiential pedagogy.

Context Setting Activity:
Ask the faculties to choose the best-case scenarios from the following situations:

1. We want to prepare our students for interviews. Is it better to do mock interview sessions or give them a book on interviews?
2. We want to train our students on how to prepare and present themselves for the interviews. Is it better to design a session where you can show different cases or pictures of acceptable and non-acceptable behaviour and ask them which one is better and why or ask them to read about it on the net.?
3. why is the first option coming out better in both scenarios? (Hint: better experience, doing is better, discussing is better)

Main Activity
Divide into equal groups. Each team will prepare a list of things to prepare a student to face interviews confidently. (Hint: Draw responses around the preparation of expected questions, expected answers, self-introduction, resume, non-verbal behaviour for interviews). Give them 30 mins to discuss and present in 5 minutes for each group.

Reflection

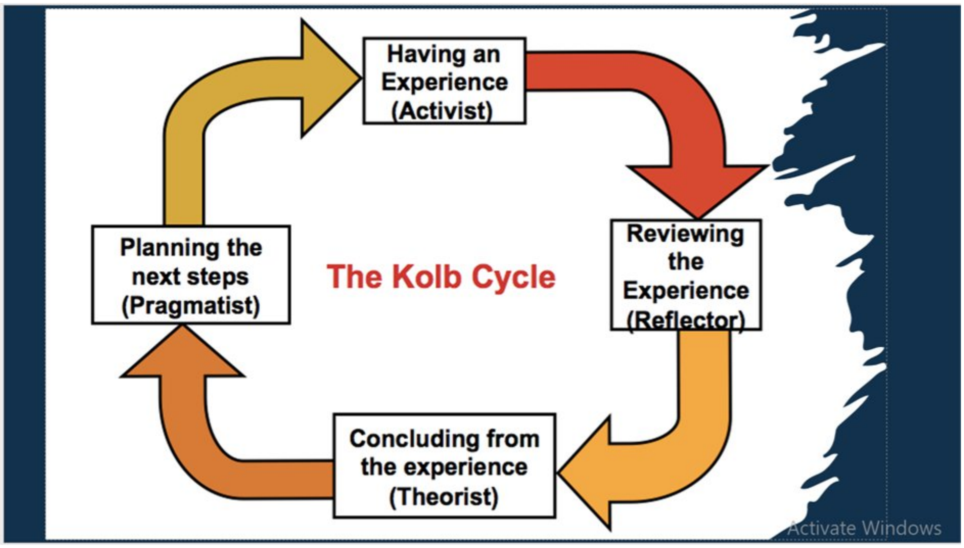
1. If a session is conducted like this (involving them in discussions and application), what difference would you see concerning students' learning?
2. What would students be aware of regarding interviews?
3. How do you see learning by doing differs from reading or talking about it in a monologue?
4. Why do you think the experiential way of teaching would reduce the chances of errors?

This is the very reason today the governments are moving towards Experiential pedagogy. Now let us explore this. Show the PPT and explain the components of the pedagogy as it's written in the slides. Ask Faculties where in their day, each component was happening. Explain

Debrief is basically a revision of the whole day and Reflection is the outcomes asked to inform of their understanding made.

TRAINER REFERENCE

Experiential learning



What is it?

As explained earlier in the Introduction, Experiential Pedagogy is based on Active learning and the Theory of constructivism and one of the most famous frameworks that explain it very accurately is Kolb's Experiential Cycle.
Kolb's experiential learning theory (ELT) is a learning theory developed by David A. Kolb, who published his model in 1984. He was inspired by the work of Kurt Lewin, who was a gestalt psychologist in Berlin. ELT is a method where a person's skills and job requirements can be assessed in the same language that its commensurability can be measured.

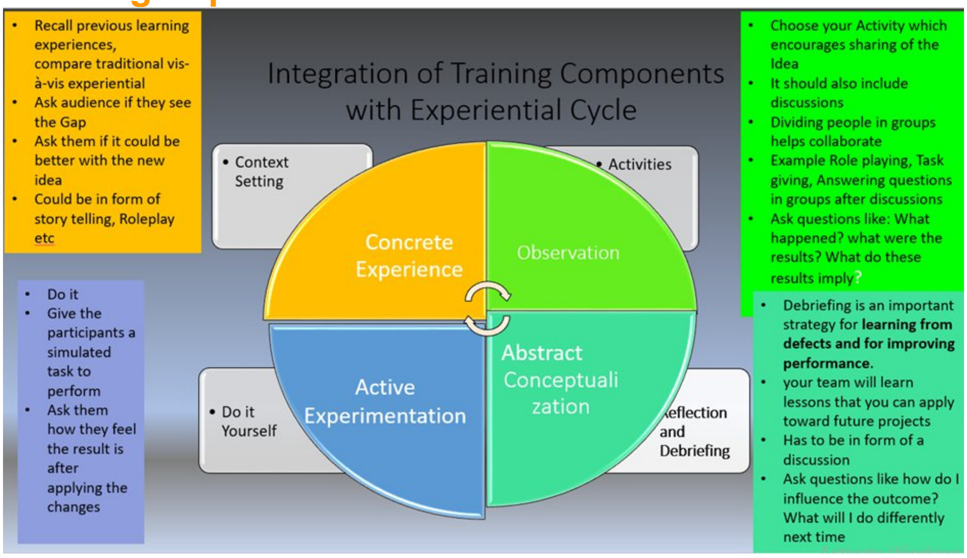
Why do we need it?

Students can better relate concepts and information taught in the classroom to actual circumstances when they are involved in practical activities and reflection. Students who engage in practical learning opportunities better understand the concepts covered in class and how they are applied. This guarantees chapter retention as well.

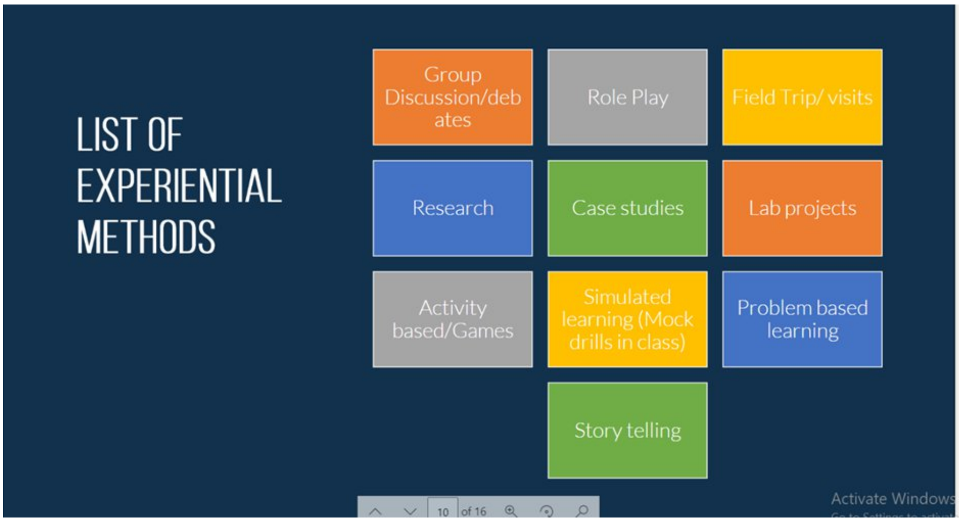
Components

1. Context setting: This forms the first part of the cycle and in other words it's the way to introduce a topic. This is where the first part of the cycle is done, "Having and Experience".
2. Activity: This is the part where a concrete experience is given. This can be in the form of a story, Anecdote, Game, or an Activity. Here, the interest is created further, and Faculties make observations. In this part, the second phase occurs, "Reviewing the experience".
3. Reflection: Here the Faculties build their concepts by answering questions and gradually apply it to real life concepts and experiences and plan how they want to take this learning in real life. In this phase, as per the cycle, the third phase of concluding from the experience occurs and the student is ready to go on to the application stage or the 4th phase of planning next steps.

Planning Experiential Lessons



List of Experiential Methods



ACTIVE LISTENING SESSION PLAN

Day 1
Session 1

Time: 2 Hrs
Objective: By the end of the session participants will be able to understand the importance of active listening, list out the barriers of active listening and apply the steps of active listening
Materials Used: picture for action demo, topics for role play (Barriers of active listening), PPT for Active Listening

Context Setting

Divide in two groups. Ask them to pick a volunteer for their teams. Take the person aside and show the first picture to the team (check in appendix). They have to explain the picture to the person who was taken aside, who in turn will draw the picture as per instructions. They cannot use the exact name of objects in the picture, instead they can only use shapes. Likewise, the other team has to perform using another given picture. Whichever team draws most pictures correctly wins. Ask the following questions.

1. What were you feeling when you were drawing? (Ask to the person who was drawing)
2. How were you feeling when you could not understand? (Ask to the person who was drawing)
3. Why were you not able to draw immediately?

Main Activity

Divide into pairs and ask each pair to share an important incidence which impacted their life profoundly (5 mins each person) Ask 5 people to volunteer and share their partner's story.

Reflection

Ask the following questions to the volunteers who shared their partner's story:

1. How did you feel while listening?
2. Were you able to remember the sequence of events correctly?
3. If yes how? If no, why?
4. What do you think are requirements of active listening?

Ask these questions to the volunteer's partner whose story they shared.

1. Do you agree that your story is told as you said or were they adding their own words or interpretations?
2. If not, then what would have made you feel that they did listen intently? How were you feeling when they were not listening properly?
3. Why do you think so? Or what did they do or didn't do that made you feel they were or were not listening properly?
4. Imagine if this was some official communication that was necessary, what would be the consequences if it was not heard properly?
5. Can we list steps to listen actively?

Summarize by showing the steps in PPT and make them practice using another incidence and applying paraphrasing.

Active listening: Trainer reference

What is Active Listening

Active listening is the process by which an individual secures information from another individual or group. It involves paying attention to the conversation, not interrupting, and taking the time to understand what the speaker is discussing. The "active" element involves taking steps to draw out details that might not otherwise be shared.

Why is it Important in your work?

By using active listening with students, teachers build a relationship of **trust and care that is essential to student motivation**. By teaching active listening, teachers help students overcome poor listening habits, such as: focusing on the personal characteristics of the speaker or their poor delivery, which prevents understanding.

Examples of Active Listening Techniques

There are plenty of active listening techniques that will improve the impression you can make at a job interview.

Active listening techniques include:

- Building trust and establishing rapport
- Demonstrating concern
- Paraphrasing to show understanding.
- Using nonverbal cues that show understanding such as nodding, eye contact, and leaning forward
- Brief verbal affirmations like "I see," "I know," "Sure," "Thank you," or "I understand".
- Asking open-ended questions
- Asking specific questions to seek clarification.

- Waiting to disclose your opinion.
- Disclosing similar experiences to show understanding.

