

21st Century Skills

for Youth in India

Trainer Manual

Disclaimer

The content provided in this book is for information purpose only. The outcome mentioned through this book depends upon the user's discretion and does not guarantee a job or successful business in the future. No part of this book shall be distributed, reproduced, or transmitted by any means including soft and hard copies without the prior written permission of the publishing organization. The organization will not be liable for the damages, injuries or losses incurred from the use of the content.

This handbook has been developed by UNDP in collaboration with Leap Skills for Project Code Unnati, supported by SAP Labs India.

Foreword

Dear Trainers,

Congratulations of taking the responsibility of making India future ready!

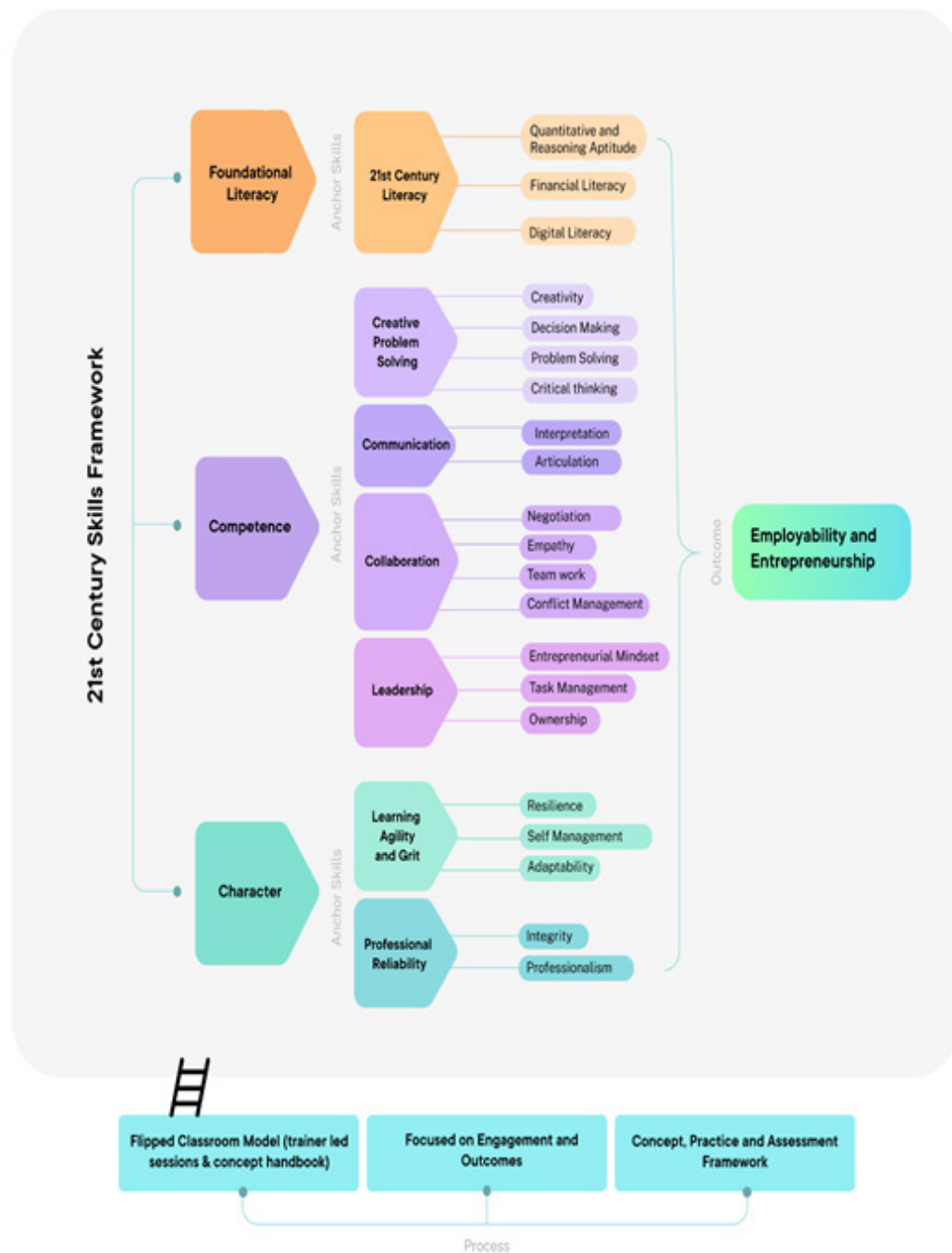
India has the largest youth population in the world today, with a median age of 28.. This is a demographic dividend that needs to be tapped to access its potential. Despite having a huge youth population, the biggest void between youth and employment is skills.