By employing these active listening techniques, you will impress your interviewer as a thoughtful, analytical, and highly desirable candidate for the position. Think about possible situations that may occur during an interview and come up with strategies to allow you to listen actively.

Examples of Active Listening Responses

It's often easier to learn by reading examples. Here are some examples of statements and questions employed with active listening:

- **Building trust and establishing rapport**: "Tell me what I can do to help." "I was really impressed to read on your website how you donate 5% of each sale to charity."
- **Demonstrating concern**: "I'm eager to help; I know you're going through some tough challenges." "I know how hard a corporate restructuring can be. How is staff morale at this point?"
- **Paraphrasing**: "So, you're saying that the uncertainty about who will be your new supervisor is creating stress for you." "So, you think that we need to build up our social media marketing efforts."
- **Brief verbal affirmation**: "I understand that you'd like more frequent feedback about your performance." "Thank you. I appreciate your time in speaking to me."
- **Asking open-ended questions**: "I can see that John's criticism was very upsetting to you. Which aspect of his critique was most disturbing?" "It's clear that the current situation is intolerable for you. What changes would you like to see?"
- **Asking specific questions**: "How long do you expect your hiring process to last?" "What is your average rate of staff turnover?"
- **Waiting to disclose your opinion**: "Tell me more about your proposal to reorganize the department." "Can you please provide some history for me regarding your relationship with your former business partner?"
- **Disclosing similar situations**: "I was also conflicted about returning to work after the birth of my son." "I had the responsibility of terminating some of my personnel, due to downsizing, over the last two years. Even if it's necessary, it never gets easier."

Four Steps to Complete Active Listening

People don't care what you know until they know that you care. By definition, active listening requires four discrete activities.

- **Contact**—connect with the participant who is contributing. You frequently establish contact with eye contact, open posture, and nonverbal responses that signify acceptance (not necessarily agreement).
- **Absorb**—strive to take in all aspects behind the spoken message, implicit and explicit and nonverbal "intonations". Do not judge or evaluate, to the positive or the negative.
- **Reflect & feedback**—mirror, reflect, or feedback what has been heard and **WHY** the contributor claims to be pertinent and valid.
- **Confirm**—obtain confirmation from the speaker that you represent the participant's message accurately. If not, have the contributor repeat their message from the beginning by having restated their viewpoint and the evidence to support it (fact, examples, observations, experience, statistics, etc.).

Ref: Active Listening Definition, Skills, and Examples (thebalancemoney.com)

The 4 Steps to Active Listening and 10 Tips for Interactive Listening (mgrush.com)
How to Practice Active Listening: 16 Examples & Techniques (positivepsychology.com)

Career Preparation

Goal setting
Swot analysis
Time management
Higher Studies
Entrepreneurship

Career Preparation: Goals Setting

Day 2
Session 2

Time: 40 mins
Objective: By the end of the session students will be able to learn about SMART goals.
Materials Used: White board, markers, PPT

Context Setting for SMART Goals
Share with the class three goals:
1) I want to become an engineer!
2) I want to become a mechanical engineer!
3) I want to become a mechanical engineer working in tata motors by 2025
Now ask the students to tell which one they think Is the SMART goa l & why?
Introduce the concept of "SMART "by giving example from the reference emphasizing on the Specific, Measurable, Attainable, Realistic & Time bound.
S – Specific – What exactly?
M – Measurable – Well, how exactly will you know that you have achieved it? A – Attainable – Will you be able to do this?
R – Realistic- Well are you sure?
T – Time bound – By when?

Main Activity
Share with the class a case: Kuldeep is studying for his Class XII exam & wants to become an engineer. Ask the students to write a goal for Kuldeep – what should the goal be?
Once they share Kuldeep's goal, they have to create their own SMART goal.
Keep probing the students to think till they make their goal SMART!
Explain SMART to students. Ask them to write any 2 SMART goals down.
Each student should share their 2 SMART goal statement & the rest of the students will tell whether they think It Is Specific, measurable, attainable, realistic & time bond or not.
Transition to the PPT for a better understanding.

Reflection
1. What Is the full form of SMART?
2. Why Is It Important to make SMART goals?
3. How would you check that the goal you've made is SMART?
4. Why keeping goal in time bound Important?

Trainer Reference
Goal Setting

Smart – what, why, how to explain.

S – Specific – What *exactly?*
M – Measurable – Well, how exactly will you know that you have achieved it? A – Attainable – Will you be able to do this, you think?

R – Realistic- Well are you sure?

T – Time bound – By when?

Do you practice setting SMART goals? Try it! It is fun. It really is – set a personal / professional goal – anything that you want to achieve in the next 6-months! Want to go explore a new city to which you are moving? Want to learn how to be a better photographer? Want to, start running? Choose anything and put your goal through the above SMART test.
For instance, let us assume that you want to be a good photographer. What should your SMART goal look like?

Step 1 - Make It Specific:
A good photographer –let us make this more specific.
What kind of a photographer do you want to be? Of portraits? Landscapes? Cities? Nature? What appeals to you? Let us say – portrait photography, i.e., taking pictures of people.
Now, the revised goal is – I want to be a good portrait photographer! Let us try making it more specific. What does 'good' mean?
Let us say 'good' here means – I will take photographs of which I am proud. Or, you could say 'good' photographsthat will receive good feedback from my photography mentor.
The revised SPECIFIC goal – I will take portrait photographs of which I am proud.

Step 2- Make it measurable.

This is easy. How many photographs? Let us say ten.
Your revised Specific Measurable goal is – I will take ten portrait photographs of which I am proud.

Step 3- Make it attainable.

Is it actually possible for you to take pictures of people? Do you have all the required equipment to take a picture? Do you own any picture taking device? We assume you do have your phone. But, if you wereplanning on mastering photography on a DSLR without owning one, that is not attainable!
Your revised Specific attainable goal is – I will take ten portrait photographs that I am proud of *on my phone*.

Step 4- Make it realistic.

This part is not so easy. To be realistic – we have to do a reality check. Will it be really possible for you to take 10 photographs? Assuming that you need to practice a little, before getting a good picture – do you get time to practice just taking photographs of people? If you do not, can you think of a way in which you can?
If the answer to all such questions is yes, then let us proceed with our SMART, MESURABLE, ATTAINABLE and REALISTIC goal i.e. I will take ten portrait photographs of which I am proud!

Step 5- Make it Time bound.

This *is* easy. By when are you planning to do it?
I will take ten portrait photographs that I am proud of by the end of the next 2 months.
See! Do you not feel that you are already closer to becoming a good photographer compared to when youidly wished to be one?
To help your students feel the power of SMART goals, you will be required to do a similar exercise. You haveto keep asking them the right questions to make sure their goals are SMART.

Career Preparation: SWOT ANALYSIS

Day 2
Session 3

Time: 40 mins
Objective: By the end of the session students will be able to identify their strengths, weakness opportunity, threats using SWOT model
Materials Used: White board, markers, SWOT Quadrant picture, PPT

Context Setting
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.

Introducing the concept of self-awareness – One needs to be aware of critical factors that influence our life decisions.

Main Activity
Explain the questions/prompts in the visual aid in the PPT- SWOT Things to consider slide one by one and give some time to students to think and write them in their notebooks.
Now explain the concept of S.W.O.T Analysis with an example.
Ask students to draw a quadrant in their notebooks and to categorize/copy their answers in the four vacant quadrants of S.W.O.T .
Transition to the PPT for a better understanding.

Reflection
1. What do you think is your most important learning?
2. How do you think Weakness and Threats are different?
3. How will you apply this SWOT Analysis to your life?

SWOT Analysis: Trainer reference

What is SWOT?

Swot is an analytical tool which helps individuals, companies become aware of their strengths, weaknesses, opportunities and threats. Through such an analysis, subjects can devise strategies to improvise performances.

SWOT analysis was first used to analyse businesses. Now, it's often used by governments, non-profits, and individuals, including investors and entrepreneurs. There are seemingly limitless applications to the SWOT analysis.

Much like it would for a business, the SWOT analysis framework can expose important things about individuals that can be changed or leveraged as one can design the way people experience ***the individual.***

Components of SWOT Analysis

Every SWOT analysis will include the following four categories. Though the elements and discoveries within these categories will vary from company to company, or individual to individual. A SWOT analysis is not complete without each of these elements:

Strengths

Strengths describe what an individual excels at and what separates him/her from the competition: a strong hand in technology, leadership qualities, and experience in working in production houses and so on. Think of strengths as the ***internal***, positive characteristics that you possess. These are helpful attributes that you embody that will lead you towards achieving your goals — be that a new career or simply better relationships.

What are you good at?

What can you do better than others?

What gives you a competitive edge?

Weaknesses

Weaknesses stop an organization or an individual from performing at its optimum level. They are areas where the individual needs to improve to remain competitive: not having practical knowledge, being unaware of the industry requirements, unwillingness to relocate etc. Like strengths, weaknesses are ***internal*** characteristics individuals identify to help pinpoint the harmful attributes about themselves that hinder their progress. Ask participants to think on these lines:

What skills do you lack, or you know you could improve?

What does your competition do better than you?
What's holding you back and preventing you from achieving success?

Opportunities

Opportunities refer to favourable external factors that could give an individual a competitive advantage. All around us, there are positive, ***external*** opportunities available that could prove helpful in achieving our goals and objectives in life. Oftentimes individuals simply don't take the time to recognize/capitalize on them. Or they identify a weakness in ourselves (i.e.: fear of failure or rejection) that holds us back. Ask participants to think on these lines:
What's something you could start doing right now that nobody else is doing?
What doors are open to you that might not be open to others?
What niche characteristics do you possess that others don't?

Threats

Threats refer to factors that have the potential to harm an individual. These are ***external***, harmful areas of concern that could potentially have a negative impact on them as individuals. It's important to remember that there's nothing they can do about threats to stop them from coming about. However, they can identify and form a plan of action around them. Ask participants to think on these lines:
What are others doing better or differently than you that is leading to their success?
What things are out of your control, could hinder your progress, but are things you could take action on?
What's changing/evolving constantly in your field that you can't control?

SWOT Table

Analysts present a SWOT analysis as a square segmented into four quadrants, each dedicated to an element of SWOT. This visual arrangement provides a quick overview of the individual's position. Although all the points under a particular heading may not be of equal importance, they all should represent key insights into the balance of opportunities and threats, advantages and disadvantages, and so forth.

The SWOT table is often laid out with the internal factors on the top row and the external factors on the bottom row. In addition, the items on the left side of the table are more positive/favourable aspects, while the items on the right are more concerning/negative elements.

Examples of SWOT for Career Preparation

STRENGTHS	**WEAKNESSES**
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?	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	THREATS
What are the job opportunities available in mycity? How can I build more skills? Which people can support me to build skills andfind job opportunities? What are the resources (time, money) available to me to spend on job hunt and skilling?	How many vacancies exist in the sector of mychoice? What are the responsibilities that I am obliged tofulfil? Are there enough opportunities available in my city? Will I be allowed to move to another city ortake a long commute for a new job?

Simply filling out a SWOT analysis won't get one very far. When the individual is done filling it out, they should use a method called Match & Convert to keep the advantage moving in your favour.

One way of utilizing SWOT is matching and converting. Matching is used to find competitive advantages by matching the strengths to opportunities. Converting is to apply conversion strategies to convert weaknesses or threats into strengths or opportunities. ~Wisdom Jobs

The individuals should convert their weaknesses into strengths. Convert threats into opportunities. They should look at their competition and shouldn't simply match what they're doing — they should ***do it better***. They must push aside all those negative characteristics about themselves by converting them into positive ones!

Ref: SWOT analysis - Wikipedia

Career Preparation: TIME MANAGEMENT

Day 2
Session 4

Time: 40 mins
Materials Used: White Board, Marker, Eisenhower Matrix PPT , to do list matrix on slide.
Objective: By the end of the session the participants should be able to use the Eisenhower Matrix for time management

Context Setting

Ask the participants how many of them feel the todays always too busy and they don't have time to do anything they desire. Take one volunteer and ask her daily routine from morning to night minute by minute and pin it down on the whiteboard. Now against each activity of each hour right down how much time it takes in a separate column. Add up the total time and explain that is definitely lesser than 24 hours or 12 hours after waking time. Tell them that we always have time and don't realise it because here always so stressed out in our mind. We are burden by this. Eisenhower matrix is a tool that will help you organise your work by prioritizing it.

Main Activity

- Now show the picture and explain how to use it. Tell them tell them that they have to Organize their task list into four separate quadrants, sorting them by important vs. unimportant and urgent vs. not urgent, as shown in the graphic below. Urgent tasks are those we feel need to get done immediately. Important tasks are those that contribute to your long-term goals or values. Ideally, you should only work on tasks in the top two quadrants—the other tasks, you should delegate or delete.
- Tell the participants to use Eisenhower matrix template given in their handbook and plan a day including the things that day wish to do.
- Explain the List Method and ask them to make a to do list for the following day in the evening and against each line item right how much time they would require, and they should stick to it. Explain from the picture that they can further make 4 quadrants which include do now, schedule, delegate, delete. Urgent and important tasks should go under do now, urgent and important task to go under schedule, urgent but less important tasks need to be delegated and neither urgent nor important tasks need to be deleted. Give 10 mins towards this activity.
- Transition to the PPT for better understanding.

Reflection

1. So, what have you learnt?
2. How will this technique help you?
3. Where else can you apply this technique?

4. How can you transfer this learning to help your students?

Time management: Trainer reference

What is Time Management and what it's not?

Here are a few time-saving tips:

1. Do not watch television shows on TV – watch them either on Netflix or record them in a set-top box – by doing this you will skip watching the ads and will save 15minutes per show. And if you watch an average of 3 TV shows every day, you will end up saving 45minutes! Great, right?
2. When you are commuting from work to office, listen to English podcasts. You will end up becoming a better English speaker. Brilliant, right?
3. After cleaning up the dishes for dinner, keep all the items for your breakfast, out on the shelf – you will save 10mins in the morning of thinking what to have for breakfast and then making it.

And here are a few facts:

1. Nobody will do anything productive with the 45minutes they save watching pre-recorded TV shows. It is likely that they will just watch another TV show for that time.
2. After 3 days of English podcasts, they will get bored and switch to music.
3. And after a busy few days at work or college, nobody will bother to clean the dishes after dinner – forget *planning* breakfast!

Then, what does it mean? Is time 'management' a myth? Yes, and no.

We are capable of managing our time in a manner that we end up getting more happiness out of each day, investing in our personal growth and in the process - doing a lot of good work. It is, however, *not* just a matter of mapping hours in the day. It is a matter of figuring out what we really want to do with our time, what our real priorities are and then just acting on them.
For example, consider this – If we asked you, after spending 8 hours at work, do you have 3 hours every day to go to the gym? Most of you are likely to say no. However, if one day, you go home and find out that you left the tap open and now your room is flooded with water – you *will* spend hours cleaning the place. Why?
Because it is an emergency, it is a high priority not to let your personal belongings get damaged. The Fact is that you will *never* go to the gym everyday till it is just as important for you to stay fit as it is to *not* let your room remain flooded with water. If you *need* to do something, you will find time for it. No matter how 'busy' you are.

While conducting time management with students, it is important to drive home this

lesson to them. Help them map the day wasters – but ask them to keep this in mind –for what purpose will they use the saved hours?
What is it that they want more time for? Help your students introspect and understand what priority they really place on self-improvement, and in the later sessions, lay emphasis on the need to devote more of their time to skill development for achieving their dream jobs.

Students can use the Eisenhower matrix to prioritise their tasks based on urgency and importance. When students are able to distinguish between tasks in this manner, it leads to higher productivity, less procrastination and better grades.

What is the Eisenhower Matrix?

The Eisenhower matrix is a decision-making grid divided into four quadrants. Understand it yourself first and then apply for students.
Whichever quadrant you place a task in determines the priority it takes in your schedule and what you do with it.
The grid is separated into four quadrants:
Q1: Important and Urgent
Q2: Important but not Urgent
Q3: Urgent but not important
Q4: Not urgent or important
Each quadrant has a corresponding action associated with:
Q1: Do it
Q2: Schedule it
Q3: Delegate it
Q4: Delete it.

It looks something like this:

Q1: Important & Urgent Do it	**Q2**: Important + not urgent Schedule it
Q3: Urgent + not important Delegate it	**Q4**: Not urgent/important **Delete it**

How can students use the Eisenhower Matrix?
You can use the Eisenhower to increase your productivity by following these simple steps:
1. **Create a to-do list**
Whether it's after school, at the start of the day or on the weekend, the first step is to make a list of the things you have to do.
Don't limit what you write down to just classwork, it can be anything you need to do in your personal life too.
2. **Organise tasks based on urgency and importance**
Once you've written down everything you need to do, it's time to decide the category you're going put each task in.
To do that, you need to know the difference between urgent and important:

Urgent – urgent tasks are those which require your immediate attention. Failure to take action on them usually leads to immediate consequences.
Urgent task examples:
Assignments/homework with looming deadlines
Cramming for exams
Last-minute prep
Emergencies
Anything that does not require your immediate attention is defined as 'not urgent'.
Important- tasks which are important contribute you achieving your goals and long-term growth.
Important task examples:
Work which counts towards your final grade
Going over class/lecture notes
Scheduled revision
Exercising
Time with friends/family
Anything that does not lead to your long-term success can be defined as 'not important'.
Not important task examples
Binge-watching Netflix
Endlessly scrolling social media
General time wasters
3. Put the tasks into the grid
After going through your to-do list and deciding which category each task fits into, it's time to put them onto the matrix.
Your grid might look something like this:

Q1: Important and Urgent	**Q2: Important + not urgent**
– Study for test tomorrow – Complete assignment due this Friday	– Study for end of term exams – Create detailed notes – Research careers
Q3: Urgent + Not Important – Reply to class emails -Helping others with their work – Some group project meetings	**Q4: Not urgent/important** – Watch Netflix

4. Work according to the grid
With your tasks organised into the Eisenhower matrix, it's time to get to work.
To do so, you need to schedule your time in accordance with the matrix.
Q1
The tasks in Q1 are both important and urgent, so you need to address them first.
Failing to complete a Q1 task will have an immediate impact on your academic life.
For example, if you don't study for the test, you have tomorrow, then you'll suffer the consequence of a poor test score straight away.
While tomorrow's test may not be as important as your final exams, the urgency of it combined with its importance means it should be your immediate priority.
Warning: while some tasks in Q1 are inevitable, a lot of them are avoidable.
You wouldn't need to cram for an upcoming exam if you hadn't left it until the last minute (I'm not judging you, I've been there).
Q1 causes the most stress and puts you under the most pressure, so you want to have as few tasks in Q1 as possible; the way to do that is by spending more time in Q2.

Q2

Once you've dealt with the tasks in Q1, you should switch your focus to those in Q2.
Tasks in quadrant 2 are not urgent, but they are important.
They are the activities which move you closer to your goals and ensure you're a productive student overall.
The issue is that without urgency as a stimulus for us to act, we tend to overlook Q2 tasks; the benefit of them isn't immediate, and there's no external pressure to motivate you. For example, going over your notes tonight will make it easier to study the topic again in a few months, but it doesn't do much for you today.
Similarly, researching long term career prospects won't help you in your upcoming Biology presentation.
That makes them easy to put off.
The solution is to schedule in Q2 tasks.
When you allocate specific chunks of time to work on Q2 tasks, you force yourself to make room for them.
The more time you spend in Q2, the more you'll get done (in less time).

Q3

Once you've got through your tasks in Q1 and Q2, only then should you focus on those in Q3.
Tasks in Q3 are usually the admin type of jobs you need to do – they don't lead to any tangible impact on your grades or growth, but they're a necessary evil.
Examples include having to attend a pointless meeting for your group project or responding to class emails.
It's easy for us to accidentally spend too much time on Q3 activities because they're urgent. Our brains have an urgency bias, which means we perceive these types of tasks as important because we feel like they are pressing.
Plus, they keep us busy, which makes us think we're being productive.
The result is that we often mistake Q3 tasks for Q1 type activities.
If you're struggling to tell the difference, Q3 tasks usually involve:
Mindless work
Doing things for others
That's not to say you shouldn't do them – but make sure they're not your priority,
In the rare case that you can automate or delegate these tasks, then you should do it.

Q4

Tasks in Q4 are quite easy to deal with – you shouldn't be doing them (most of the time).
If you've got stuff to be doing, then binging Netflix isn't a great idea.
You don't need to eliminate Q4 activities all together – use them as a reward.
Benefits
When you start using the Eisenhower matrix to organise your time, you'll notice few benefits:
1. More organised
This one is self-explanatory, but when you use the Eisenhower matrix to plan your day, you become more organised.
You have a clear framework which tells you what tasks you need to and the order you need to do them in.
2. Less stress
The Eisenhower matrix can help reduce the stress and pressure you feel in a few ways.
The first is that when you're more organised, your mind isn't filled with clutter. By having all your activities allocated into the grid, you no longer have to store them in your mind.
You're more in control and your brain is able to do the creative thinking it was made for.
The second way is more direct.
The Eisenhower matrix ensures you make time for productive Q2 tasks like going over your notes and scheduling in revision.

The more time you spend on Q2 activities, the less Q1 tasks you'll have to do.
For example, going over your notes throughout the year means you won't have to cram as hard for your final exams.
The Eisenhower matrix is, therefore, a great stress reducer, as it reduces the number of Q1 urgent and important tasks on your plate.

For more on time management, please listen to - Laura Vanderkam's TED talk – How to gain control of yourfree time.