Skill development has become vital for the youth to be future-ready with the right skills and knowledge. With technology disruption, a vibrant start-up ecosystem, and significant growth opportunities, India requires its youth to be equipped with the 21st century skills to yield the dividend of growth. To fill up the void of skill development, United Nations Development Programme (UNDP) has designed and developed 21st Century Skills Framework and Curriculum for youth in India.

About the Framework and Curriculum

This book is the result of an effort by UNDP (United Nations Development Programme) India to standardised 21st century skills relevant for youth of India. With the help of industry and domain experts, UNDP has developed a framework that defines 21st century skills and provides a pathway to the entire skills and education eco-system to make our youth ready for both employability and entrepreneurship.

With the base of CPA Framework i.e. Concept, Practice, and Assessment, this curriculum is designed to give learners educator's support through trainer led sessions and flexibility of learning the concept on their own with the help of concept handbook. While enjoying the activity based learning, project based learning, mentorship support by trainers, opportunities of peer learning, learners will get closer to the outcomes of Employability & Entrepreneurship. They will find themselves more confident and skilled at the end of this course. This framework is designed to elevate their knowledge and skills. They will have a perfectly balanced growth in various anchor skills like communication, problem solving, leadership, collaboration, and more.



• Foundational Literacy

How students apply core skills to everyday tasks. These include a set of finite sets of knowledge that learners must build on.

21st century literacy skills

New era literacies to work as enablers for creating competencies. It builds ability to reason correctly. It includes Quantitative and Reasoning Aptitude, Financial Literacy (the basics of banking, investment, savings, sources of funds, management of funds), and Digital Literacy (ability to use digital technology, communication tools and networks)

• Competencies

These are important skills that indicate how learners approach problems. These skills help build other skills and convey knowledge

Creative Problem Solving

Ability to come up with novel ideas and ways of doing things. It includes Creativity, Decision Making, Problem Solving, Critical Thinking.

Communication

Ability to articulate, interpret and share thoughts and ideas well using the appropriate nonverbal and verbal language.

Collaboration

Ability to work effectively and respectfully with diverse teams towards a common goal. It includes Empathy, Team Work, Negotiation, Conflict Management

Leadership & Result Orientation

A leader takes initiative, has competence to plan and lead by action. A good leader can use the communication and collaboration skills to get results.

• Character Qualities

These are skills developed through habits and contribute to how learners interact with their environment, other people and situations. These are life-skills that affect the values, beliefs, behavior of a person.

Learning Agility & Grit

Learning Agility is the ability to strive for continuous learning through evaluation, reflection and challenges. It includes the ability to show resilience by improvising and making meaning out of obstacles. A person with grit is perseverant and will continue to put in efforts to achieve long term goals even in the face of adversity. It includes Self-evaluation, Goal setting, Stress Management, Anger Management.

Professional Reliability

It is the ability to independently manage time and work without the need for oversight. A person with this instinct is punctual, positive, integrous and enthusiastic about work. It's the ability to set and achieve milestones in a consistent and organized manner.

What's inside this book!

This Trainer Manual is a bundle of lesson plans that clearly lays out the way trainers need to follow to deliver 21st century skills to participants. Here are some key features of the Trainer Manual:-

1. Each lesson has clearly defined objective, duration, material requirement, opening and closing protocol to help trainers organise their session well
2. Lessons are divided in sections like concept discussion (for students to read and discuss the concept mentioned in their handbook), practice time (for projects that students need to prepare), activities (step by step description of activities that trainer can do in class)
3. Duration for each lesson is 90 minutes and there are sub-sections with specific durations to give flexibility to trainers to manage the session time well.
4. Flipped classroom model has been used for the design of this curriculum where students complete concept reading at home and practice the concept through activities and projects during class
5. CPA Framework (Concept, Practice and Assessment) has been used to structure the programme for a complete learning experience. Concepts are covered in student handbook and practice and assessments are covered in Trainer Manual
6. Considering the importance of personal support our youth requires, mentorship sessions have been added in the curriculum. At the end of each module/ set of sessions, there is a session where trainer can execute assessment, share feedback and give personal support to participants through group mentorship
7. Most of the sessions have been designed considering black/white board only to help execution team deal with low resources centers. Trainer should be able to deliver lessons without using projectors but they should feel free to use existing resources at the training center for better learning experience for students. Some specific sessions like Digital Literacy will require use of computer labs/ smart phones
8. Gamification elements (Socialize, Engagement, Competition and Achievements) have been integrated in the curriculum. By just following the lesson plans, trainers will be able to create an engaging yet competitive learning environment for participants
9. Incentivization plan can easily be implemented for objective measures like Attendance and Assessment scores. The trainer/execution teams can decide to recognize and reward individuals or groups of participants to motivate them
10. It's a recommendation for trainers to read the lessons in student handbook to have clarity of concept that students are going through