Career Preparation
Higher Studies- Session Plan

Day 3
Session 1

Time: 1 hr
Objective: By the end of the program, students will become aware of several career options that are available post-class 10^{th} and 12^{th}
Materials Used: Whiteboard, marker, Higher education PPT, 4 to 5 chart paper and sketch pens per group.

Context Setting:
Question the participants about how many of them want to explore higher studies options available after getting a diploma from Polytechnics.

Main Activity
Divide the students into equal groups, give each team chart paper and sketch pens and ask them to take out their phones and open Google. Group 1 will find out five colleges, date of admission and process, all eligibility criteria for pursuing B. tech, BE, and BCA
Group 2 will find out five colleges, date of admission and processes to enter into regular graduation programs.
Group 3 will find out Agniveer's Details
Give them 30 mins for this activity at the end of which they will present their findings.

Open the higher education self-explanatory PPT and talk to them about each slide.

Reflection
1. Do you think there are options for Polytechnic students for higher studies?
2. What would you choose, job or further studies?

Career Preparation
Higher Studies- Trainer Reference

Although AICTE's All India Council for Technical Education administers and approves Polytechnic Diploma programs as full-fledged technical degree degrees, these programs are specifically designed to assist students in learning the fundamentals and practical components of their chosen study stream or subject. Therefore, it is crucial to continue your education after completing the Polytechnic Diploma program if you wish to broaden the scope of your knowledge.

Benefits of continuing your education after earning your polytechnic diploma
A technical degree like a polytechnic diploma can land you a decent career. However, a degree or additional education is required in order to qualify for high-level positions and receive more diverse career prospects. Additionally, you only learn the fundamentals of your chosen academic field throughout your Polytechnic Diploma and practical training. This training may be sufficient for you to start at a junior level, but it will not help you advance in your career or qualify you for higher-level positions. Therefore, continuing your studies will assist you in getting an in-depth awareness of your particular field, both theoretically and practically.

Options

- AICME Certification
- B. Tech, BCA, B.E
- Agniveer Entry
- Regular Graduation

Ref: Polytechnic Colleges Kolkata | Best 10 in Kolkata | Education Rasta

Career Preparation

Entrepreneurship

Day 3
Session 2

Time: 2 hrs
Objective: By the end of the program, students will be able to state what an entrepreneurial mindset is and become aware of the primary market research required for it.
Materials Used: Whiteboard, marker, Entrepreneurial Mindset PPT

Context Setting:
Tell the participants the story of Meera, Meera must open a shop in Mirzapur as she has decided to be her own Boss. But she has no idea of what work to do. How will you help her? What questions would Meera have to go through before starting the shop? Probe them with questions and discuss their answers to try to build an understanding of their skills and freelancing.

Main Activity
(Pose the Question again). So, Meera must open a shop in Mirzapur. How will you help her? What questions would Meera have to go through before starting the shop? (Ask each participant to list down all answers on a plain sheet to these questions, and once done, ask them to call out their answers and then write them on the whiteboard. Then ask participants to arrange all given statements in a sequence of logical flow. Now ask them to match it with the list you created. Make sure all points mentioned in the Hint section are covered. Now tell the students to match it with their list; even if they covered 80% of these points, they have an entrepreneurial mindset).
(**Hint**:)
- finding what all enterprises run around her and what service or product is missing.
- Why should it be done,
- Then map it to what she can do,
- what inputs will be required to make that thing/ service, what is the cost of making that thing,
- how to make it,
- how much it sells for,
- what will she price it at,
- who is the customer,
- what problems do other such businesses face in making this product or giving this service,
- how can she address it,
- how does she want to grow this business,
- how much capital would be required)
- Where can she get financial help from)

Now ask them where she should find all these answers. List all answers on the board (Hint: Father, Mother, siblings, Uncles and Aunties, similar business owners, Internet).
Open **the entrepreneurial mindset PPT**, show them the slides, and concentrate on Govt funding schemes.
Once they have done this, ask them to think about a business opportunity and create a business plan for themselves as an assignment.

Reflection
1. What is essential to start any business?
2. Why is answering these questions necessary?
3. What new thing did you learn about yourself today?

4. If you had to categorize these questions, what would they be? (Hint entrepreneurial mindset, Market research)
5. What will you do with this newfound knowledge?
6. Where can you use this ?

Career Preparation Entrepreneurship- Trainer Reference

Who is an entrepreneur?

- Develops a business model.
- Acquires the necessary physical and human capital to start a new venture, and
- Operationalizes it, and
- Is responsible for its success or failure.

What is the difference between a businessman and an entrepreneur?

Although it is a frequent misconception that a businessman and an entrepreneur are the same people, each term refers to a different person with a unique perspective on how to do business. In other words, an entrepreneur thinks and believes in carving his own way with new ideas, whereas a businessman thinks and believes in following a predefined road chiseled by someone else with an unoriginal notion.

An entrepreneur may later develop into a businessman. However, a fine line separates a businessman from an entrepreneur. A businessman participates in the market, but an entrepreneur is a market leader. You may learn more about the distinctions between a businessman and an entrepreneur in the article below.

Who Are Businessmen?

An individual who runs or launches a business using the same old business concept is a businessman. The businessman decides whether to engage in highly profitable activities, or that would provide great demand. Due to the abundance of businesses using the same business models that already exist in the market, the company confronts intense competition. However, because the idea has already been tried and tested by other established businesses, there is very little risk involved and little potential for failure.

Who is an entrepreneur?

Entrepreneurs have the unique idea to start and grow a new business and transform the world. Entrepreneurs are inventive, imaginative, willing to take chances, and tolerant of business uncertainty. A start-up refers to a company founded by entrepreneurs using a novel idea for the first time. The entrepreneur is a crucial business component since they build and implement the other operational components, such as labor, land, and cash. The entrepreneur later develops into a businessman.

Businessman	**Entrepreneur**
Definition	
A businessman is an individual who operates or starts a business with the same old business idea.	An entrepreneur is an individual with an exclusive idea to initiate and establish a new venture
Market state	
Market player	Market leader
Market	
Makes his place in the market	Creates a market

Risk factor	
Less	Approximately high
Procedure	
Traditional/Ordinary	Unconventional
Focus	
Profit	Employee, customer, and public
Competition	
Extremely High	Low

7 EASY STEPS TO CREATE A START-UP

FOLLOW THESE STEPS TO MAKE YOUR START-UP

1. COME UP WITH A STARTUP IDEA
2. CARRY OUT MARKET ANALYSIS
3. SELECT A BUSINESS MODEL.
4. CREATE YOUR BUSINESS PLAN
5. CONSTRUCT A PRODUCT PROTOTYPE
6. ACQUIRE FUNDS
7. REGISTER YOUR COMPANY

@reallygreatsite

7 Easy Steps to Create a start-up.

- **Come up with a startup idea.**

How to create a startup? Obviously, it all starts with a business idea. This is the principle of every startup. It can be found anywhere, and anything can be your inspiration. When searching for a perfect startup idea, it's best to analyze people's problems and think about how you can solve them. You don't have to develop a completely unique concept, but, for example, introduce a new application for an existing product and offer some product improvements.

- **Carry out market analysis.**

Market analysis is the process of following these steps. Analyse the market's worth and find out who your potential competitors are. You should research whether and how other businesses already offer a comparable product to yours. Identifying what is special about it and what sets it apart from the competition is vital. It is important to research both nearby and far-off rivals. You can check for critical financial data on such organizations once you've determined who they are. For listed corporations, it will be the simplest. Remember to compare the costs of similar products.

- **Select a business model.**

The next step is to identify your USP (Unique Selling Proposition), which explains why a buyer should choose you over a rival. Making a business model is required for this. It is better to use a pre-made template, and the Business Model Canvas (BMC) is the most well-liked option. It should have the following details:

Key collaborations: Who are your startup's main partners? What services are necessary for your startup to run? What important assets do your partners possess?

Segmenting customers: For whom are you making the product? Who are your main clients?

Essential actions: What steps must be taken to provide the desired value? What will the revenue sources and distribution channels be? How do you build a consumer base?

Important sources: What essential assets are required to deliver your value proposition? What resources are needed for the projected revenue sources and distribution channels?

Value proposal: What benefits will you offer the client? Which issues will be resolved? Which combination of goods and services will you provide to each group of customers?

Customer interactions: What kind of interactions might customers expect? What role does building relationships with customers have in the overall company model?

Channels: What communication methods will be employed to build relationships with customers? How are these channels going to be combined? What is the best channel?

Cost organization: What expenses are caused by the chosen company strategy? What expenses are caused by essential partners, resources, and activities?

income sources. Who will be charged by consumers? What will they be paying? Will a portion of the item or service be free? Which ones are they?

- **Create your business plan.**

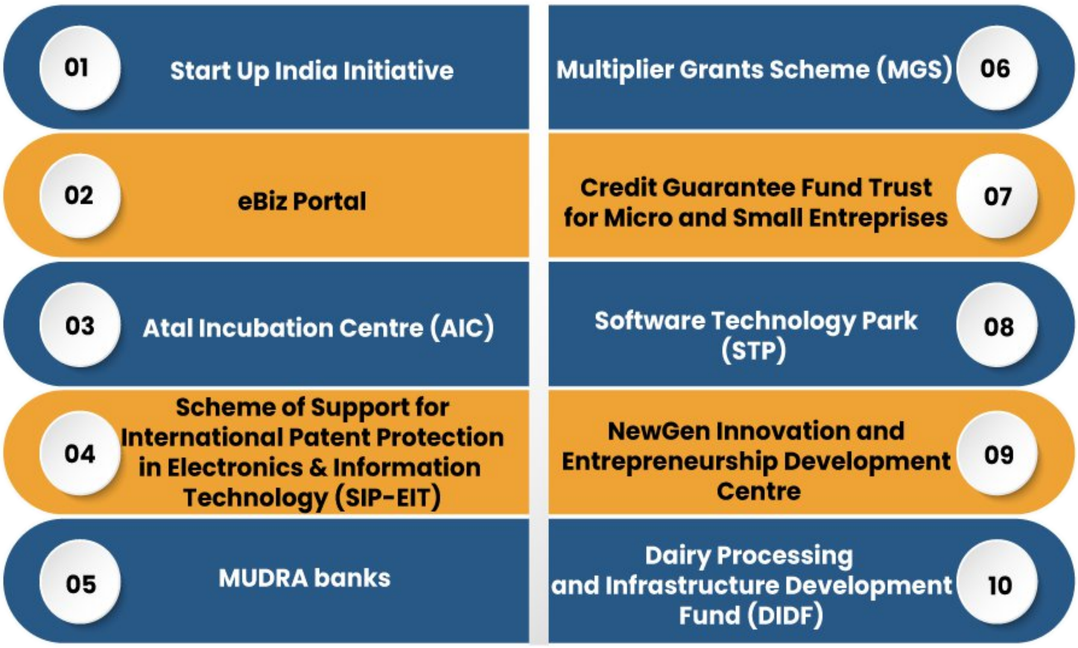
You must create a business plan based on the model that has been accepted, and it must address all the model's presumptions. It's also time to evaluate the venture's profitability. This can assist you in identifying your financial needs and provide a rapid return on investment.

- **Construct a product prototype.**

Focus on validating your product hypothesis as soon as you have one. Create a Minimum Viable Product (MVP) to test the new idea with your target market without needing specialized technologies. You can establish a new product development route with MVP while getting customer feedback.

- **Acquire funds.**

For your startup, this is a fantastic time to explore outside capital. You can obtain money from several sources. It is recommended to start by asking relatives and friends for advice. Banks, business angels, and private investors are other sources of funding. Attending numerous startup and tech events, touring technical colleges, and even using social media to look for funding are all wise moves. Here are some Govt schemes that fund micro and small-scale organizations: (You can use the third link to read more).



- **Register your company.**

The last step in starting a business is to register it. Now, one of the things you need to consider is the legal form of the business. Startups usually assume the form of a company, with shares and stocks serving as ownership divisions among its stakeholders.

Ref: Difference Between Businessman and Entrepreneur: meaning, example (byjus.com)
How to create a startup? 7 simple and easy steps | Firmbee
https://corpbiz.io/learning/wp-content/uploads/2021/07/The-10-best-Startup-Government-Schemes-in-India-for-every-entrepreneur.png

Job readiness

Resume building
Group discussions
Interview preparation
Work etiquette

Job Readiness

RESUME BUILDING

Day 3
Session 3

Time: 1 hr
Objective: By the end of the session, participants will be able to teach and apply the resume template for students

Materials Used: White board, marker, sample resume template and blank resume template (given in the in the session plan below), group a set of chits containing all the resume sections.

Context Setting

Ask the participants 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 participants to start sharing 'I stand out', one by one.

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.

Main Activity

Divide the students into groups of 4-5 and give each group a set of chits containing all the resume sections.

Give instructions for the activity:

Each group has to create a sample resume by writing on the chart the resume sections in the correct order, along with sample answers to each section. One member from each group will present the group's final resume. Trainer will give feedback (refer trainer reference for Sample–Resume)

On the whiteboard, list the resume sections in the correct order– ask students to take note of it in their classwork copies. Invite and address queries about the appropriate content for each section. Inform the students that at the end of the day, you will send them a resume template and they have to make their own resume and upload them on URISE portal.

Sample Resume – Polytechnic Fresher

Anamika Tripathi

E-mail: anamika.tripathi0521@gmail.com **Contact: 9454255963**
Address: A-47, BHEL Township, IA, Jagdishpur, Amethi- 227817

CAREER OBJECTIVE

To work with an organization that provides a high degree of exposure, a challenging work environment to enhance my competencies by working for the growth of an organization.

SUMMER TRAINING

	Organisation	Key responsibilities	Duration
1	Actech, Lucknow, UP	• To work as an apprentice on the manufacturing floor • To list inventory • To paint panels • To assist the senior engineer in his work	July-Aug 2015
2	Deisel Shed, Lucknow, UP	• To work as an apprentice under senior engineer • Quality inspection of track • Welding of tracks	Dec 2015-Feb 2016

QUALIFICATION

	Degree	Institute	University/ Board	Year
1	Diploma in Electronics	Lucknow Polytechnic Lucknow	CBSE	2016-17
2	Secondary	Rani Laxmi Bai, Lucknow	CBSE	2013-14

ADDITIONAL CERTIFICATIONS

- CCC
- JAVA, C++

ACCOMPLISHMENTS

- Completed employability skill training by CAB.
- Secured first position in Gandhi Jayanti essay writing competition at University of Lucknow

PERSONAL DETAILS

Date of birth : 20th Aug 1992
Language known : English, Hindi, French (basic)
Permanent address : 607, Jebua, Udhna, Bilaspur, Chattisgarh

Signature
Date:

Blank Resume Template

Name in size 24 fonts:

E-mail:

Address:

CAREER OBJECTIVE

To work with an organization that provides a high degree of exposure, a challenging work environment to enhance my competencies by working for the growth of an organization.

SUMMER TRAINING

	Organisation	Key responsibilities	Duration
1			
2			

QUALIFICATION

	Degree	Institute	University/ Board	Year
1				
2				
3				

ADDITIONAL CERTIFICATIONS

ACCOMPLISHMENTS

PERSONAL DETAILS

Date of birth :

Language known :

Permanent address :

Signature
Date:

Reflection

1. **What?** What are resumes? Why are they important?
2. **So, what?** How can we use them?
3. **Now, what?** How will you mail the resumes? How will you meet the submission deadlines? Any expected challenges?

Post session: share the link of the video to get a deeper knowledge of a resume.

Job readiness
Resume building: Trainer reference

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.

This checklist is not meant to be shared with students. This is for trainer's reference alone, and we hope that you will be able to review the resumes based on it – and share only relevant feedback with your students. While checking resumes, it is important to not overwhelm the students with a lot of negative feedback.

A resume only reflects the accomplishments of an individual. If you find that the length and breadth of student's life experiences is not big enough for them to write a lot, help them get the basic details right.
Focus on making them identify and avoid the BIG don'ts – like spelling mistakes.

SECTIONS	DO	DON'T
Personal Details		
Address	A simple description with pin code, without any mention of landmarks etc. Ex: 407 Baijnath Road, New Hyderabad, Lucknow. 226007 Present address at the top of the resume with the other details of the student. Permanent address goes at the end of the resume under 'Personal Details"	Any mention of landmarks or skipping the pin code.
Phone number	Minimum two numbers. Share numbers that do not frequently change due to changes in sim.	
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. FB IDs
Languages known	Mention all languages that the student can speak and understand	
Date of birth	Is a must. DD/MM/YY	
Gender	Is a must.	
Education		
Academic qualification	• Table form (with clear, *visible* borders) • Name of qualification, subjects, board/university, year of passing (month, not required), percentage. • Recent degrees (three)	Table with visible borders Include compulsory subjects like English and Hindi in the list of subjects Write long names of relatively obscure colleges. Do not mention the percentage if it's below 75 per cent
Professional qualification	Applicable only if: • 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/ accomplishments		
Skills/ strengths	• Mention only top 3-4 (add a line of description, if possible) For ex: Teamwork, demonstrated repeatedly through successful performance in inter-college cricket matches • Give technical skills preference over soft	• Write soft and vague skills like hard work, friendly nature, honesty etc. • Write more than 3 soft skills
Accomplishments	• Bundle the accomplishments of a similar nature under one category. For ex. All seminars attended as a NSS member can be summed up as: Attended 3 state-level seminars that raised awareness on social issues. • Accomplishments should be supported by available certificates. • If a student has several accomplishments, put them in two categories: Communication and Leadership	Mention sports participations, even if you did not win an award. Do not mention participations in seminars, camps etc., until a significant learning was derived from this participation.
Experience		
Summer internship	• Name of the institute • Project details explained through 3-4 bullet points. • Reporting head's designation • Duration	
Job	• Company name • Job title • Roles and responsibilities (not more than 4 bullet points) • Reporting head's designation	
Hobbies and interests		
Hobbies	Mention only real hobbies. (Ask students a few questions related to their hobby. If they can't answer, inform them that the interviewer will also question them on hobbies. And if they are not able to talk about things they have listed as a 'hobby', the interviewer might assume they certainly can't know much about anything else either.)	
Others		
Declaration	NOT required	
Photograph	It's recommended to avoid it	

Job readiness
Group Discussions

Day 3
Session 4

Time: 1 hr
Objective: By the end of the session, participants will be able to teach GD content creation techniques, GD roles, GD strategies to students, PPT for GD
Materials Used: White board, marker.

Context Setting
Give a topic of your choice to participants and give 5 mins to write down their content. Ask them if they ran out of ideas after a few seconds? Did they follow any structure to create their content? Establish that we require a structure to create good content.
Now, write your chosen topic in big letters. Pick any one current affair topic from yesterday's newspaper for explaining the GD techniques. Make three columns on the white board, and at the top of each column write technique names - SPELT/ VAP / KWA. Explain the techniques to the class, one by one, with examples.

Main Activity
Divide the students into two groups. Assign a topic to the first group. Ask Group 2 to observe and make their own points. Participation begins right away, no time to think. Mark students,

using student assessment.
Give feedback and point out the students who did notparticipate.
Assign a topic to the second group. Ask Group 1 to observeand make their own points.
Participation begins right away, no time to think. Mark students, using student assessment.
Give feedback and point out the students who did notparticipate.
Transition to the [PPT]() for better understanding

Reflection

1. What were your main observations for noticing effective speakers?
2. If you thought someone was an ineffective speaker, what points did you observe that made you conclude so?
3. What was the most important learning you had today?
4. Would you want to observe yourself? How can you observe yourself in a GD?
5. Can you list down 5 roles required in a GD?

Ask students to pick any three topics from the list of GD Topics and use the three techniques to generate ideas on thetopic.
They can note them down in their notebooks and share apicture of the same with you for review.

Job readiness
Group discussions: 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 – we soon realize that everybody else thought of those points too! Now, what?

We 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 females 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 thetopic.

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.

The audience for advertisement (viewers/ reader, parents, children). How will indecent exposure affect the sensibilities of the viewers if such advertising is allowed?

The advertisers (the companies whose products are being advertised). If certain types of ads are banners, then are we not preventing companies from doing what they can to sell their products?

Advertising agencies/ media (TV, newspapers, magazines). When certain types of ads are banned, ad revenues in general are likely to come down.

Models (who are the people involved in 'exposing') By taking a self-righteous approach and banning certaintypes 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.

Socio-cultural: Our culture and traditions, family set up, values and related issues

Political: The political will or right to implement an action of this nature.

Socio-cultural: Our culture and traditions; family set-up values and related issues

Economic: The effects on the performance of advertising companies, advertising agencies.

Legal: Is such a ban legally tenable? The affected parties are likely to take recourse to legal help.

Technological: How can such a ban be implemented on media like satellite TV?

GD Topics To Share with Students

You may add or remove topics from your end based on your understanding of your batch and share theones that make most sense for them.

Delhi Air Pollution: Man-made Crisis or fall out of industrialization?

Social Media: A boon or bane for society and individuals.

Mission to MARS: Can India afford spending a fortune on such projects?

Classical Music is dying due to the growing pop culture.

Hard Work vs Smart Work.

Linking of Aadhar: Is making Aadhar mandatory a good idea?

Shortage of open spaces and playgrounds leads to negative tendencies in children.

Climate Change.

Freedom is a myth.

A joint family is better than a nuclear family.

English must remain the official language of India.

Peer Pressure: Does it make or mar your future?

Cricket should be made the national sport of India.

Where is the Indian Entertainment Industry headed?