We are hopeful that this Trainer Manual will guide you to deliver 21st century skills curriculum to participants in the most engaging and outcome-oriented manner.

Happy Facilitating!

Message from Ms. Nadia Rasheed, Deputy Resident Representative, UNDP India



We are living in an era where degrees and trainings are not always sufficient for ensuring job security and a bright economic future. Success in the job market increasingly depends on acquiring skills beyond an academic degree and continuing to develop and evolve these skills. Supporting skills development to help prepare young people for the job market is an important area of focus for UNDP in India. UNDP's 21st Century Skills Curriculum is aimed at building competencies and boosting confidence to enable women, men, and youth to navigate challenges and opportunities in today's job market.

This curriculum has been developed through the effort and valuable time of numerous individuals. It is intended to be student-centric and forward looking, with a teaching methodology that provides space for innovation and experiential learning. In addition to strengthening academic knowledge by enhancing numeracy and digital skills, the curriculum is aimed at honing life skills and building communication and leadership traits.

The curriculum also incorporates activities, games, tasks, and performances, to encourage an enjoyable learning process and experience. I hope that young people in India will benefit from this carefully structured and designed curriculum to enhance and advance their 21st century skills.

A handwritten signature in black ink, appearing to read 'Nadia Rasheed'.

Nadia Rasheed
Deputy Resident Representative
UNDP India

Message from Gunjan C. Patel, Regional Director and Head of CSR



I share my heartfelt congratulations to the UNDP team for successfully launching the 21st Century Skills Curriculum for the budding future of our nation. This reinforces and aligns well with SAP's mission of Powering opportunity through Digital Inclusion.

It was a long-demanded notion of skill development for the young generation of the rural belt of India. This eventually deprived them of opportunities and growth. As time passed, this void of employment & entrepreneurship increased as compared with the metropolitan cities.

As per the reports from various sources, more than 60% of the population resides in the rural part of India, urging the need to upskill the youth from the unexplored sector. With the booming education sector in India, we are still far away from catering to the needs and demands of the corporate sector through school & college education.

The 21st Century Skills Curriculum will not only benefit the youngsters with instilling new skills but will also make them self-sufficient, digitally skilled, and imbibe leadership skills that cannot be acquired through books or class. These are truly experiential and pragmatic.

Gunjan C. Patel
Regional Director and Head of CSR,
SAP Indian Subcontinent,
SAP Labs India Private Limited

Message from Amit Kumar, Head, Inclusive Growth



We, in the UNDP, believe that young people have the skills to change the world. They are the trustees of prosperity. But, sometimes they need a bit of help.

I hope this 21st-century Skills curriculum offers the much needed help to the young men and women in India in achieving their goals by providing a platform to imbibe the essential skill-sets.

The power of youth is dynamic in nature and most skills and orientations are obtained in this age.

Undoubtedly, skill development is imperative and skill enhancement of youth acts as a catalyst in their journey towards success.

I truly believe that the success of India's youth has the power to transform the entire world. UNDP India's youth initiatives are all based around this belief. The launch of 21st Century Skills has helped us unravel the opportunity and growth for young Indians. Its content is specifically designed with several brainstorming sessions and validation from organizations, trainers, and students. Students after successful completion of this Module will have overall knowledge and skills in the domains of Finance, Entrepreneurship, Life Skills, Aptitude, and Digital Literacy.

The module is framed in a way to pave a successful path for students with various aspirations. I hope that this will strengthen the core requirements and help them achieve greater heights.

All the best.

A handwritten signature in black ink that reads "Amit Kumar".

Amit Kumar
Head, Inclusive Growth
UNDP India

Index

S. No.	Module	Lesson	Page No.
1		Orientation	
2	Professional Reliability	Values and Ethics	
3	Learning Agility & Grit	Self Awareness	
4	Learning Agility & Grit	Goal Setting	
5	Learning Agility & Grit	Mentorship for Self Awareness and Goal Setting	
6	Digital Literacy (21st Century Literacies)	Basic functions of devices (Computers and Smartphones)	
7	Digital Literacy (21st Century Literacies)	Using Mobile Applications	
8	Digital Literacy (21st Century Literacies)	Microsoft Document 1	
9	Digital Literacy (21st Century Literacies)	Microsoft Document 2	
10	Digital Literacy (21st Century Literacies)	Microsoft PPT 1	
11	Digital Literacy (21st Century Literacies)	Microsoft PPT 2	
12	Digital Literacy (21st Century Literacies)	Microsoft Excel 1	
13	Digital Literacy (21st Century Literacies)	Microsoft Excel 2	
14	Digital Literacy (21st Century Literacies)	Google Suite 1	
15	Digital Literacy (21st Century Literacies)	Google Suite 2	
16	Digital Literacy (21st Century Literacies)	Assessment and Mentorship for Digital Literacy	
17	Communication Skills	Basic Conversations - Present	
18	Communication Skills	Basic Conversations - Past	
19	Communication Skills	Basic Conversations - Future	

S. No.	Module	Lesson	Page No.
20	Communication Skills	Listening Skills	
21	Communication Skills	Reading Skills	
22	Communication Skills	Extempore- Let's Speak!	
23	Communication Skills	Body Language	
24	Professional Reliability	Grooming and Etiquette	
25	Communication Skills	Presentation Skills	
26	Communication Skills	Group Presentation 1 - Start	
27	Communication Skills	Group Presentation 2 - Prepare & Practice	
28	Communication Skills	Group Presentation 3 - Present	
29	Communication Skills	Feedback and Mentorship for Presentation Skills	
30	Communication Skills	Resume Writing	
31	Communication Skills	Writing Cover Letter	
32	Communication Skills	Email Writing	
33	Communication Skills	Feedback on Resume and Cover Letter	
34	Digital Literacy (21st Century Literacies) + Communication Skills	Social Media and Networking - LinkedIn	
35	Digital Literacy (21st Century Literacies) + Communication Skills	Social Media and Job Search - Naukri	
36	Communication Skills	Interview Skills 1 - Greeting, Introducing Yourself	
37	Communication Skills	Interview Skills 2 - Talking about Skills, Interests, Experience	
38	Communication Skills	Interview Skills 3 - Answering Questions	
39	Communication Skills	Telephonic Interviews	
40	Digital Literacy (21st Century Literacies) + Communication Skills	Virtual Interviews	
41	Communication Skills	Mock Interviews	
42	Communication Skills	Feedback on Mock Interviews	

S. No.	Module	Lesson	Page No.
43	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Ratio, Proportions and Partnerships	
44	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Percentage	
45	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Profit & Loss	
46	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Simple Interest and Compound Interest	
47	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Averages	
48	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Statements, Assumptions and Conclusions	
49	Aptitude (Numeracy & Reasoning) - 21st Century Literacies	Assessment and Feedback Session	
50	Communication Skills	Empathy	
51	Communication Skills	Team work	
52	Communication Skills	Conflict Management Skills	
53	Communication Skills	Negotiation Skills	
54	Communication Skills	Group Project Day 1 - Discussing problem and finding common goal	
55	Communication Skills	Group Project Day 2 - Working on solution	
56	Communication Skills	Group Project Day 3 - Presenting solution	
57	Communication Skills	Group Project Day 4 - Executing solution	
58	Communication Skills	Feedback and Mentorship for Collaboration Skills	
59	Learning Agility & Grit	Being Resilient	
60	Learning Agility & Grit	Stress and Anger Management	

S. No.	Module	Lesson	Page No.
61	Professional Reliability	Time Management	
62	Learning Agility & Grit + Professional Reliability	Mentorship for Resilience, Stress & Anger and Time Management	
63	Financial Literacy - 21st Century Literacies	Opening a Bank Account	
64	Financial Literacy - 21st Century Literacies	Financial Planning	
65	Financial Literacy - 21st Century Literacies	Income Tax	
66	Financial Literacy - 21st Century Literacies	Sources of Funds	
67	Financial Literacy - 21st Century Literacies	Assessment and Mentorship for Financial Literacy	
68	Creative Problem Solving - Entrepreneurship	Entrepreneurial Mindset	
69	Creative Problem Solving - Entrepreneurship	Creative Ideation	
70	Creative Problem Solving - Entrepreneurship	Decoding Customers	
71	Creative Problem Solving - Entrepreneurship	Business Model	
72	Creative Problem Solving - Entrepreneurship	Tools for Prototyping	
73	Creative Problem Solving - Entrepreneurship	Cost Structure	
74	Creative Problem Solving - Entrepreneurship	Creative Marketing	
75	Creative Problem Solving - Entrepreneurship	Pricing & Funding	
76	Creative Problem Solving - Entrepreneurship	Pitch Prep	
77	Creative Problem Solving - Entrepreneurship	Pitch Day	
78	Creative Problem Solving - Entrepreneurship	Feedback and Mentorship for Entrepreneurship Module	
79		Closing	