Animals should not be used in medical research.

Job readiness
Interview preparation

Day 4
Session 1

Time: 2 hrs
Objective: By the end of the session, participants will be able to teach students how to prepare for job interview and share with the trainer the dos and don'ts of interview, practice answering common interview questions.

Materials Used: White board, marker, commonly asked question slide

Context Setting
Open the session by declaring that it will be lighter session today. Today is just for talking and getting to know each other a bit. Call out a few students randomly and ask them the following. questions in a friendly and conversational tone.

1. Where are you from?
2. Tell me something about yourself.
3. What are you good at?

If possible, put these questions to the reticent students. Explain that in an interview we must talk about ourselves without hesitation, which is all.

Main Activity

Divide the students into three teams and share the commonly asked question given in the visual aid. Share a screenshot of the same on the WhatsApp Group. Give each team 20 minutes to discuss and write on paper,

a) Why does the employer ask this question?

b) One sample answer to the question.

Ask one member from each team to share the good answers and give feedback. (Again, refer, session reference)

Ask students to prepare answers for the commonly asked questions as we will be conducting mock interviews for them. Brief them about the interview process that is to follow in the coming days, covering the following points -

- Your interviews will be conducted over a WhatsApp video call or in person.
- The first mock interview will be conducted by your TCPO/Teacher
- You will participate in a final Group Discussion after that.
- The second and final interview will be conducted by an external.

They will be informed of the time for their interview in advance. They must mail their CV prior to the interview on the said email id.

Explain the connection with GD sessions – 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

Reflection

1. **What?** Help the class recollect key takeaways.
2. **So, what?** Why did we do this orientation session? (Share the dates for upcoming rounds of mock interviews
3. **Now, what?** How will we practice interview skills?

Job readiness
Interview preparation: Trainer reference

ABOUT INTERVIEW PREAPARATION

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

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

Preparation and planning by both student and trainer enable a successful interview session. While delivering the interview session to students, 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,

a) You collect data about the job profiles for which the students would like to be interviewed.
b) 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.
c) Inform the external interviewers as well, of the desired profiles for the students.
d) Share with them question banks and assessment sheets.

e) The students and external resource persons must be informed at least a week in advance of theupcoming 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 agood 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 talk about his/her strength **1:** Could talk about a strength but could not give relatable example **2:** Could talk about a strength and could give relatable example form recentpast
Weakness		**0:** Could not speak at all on their weakness **1:** Could name a weakness, but did not elaborate **2:** Could name their weakness, WHY they think X is their weakness and HOWthey 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

Job Readiness- Work Etiquette

Day 4
Session 2

Time: 1 hr

Objective: By the end of the session, participants will be able understand po

We are dressing, office etiquette.

Materials Used: White board, marker, Power of appearance. PPT, Office Etiquette video

Context setting

Open with the presentation – Power of appearance.
Transition to session activity – while appearances help us make a great first impression, it is our everyday conduct that makes the impression last forever.

Main Activity

Ask for volunteers / nominate students for role play which you can choose from the trainer reference below (whichever option helps you manage time). Explain the role play. Give them a minute to decide who plays what Ask them to act. Do not give students time to rehearse. Lead reflection at the end of each role play.

Ask students to watch the video **Office Etiquette** and share theirkey takeaways on the WhatsApp Group.

Reflection

1. **What?** What did we learn today about the workplace?
2. **So, what?** Is it of any use? We were just acting, the real thing willbe very different, right? So, what use will this session be of?
3. **Now, what?** What should we do with what we learnt? Is there any way to apply today's takeaways?

Job readiness WORK ETTIQUETTE: Trainer reference

About Workplace Etiquette

Picture this:
You are a woman. You are going up in an elevator in a shopping mall. A group of four men enter the elevatoron the same floor as you and are going to share the elevator for the next six floors. As the elevator begins to climb up, one of them takes out his phone and reads aloud a joke to his friends that is laden with sexual innuendo. His friends laugh and start sharing more such jokes from Whatsapp. Although nobody is directing these jokes at you or is looking in your direction, these jokes are making you uncomfortable. However, you are the only woman in the elevator and are not able to muster the courage to object. At the sixth floor, these men exit the elevator without so much as a glance at you, still laughing at the jokes exchanged. After they leave, will you be left with a favorable impression of these fine specimens of the male gender?

Now, think about this:
In both cases, the other party was not 'doing anything to you' and yet they made you uncomfortable and, in the process, left a very bad impression of themselves in your mind. Why? Can you recall any other examples of such behavior by your peers or strangers or even elders and teachers that makes you see them in a bad light? What do you think are the consequences of such behavior for these people? Do other people openly criticize them often? Do people criticize them behind their back too? Do these people easily gain others' respect?

Etiquettes are simply a way of co-existing with people without infringing anyone's peace of mind – different etiquettes are applicable in differing social setups. In the context of this training, however, we only deal with etiquettes usually accepted as good at workplaces.
While taking a Workplace Etiquette session, always keep in mind:

Prepare, prepare, PREPARE: More than other sessions, you must make an extensive session plan for both workplace etiquette sessions. Think of as many relevant examples to support the session plan as you can –and if you are running short of ideas, ask an experienced trainer.

Aim for less, aim for quality: Limit the no. of 'gyaan points' you want to deliver per session. There are many things you can tell students from your own experience about creating an effective appearance and following workplace etiquette– but limit your feedback to a few points that the students understand and *remember*.

Use the Microsoft Teams' whiteboard to highlight the *Don'ts*: There will be a lot of discussion between you and the students during each workplace etiquette session, and the *important* takeaways are likely to be forgotten – if not highlighted clearly. Hence, at the end of the session, you must clearly list these points.

Role-play – polytechnics

You can use any of the role plays to make students understand the concept more clearly.

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 is 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, following the manual, document your work hours, when in doubt – overperform!

Reflection: Who 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 guidelines, 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 does not work then raise the issue for redressal with the supervisor.

Reflection: What will you do now? What are the different ways in which one can try convincing one's 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 teamor bringing their negligence about their personal safety to supervisor's attention?

Scene 3: Think out of the box.

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 for 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 does not 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 the 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 to come back to your hometown to attend a close cousin's wedding. The wedding date is fixed, and the invites have gone out. You do not want to miss this wedding and know that it will upset your whole family if you do not 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 forgo 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?

Personal appearance = Personal Hygiene + Clothes + Body Language

Personal hygiene

Keep hands, hair, fingernails & teeth clean. | Keep facial hair trimmed. | Smell nice, but not too much.

Clothes

Choose clean and neat clothes with simple colours. While wearing them, keep in mind:

- Wear pants around the natural waist – not too low or high.
- Use minimal jewellery.
- Do not crumple your clothes by folding up sleeves, messing up collars etc.
- If you are wearing a shirt, tuck it in.
- No part of your clothes should reflect light. THIS IS IMPORTANT.

Choose simple accessories. While wearing them, keep in mind:

- Do not wear sporty / unpolished shoes.
- You don't have to avoid jewellery all the time. But take your hint from others at the workplace.

Keep your hair clean and fluffy, and take care that:

- Your hair should not fall on your face.
- If you have long hair, they should look neat - whether tied or open. If you can't find the time to frequentlybrush them, tie them.
- If you are a man with long hair, you should be prepared to face extreme prejudice at a traditional workplace. In any case, keep your hair short during the interview.

Casual / Semi-formal / formal

Casual	**Semi-formal**	**Formal**
All western clothes without collar	Indian clothes without collar / dupatta	Indian clothes with collar, and/ or dupatta
Mix of western and Indian style (Like jeans + kurta)	(For men) Untucked shirt	Tucked shirt / Tucked shirt + tie
Everything that reflects light	Clothes that do not have the same colorpalette, even if they are 'good. combination' (like red and black)	Clothes in the same color palette
Jeans	Leggings	Churidaar, salwar
Sports / walking shoes	Peep-toes and / or heels	Flats / leather shoes

Body language

Don't slouch – whether walking or sitting or standing.

Smile often.
Maintain eye contact.

Cultivating relationships with

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Industry partners Session plan

Day 4
Session 3

Time: 1 hrs
Objective: By the end of the session, participants will be able
Materials Used: White board, marker, PPT.

Context Setting

Ask the following questions to participants:

- Who are your stakeholders?
- Where do you find employers?
- How do you promote relationship building?
- What is it that you want to know about this topic?

Main Activity

List all the answers on white boards. Now introduce the topic and run the PPT, explain each slide which is self-explanatory.

Reflection

Check their understanding by asking the following questions

- So, which new stakeholder have you identified after this session?
- What is your strategy going to be to build relationships with employers?
- What is one new activity you learnt from this session that you will apply surely and why?

Cultivating relationships with industry partners

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Trainer reference

What are Industry Relationships and why do we need them?

Let's first understand on what basis an educational institute run does. The obvious answers are funds from the fees of students. But how does a Government Institute run? It runs through the grants given by the government and most importantly its existence also depends on how well its students were placed for this purpose, maintain good relationships with employers becomes imperative for Institutions.

There are several advantages of this:

- It **facilitates opportunities** which shape the students to a brighter future and bring them closer to their career goals.
- It **builds awareness** among the students to know about the industry they are getting into.
- **Bridges the gap** between academia-industry linkages and student readiness.
- **Strengthens** in-academia positioning.
- **Leverages** academic enrollments.

The following are a few things to keep in activities that can be done to establish good rapport with the industry partners:

- The very first step is to create a **database** of Industries which can be potential recruiters for the kind of students the college has. This data can be taken out through direct and secondary research and resources. The person in charge of TCPO position may change, a database will help the newly appointed TCPO to understand the industry engagement of the institute in the past. It will also help in streamlining the activities done with industry partners. But first we need to identify our key stake holders which are:

  -Governments and Public Sector Undertakings
  - Corporates
  - Local Level Industries
  - Eminent and Influential Speakers
- The next step is to **identify and prioritize your key levers**. They can be segregated into 3 categories:
  - Directly involved in the project
  - Who has influence over decisions?
  - Who needs to stay informed about the process and decision?
- **Communication is key**. Clearly communicate the project scope and outcomes to all stake holders involve. Maintain the consistency of your deliverables and expectations. Ambiguity leads to mistrust. Pay attention to both your verbal and nonverbal skills. Remember that nonverbal language plays 66% role in any piece of communication so pay close attention to that. People are more willing to engage when they understand their influence over the final outcome, the decision-making process.
- **Gain stakeholder trust** right from the start. One can build more trust if you communicate with people early and frequently so that they fully understand the benefits of the conversation. Highlight Mutual benefits that would make it a win-win situation. Nothing can be more impressive than valuing the time of your stake holders. This includes keeping your committed timelines and delivering according to them.

Remember that trust is the sum total of all these attributes that you imbibe in your relations:

- Integrity
- Delivery
- Capability
- Mutuality
- Transparency
- Humanitarianism

- **Handling resistance** can be easy with the practice of these points:
  - Identify Stakeholder Interest areas and know your stakeholder.
  - Meet with stakeholders who are resistant to change, this could be in person, by email, or through a phone call.
  - Optimum utilization of the window space.
- You must **leverage your platform** of communication by
  - Reflecting on the conversations through minutes, “thank you” and association.
  - Address concerns & negotiate terms for mutual agreement.
  - Explore full potential and analyze how sentiment changes over time then tweak your engagement strategy as required.
- **Building your Institution’s profile** can take its image to the very next level.
  - Design a professional looking website developed by professionals or use the microsite available on URISE.
  - Highlight previous placement records. If there are none, then project some of the alumni who are in prominent positions or even staff who are from an industry background.
  - Student and staff academic records are an important aspect which companies look for and thus must be highlighted.
  - Highlight the professors and lecturers' profile who have excellent academic and/or industry background.
  - Include awards that the college has received.

Tips to Improve Industry Relations

- To **build a college profile**, a LinkedIn account is a must, and this account must contain the mission & vision statement of the college and be constantly updated with the college achievements including images, and past placement records.
- **Social Media Marketing**: By posting success stories of alumni, announcement of partnerships with industries, updates on ongoing placements on the website and social media platforms like LinkedIn and Twitter to enhance brand image of the college.
- **Forming A Placement Committee**: The TPO alone may have a hard time performing all the tasks. That’s why a committee comprising 1-2 students from each course shall also be formed to provide support to the TPO.
- **Networking**: It refers to building relationships with existing employers and contacting newer potential employers through online platforms as well as offline platforms (in-person). It also refers to understanding their requirements.
- **Providing Industrial and Employability Trainings**: Development of employability skills and industrial exposure can only be built through multiple trainings targeted towards the same. These trainings must be provided from the first year itself rather than in the last year only or from the second year onwards.

Ref: [7 Stakeholder Relationship Management Tactics | Consultation Manager]

Employer Management and How to Pitch – Session Plan

Day 4
Session 4

Time: 2 hrs

Objective: By the end of the session, participants will be able to, participants will be able to follow a structured approach while pitching to employers and will understand how to maintain relationships with them

Materials Used: Whiteboard, marker 4 to 5 Chart papers @one per team, whiteboard, marker, Pitching technique PPT, LinkedIn Page

Context Setting

1. Divide the participants into 4 groups. Ask any one participant to pitch to an imaginary employer. You can give 2 mins for them to prepare. Other participants who are not presenting will act as Jury members.
2. After each group/participant is done with their Pitch, the facilitator will ask all the participants which Pitch they liked the most and why. The facilitator will write the points on the board.

Main Activity

Ask your participants to divide themselves equally into 4 groups. Give one of the following case studies each and tell them to come up with possible answers and solutions after 10mins.

Case Study 1
A TPO identified an employer, an automobile company, and fixed an appointment to meet him. He reached on time and started talking about his college and merits. The HR listened to him but seemed confused. In the end, he asked how he could help him. The TPO said he was looking for placements for his mechanical students. The HR outrightly refused and said that they only hired Electronics students as they were into manufacturing of electronic parts of an automobile.
Q1. What do you think went wrong?
Q2. What would be the image of the college created in the mind of the employer HR?
Q3. What do you think could have been done better?

Case Study 2
Mr Piramal was recently given the responsibility of a TCPO, which he had never performed before, but being a thorough professional, he accepted the post and started visiting companies. But often, he faced the problems of wrong messages delivered, inconsistency in what he had to say about his college, and the employers often asked for clarifications. He would also want to say something but end up saying something else. This would lead to too much back communication with the company, and most of the time, the companies would refuse.
Q1. What do you think Mr Piralmal was doing wrong?
Q2. What would be the image of the college created in the mind of the employer HR?
Q3. What do you think could have been done better?

Case Study 3
Mrs. Charan was a newly appointed TCPO. She visited many companies for recruitment purposes but could not close the deal. She often wondered why. But not letting herself get dismayed, she tried again. The HR said he would revert on 10th March, but he didn't call up, and she also she forgot about the call. She then again started to search for new companies.
Q1. What do you think went wrong?
Q2. What would be the image of the college created in the mind of the employer HR?
Q3. What do you think could have been done better?

Case Study 4
Mr Hariharan would talk to several employers and manage to get his students placed. But he would never get the same company to come back for placements again. He did not know why this was.

happening. He would consult his students and come to know that they were doing well but still, it would be very rare that the same company would come back again.
Q1. What do you think went wrong?
Q2. What would be the image of the college created in the mind of the employer HR?
Q3. What do you think could have been done better?
Now ask them to continue in the same groups and think of all activities to do in each of the following buckets: Give them 20 mins for preparation.

1. Pre-appointment work of TCPO (Activities involved before meeting an employer)
2. Make an Introductory page for your employer and Points to remember while on an appointment.
3. Follow-up strategies
4. How to engage employers

Once they have done it, ask them to present their ideas to the larger group. Each group will get 10 mins for a presentation.
Now, open the pitching technique PPT and explain it per the trainer's reference.
Next open the LinkedIn on the internet and help them make an account.

Reflection

- What do you think is one key takeaway for you from this session?
- Where will you apply the learnings of this session?

Employer Management and How to Pitch - Trainer Reference

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1. **Know your students:** Create a profile of what your students look like, what streams they have and who are the good ones, and which are the weaker students.
2. **Number of placements:** Know how many students want to be placed at the end of their term.
3. **Map Employers:** emember to find employers who can cater to the streams available in your college. Also, find all employers close to your college: it could be the nearest city or state. Typically, NCR is the best place to find employers as they are tight, and students will be ready to move there. Uttarakhand is the next best option for people in Uttar Pradesh. You can reach to your Alumni also.
4. **Research Tool:** you can find your student's employers through:
    a. wn knowledge
    b. Google R
    c. LinkedIn- LinkedIn is the most robust network to find employers and connect with them. Follow your employer's page, then connect with them or their HR via messages or email-id if you have one. Once they accept your connection, Pitch your college. For this, you must create a page of Introduction to your college.
5. **Creating your Introduction page:** Make sure you have the following in your Introductory message:
    a. Name, Place, City of your college,
    b. Year of inception
    c. NBA accreditation, if possible
    d. Curriculum and Streams available
    e. Number of students placed (Historical data) and number of students in each stream.
    f. What all extra efforts do you make for your student's development

    Remember to reach as many employers as possible; the success rate is usually 10 percent.
6. **Exchanging Numbers:** Try to get their phone numbers.
7. **You and your pitch deck**: remember to dress smartly and smell pleasant once an appointment is set. You represent your college. Take a nice folder with one pager of the profile of your college streams, curriculum, and students placed historically. Be punctual.

8. **Strong Follow-ups**: One of the main success factors of good relationships with employers is to have a strong follow-up. Maintain an Excel sheet, keep making entries, and follow up on given dates, even if it means following up for a year. You can maintain an Excel sheet as shown in the template.
9. **Prepare Your Students**:

Once this exercise is completed, it will create a cycle.

Maintaining good Relationships with Employers

1. The best relationship is maintained when you give perfect placements to an organization looking for such.
2. You can invite them to specific felicitation programs and facilitate them as well on occasion.
3. Invite them for industry talks at the college.
4. Students can visit their campuses.
5. Ask employers to volunteer in upskilling programs so that they prepare students in advance as per their requirements.

Small gestures such as birthday Cards, wishes, and gifts on New Year's and Diwali are a good idea.

Tricks to Conduct Successful Drives

1. Don't engage a third party for recruitment.
2. Pick Industries closer to your college.
3. First, screen your students yourself and rate them into A, B, and C categories.
4. While sending students for interviews, send two strong students, followed by a weak student. Repeat. This will keep the employers interested until your student list is exhausted.
5. Do a proper orientation before a placement drive. Tell them about the companies coming, package, and location and take a firm count of interested students. Tell them to think of the first job as one more year of study and a year of apprenticeship, and a stipend. Tell them they can increase their package after a year by switching.
6. Be highly organized and punctual. Companies appreciate that. Visualize the entire event step by step first and then plan accordingly.
7. Involve your students in the process and make student-led placement cells. This will give exposure to students.

Email writing session plan

Day 5
Session 1

Time: 1 hr 30 mins

Objective: By the end of the session, participants will be able list out the advantages of writing a proficient email and use sample email

Materials Used: White board, marker, A4 sheet with name of company, PPT for email writing

Context Setting
Ask the participants what the advantage of a good introductory email to prospective employers is. As what are the things the participants would want to write in it. List on the whiteboard. Ask them if they think that the positioning of the college, and structure to introduce their college is important. If they agree, ask why?

Activity
Participants are divided into groups of five. Each group has to write an email inviting a recruiter for a placement drive. Each group can pick one institute among the TCPO. Groups can search for the company online.
Handout A4 Sheet. Company names may be used as follows–

1. Hella India Lightening Ltd
2. Bajaj Capital
3. Arohan financial services ltd
4. The India Thermit Cooperation Ltd
5. Info Soft
6. Power Grid Corporation of India
7. Maruti Suzuki
8. Northeast Railway
9. Parle G Pvt Ltd.
10. AKC And Hyundai Motors

Groups will present their mail to a larger audience.
Transition to the PPT for better understanding

Reflection
1. What did new things they learn about writing an email to the company?
2. What were the key takeaways?
3. How will this help in approaching companies in future?

Email writing: Trainer reference

What is an Email?

Email writing is an essential part of professional communication. It is not easy to get people to respond to your emails if they do not feel interested in your message or proposal. This is exactly the reason why you should learn to write good emails. Be bold. Get to the point right away. The best email communication is the one that is simple and clear.

There are a few tips you have to keep in mind when you sit down to write emails. Emails can be casual or professional, just like informal and formal letters. The format of the email changes according to the kind of email you are writing. However, accurate grammar and spelling are aspects that are to be taken seriously.

When you start writing an email,

- Make sure you type in the right email ID. Always check with the receiver for the exact **email address** because even a full stop that is not part of the email address can land your email with the wrong person, or the mail would simply bounce.
- The **Subject** line is the next most important factor you should carefully consider because that is the first thing anyone receiving the email would see. It also determines if the receiver would want to open the mail. The "from" line is what recipients use to determine whether to delete an email. The subject line is what motivates people to open the email.' said Loren McDonald. Spend double the time you spend on drafting the body to draft the subject.
- See to it that your **Salutation or Greeting** is appropriate to the receiver/s. The greeting builds a rapport.
- The **Body** of the email states what the email is about. Be clear with what you want your receiver to know. Make sure you have everything you want to convey drafted in simple terms. Do not use colloquial language or long unwinding sentences. Try not to repeat words or use cliched terms. Make your message positive, even if you're turning down an offer. If you have to follow, do it before they remind you to. Keep it short. Use standard font style and size. Do a final spelling/grammar check/proof-read.
- Finally, **Sign off** the email on a polite note and proofread it before hitting send. The closing should feel genuine; only then will the receiver want to respond.