1

Orientation

Orientation

Objective:

Participants will be able to familiarise themselves with the programme, trainer and their co-participants.

Total Time:

90 Minutes

Material Required:

5 chart papers, 5 sketchpens

Instructor Note:

Before we start delivering the programme, it's important to be clear with "why we are doing this". It helps create better relevance. Use this first session to build your rapport and programme's importance. Let students get comfortable with each other, with you, with the programme, with timetable, classroom and classroom culture.

Opening Protocol: **5 Minutes**

- Greet the participants
- Take attendance
- Ask participants to share with each other how they are feeling
- Tell them that this will be the opening protocol for each day

Activity 1: Ask me anything **15 Minutes**

- Ask students to have one question ready for him/her which will help them know the trainer better
- Spend 15 minutes answering as many questions as possible.

Activity 2: Two truths and a lie **30 Minutes**

- Write the name of the activity on the board and tell students that they will have to guess the lie from the 3 things you are going to tell them about yourself.
- Tell the learners that this activity will help them know their fellow learners better.
- Take 3 responses and disclose the lie
- Ask students to come in front one by one and tell 3 things (two truths and a lie) and other students will guess the lie. If it's not possible to give time to all the students then randomly get some students to come in front.

Activity 3: About the programme **10 Minutes**

- The trainer will share the timetable, number of classes students need to attend, timings, venue etc and the objective of running the programme.
- Trainer can feel free to use the board, projector etc to make it easy to explain.
- Encourage students to ask questions if they have any concerns in mind

Activity 4: Classroom Culture **20 Minutes**

- Divide students in 5 groups
- Ask each group to discuss their expectations from this programme and from themselves
- Then ask each group to write 5 rules that they want all their batch mates to follow during the course of the programme to make the learning environment more comfortable, respectable and learning oriented
- Each group will come in front one by one to share the five rules they had decided
- Trainer will finalise 5 rules that the groups have in common
- Ask all the groups to write one rule each on a beautiful chart paper. Thus, have 5 rules written on 5 chart papers by 5 groups and paste them on the classroom wall.

Closing/Debrief:

5 Minutes

Encourage students to follow these rules throughout the programme to make the classroom culture positive, inclusive, interesting and encouraging.

Closing Protocol:

5 Minutes

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



2

Professional Reliability

Values and Ethics

Values and Ethics

Objective:

Participants will be able to understand ethics and their significance in professional life

Total Time:

90 Minutes

Materials Required:

Video downloaded from YouTube, white board and marker, PPT

Instructor Note:

This session should help students connect with their own value system and they should then be able to relate it with the term “work ethics”. They will be able to understand that it’s important to become adaptable to the new culture while staying firm on personal values. As a lot of students migrate to different places and new jobs, they will be able to create a balance between being culturally fit and strong work ethics.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Concept Discussion: Understanding Ethics 10 minutes

- Ask students to tell you the skills that they are going to build in this programme. Ask why is it important to have these skills?
- Take 2-3 response
- Explain that in addition to learning useful skills such as communication, collaboration, and literacy, we are also going to develop something called Ethics that will help you become more reliable and professional
- Ask students what they understand from the word “Ethics”, “Values”
- Use PPT to explain these terms

Activity 1: Work Ethic Self-Quiz 15 minutes

- Ask students to open Activity 1 in their handbook and fill in their responses. Explain the rating scale (5 responses) to them. If students are not carrying their handbooks, they can write their answers on a plain paper.
- Read each statement aloud and allow students time to fill in their answers real time
- Encourage them to be honest with themselves as they complete it.
- When the quiz is complete, ask the students if they had ever thought of these qualities before. Help them connect all these elements of work ethics to their lives.