This was just basics of writing a mail. However, if you have to send an email for writing to recruiters to invite them for campus placements, there are a few things that you need to take care of more:

- The **position** of recruiter will always **stay the same** although the person might change.
- You must **highlight the achievements and statistical data** of your college in the mail. Always write total no of students placed till date so that the figures sound impressive.
- Focus on the e-mail as a **marketing tool**. Must mention anything that highlights the institution's repute and status.
- Always mention your current phone number on the sign-off
- Keep good contacts with every position holder even if they have left that organisation. You never know the reach and network he/she might have.
  Ref: [How to write effective e-mails? – LearnFact]

Conducting Placement Drives & Case Study on Placements

Day 5
Session 2

Time: 2 hrs

Objective: By the end of the session, participants will be able to apply their solutions to a real-life scenario

Materials Used: White board, marker, PPT on Case Study

Context Setting
Ask participants the following questions for context building.
- What is a Case study?
- Why is it important to understand Placement Drives?

Tell them the importance of Placement drives and understanding through real life cases.

Main Activity
Share the PPT on Case Study and share it in the WhatsApp group of participants. Stop on slide no 4 (Placement status of Govt Polytechnic Derai). Divide the group into equal teams and ask them to find solutions.
Ask:
- What steps do you think you could take to improve this situation?

Next, run the slides further and show them what actually happened in this case.

In the same group, ask the participants to plan a placement drive into 3 parts and activities:
1. **Preplacement Activities** (Expected answers Student registration, skill assessment, preparing students for interviews, Inviting Companies)
2. **The main event Activities** (Expected answers: Informing students about pre-placement and placement drive, Pre-placement talk, Placement drive
3. **Post Placement Activities** (Expected answers: Informing students about pre-placement and placement drive, Pre-placement talk, Placement drive

Discuss the same in the larger group. List down points on the whiteboard. Refer to "Conducting placement drives trainer reference" to see if point is missed.

Reflection
- What does your key take away from this session?
- How or what is that you will apply from this case?
- How will this benefit your work?

Conducting placement drives Trainer reference

What is a placement drive?
A placement drive is an/ group of activities done by colleges to get students recruited. These activities may be into 3 stages.
- pre- placement,
- post-placement
- During placement.

Preplacement Drive revolve around activities like
- ✓ Finding the right employers.

- ✓ Talking and sending written communication about the institute and kind of students available for recruitment.
- ✓ Inviting recruiters to do industry talks so that they can have student interactions and know about the students and college. This also acts as an ice breaker for recruiters and proves to be a good platform for students to know about company's expectations.
- ✓ Sending invites for these companies to come for campus recruitment.
- ✓ Arranging and budgeting the expense for the drive as a whole.
- ✓ Helping students to write the correct resume.
- ✓ Preparing students to face GDs, Interviews.

During Placement Drive

- ✓ Arrangements for the Recruiters lodging and boarding and travel.
- ✓ Communication of the same to the management and recruiter
- ✓ Selecting the students according to the profiles available and the marks required
- ✓ Making sure the students have their records in a presentable manner.
- ✓ Arranging the sequence of GDs and Interviews in an orderly and fair manner
- ✓ Taking down the names of students selected

Post Placement Drive

- ✓ Making sure that students who are selected are informed about the same both verbally and in a written manner.
- ✓ Consent of the students to join is received timely.
- ✓ The letters of recruitment for all candidates are received well in advance.
- ✓ The joining formalities and supporting documents are completed on time.
- ✓ Decide on course of action for selected students who aren't willing to join.
- ✓ Prepare for a next placement drive for those who were not selected.
- ✓ Take industry feedback.
- ✓ Maintain student/alumni database.

Ref: Case Study given by IRDT, Kanpur

On Ground Implementation

Day 5
Session 3

Time: 1hrs
Objective: By the end of the session, participants will be able to list down their tasks as a TCPO and understand at what stages they can get Medha's support.
Materials Used: White board, marker, [PPT for On-Ground Implementation]

Context Setting

Ask the participants: What is the most important activity we must do before executing a plan? (HINT: Planning and Collaboration) Continue by saying, “today we are going to understand how to execute our responsibilities with Medha’s support”.

Main Activity

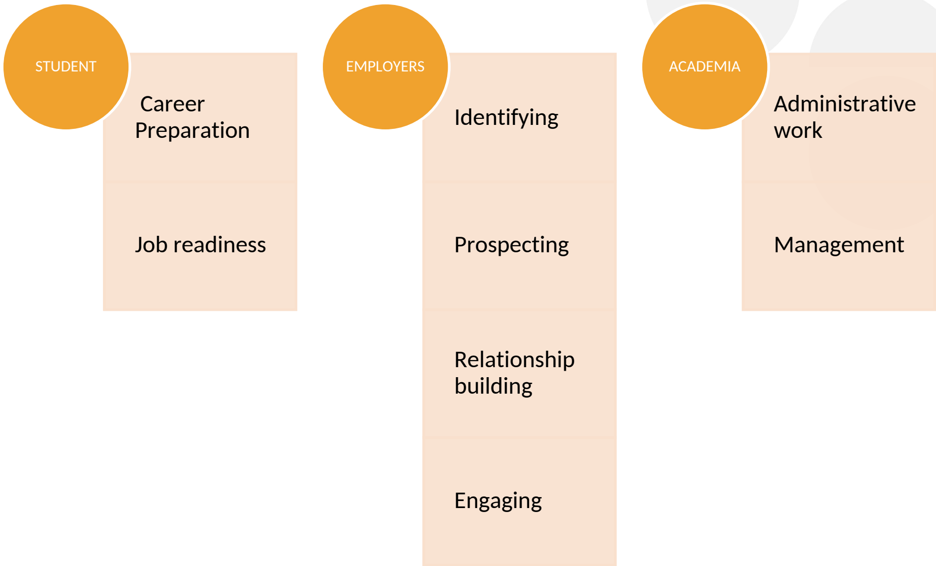
Transition to the PPT for better understanding. Use trainer reference for this topic for clarity.

Reflection

On Ground Implementation Trainer Reference

Day 3
Session 3

The role of a TCPO involves 3 major components.



Continuous Professional development (CPD) model

CPD Model explained:

The CPD model is a framework through which Medha engages closely with TCPOs throughout their journey of an academic year.

Engagement Plan

1. Career Preparation: segregate 5 modules as per your yearly calendar to be implemented with the students (training of students)

S No.	Module	No of Hours
1	Career Preparation- Goal Setting	1 session
2	Career Preparation- SWOT analysis1	1 session
3	Career Preparation- Time Management	1 session
4	Career Preparation- Time Management	1 Session
5	Career Preparation- Higher Studies	1Session
6	Career Preparation- Entrepreneurship	1 Session
7	Job Readiness- Resume Building	2 sessions
8	Job Readiness- Group Discussions	5 sessions
9	Job Readiness-Interview Preparation	5 sessions
10	Job Readiness- Work Etiquette	2 sessions

2. Capturing Student Aspirations
   This segregation shall help identify our students' interest in building sessions as per their needs to bridge the gaps as per industry demands. Segregation of students will depend on these 3 aspects:

- Students aspiring for higher education.
- Students aspiring for placements/Apprenticeships.
- Students aspiring to become entrepreneurs.

EMPLOYER ENGAGEMENT

1. Stream-wise employer mapping
2. District-wise employer mapping
3. Industry expert Talk
4. Industry visits

	STUDENT CAREER PREPARATION TRAINING	
	Activities by TCPO	**Support from Medha**
	Goal Setting	Study Materials, session plans, PPTs
	SWOT analysis1	Study Materials, session plans, PPTs
	Time Management	Study Materials, session plans, PPTs
	Time Management	Study Materials, session plans, PPTs
	Higher Studies	Study Materials, session plans, PPTs
	Entrepreneurship	Study Materials, session plans, PPTs
	STUDENT JOB READINESS TRAINING	
	Activities by TCPO	**Support from Medha**
	Resume Building	Study Materials, session plans, PPTs
	Group Discussions	Study Materials, session plans, PPTs
	Interview Preparation	Study Materials, session plans, PPTs
	Work Etiquette	Study Materials, session plans, PPTs
	EMPLOYER	
	Activities by TCPO	**Support from Medha**
	Stream-wise employer mapping	Finalizing MoU
	District-wise employer mapping	Identifying local Industries
	Industry expert Talk	Identifying and finalizing experts
	Industry visits	Identifying industries
	Placements	Assisting in Placement Drives
ACADEMIA		
	Activities by TCPO	Support from Medha
	Enrollment Campaigns	Conducting digital and field campaigns
	Promotion of Polytechnic	Collaboration in conducting Career Awareness drives in secondary education schools
	Data Management	Developing tools to capture student Aspiration placement, enrolment and Alumni data

Medha team shall engage with TCPOs every quarter to understand and assist the TCPOs during this journey and create Peer-led communities to encourage best practices and mitigate challenges. We shall also be giving supplementary reading materials along with a refresher at the year-end, should it be needed.

Urise Placement module

Day 5
Session 4

Time: 1 hr
Objective: By the end of the session, participants will be able to know what it is and how to use this portal.
Materials Used: Whiteboard, marker, PPT.

Context Setting

Ask the participants if they know anything about Learning Management systems. Now ask them the name of the portal which is used in their case. Ask them why they think it is essential. Now state what it is and its purpose from the trainer's Reference.

Main Activity

Open the URISE PPT and run the slide explaining each slide on how to use it. The slides are self-explanatory.

Reflection

What do you understand about the topic?

Why do you think it is important?

How will it benefit your work?

How will it benefit your students?

URISE : Trainer reference

About URISE

URISE, The Unified Reimagined Innovation for Student Empowerment is a collective effort of the Department of Technical Education, Department, Training, Employment and the Skill Development Mission, with a vision of unified empowerment of the students of engineering, polytechnic, vocational and skill trainees. Under the direction of the Department of Technical Education, this vision and concept has been embedded to carve and develop this portal is carried out by - Dr. APJ Abdul Kalam Technical University, Lucknow.

All the students, teachers, trainers of polytechnic, vocational and skill development, are at the same platform and thus all the facilities and information related to the student's life cycle will be available at one place. With these available facilities and information on URISE, they will not only be empowered but will also be helpful in building their golden future. The student will not only come across to the various educational contents, information and services but they will be able to connect with the entire world…

This portal of its own kind will not only strengthen about 12 lakh students associated with technical, vocational and skill education to their studies and learning but will also provide a platform to fulfil their dreams and goals.

In the first phase of U-Rise, polytechnics, vocational and skill development have been associated on this portal. In the second phase, a target has been set to link all the engineering universities of the state.

The session plan is basically how to use this and is self- explanatory.