Debrief:

With the help of PPT, ask students what kind of employee they will hire, the one who has strong ethics or the other who knows the work better. After taking a few responses, explain that most employers find that a strong work ethic is the best thing an employee can possess. Even if the employee does not have complete understanding of his job responsibilities, if he has a strong work ethic, employers usually will be happy to teach and train him.

Concept Discussion: Examples of Work Ethics 20 minutes

Video

- Let's watch a video to understand “Work ethics” better .
- Ask them to make notes while watching it.
- Show the video: https://www.youtube.com/watch?v=gyszvZvVy_e0

or

- Use PPT to explain the examples

Debrief :

1. Which of these work ethics apply to school? Family?
2. How do you use these work ethics to help you?

Activity 2: Work Ethics Scenarios *25 minutes*

- Divide students into 3 groups
- Give them 10 minutes to read and discuss 1 case each.

Discussion:

After students are done with their discussion, ask one group representative to briefly share the case and their response to it in front of everyone. Have each group share their analysis of each character, including rationale for their choices and advice for those characters displaying weak ethics. Explore the ethical and unethical behaviors and decisions of each character with students.

Closing/Debrief: *10 minutes*

Ask students what they learned in the session and how they can start working on their value system. Give them 5 minutes to decide 3-5 values that they want to follow in life.

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



3

Learning Agility & Grit

Self Awareness

Self Awareness

Objective:

Participants will be able to understand the importance of being self-aware and will be able to do self-evaluation for self-awareness

Total Time:

90 Minutes

Materials Required:

Projector, white screen or board, videos (downloaded from www.youtube.com) if applicable, PowerPoint presentation, Chart papers or sheets

Instructor Note:

Self reflection is an important exercise in building the right attitude and behavioural skills. This session should make students comfortable and curious in knowing themselves better. Keep the resources ready on your desktop.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Self-Awareness *30 minutes*

Activity 1: Questions about self *10 minutes*

Show the PPT or ask students to answer these questions-

- What are your skills?
- What are your fears?
- What do you like doing?
- What do you want to do in life?
- What are some values that you follow in life?
- What makes your confidence high or low?

Students may feel overwhelmed at this time because they might not have thought about these questions.

Tell them that it's completely fine if they have not thought about it till now but they should use this time to find answers to these questions and that's why they are going to do some interesting activities for Self-awareness

Activity 2: Think and Discuss *10 minutes*

Ask students-

- *What is Self Awareness and why is it important?*
- *Have they ever tried to do self-awareness exercises, if yes then how?*
- *What advantages can we have if we are more self-aware?*
- *What can be different ways to become better self-aware?*
- *What categories can we have on our self-awareness sheet?*
- *What are strengths?*
- *What are our weaknesses?*

Activity 3: Practice

15 minutes

- Ask students to open the self-awareness sheet in their handout. If students are not carrying handbook, they can take chart paper or sheet from trainer
- Tell them to list down some strengths and weaknesses
- Encourage them to be honest with themselves
- Tell them to ask questions if they are not able to articulate something in words
- Roam around and see that students are filling the self-awareness sheet. Help them, if needed

Importance of feedback in Self-Awareness

45 minutes

Activity 4: Sahu's way of taking feedback

10 minutes

- Show the video: <https://www.youtube.com/watch?v=u56k1sulDas> or ask students to read Sahu's story in their handbook.
- Ask students:
Why did Sahu call his employer?
Why didn't he reveal his identity?
What will Sahu do after this call?
What would have Sahu done if the employer hadn't given good feedback?
- Take few responses for each question and involve students in the discussion

Activity 5: Think & Discuss**10 minutes**

- *Why should we take feedback?*
- *How can feedback from others help us in self-awareness?*
- *What are different ways of collecting feedback ?*
- *Who can we collect feedback from?*

Activity 6: Practice**15 minutes**

- *Ask students to decide one family member, one friend and one teacher they will take feedback from*
- *Tell them that they have to fill these feedback columns (given in their handbook) at home after having a word with the 3 people they have decided*
- *Tell them to practice this exercise in class by picking one person they would like to get feedback from*
- *Ask them to sit with that person and get to know your strengths and weaknesses according to them. They can use the chart paper or sheet for taking feedback*
- *At the end of the activity, ask if anyone wants to share the list or even the experience of getting feedback from others*

Closing/Debrief: 10 minutes

Encourage students to use self-awareness exercises regularly in life. Tell them that self-awareness lays a foundation for goal setting. Ask them to complete the feedback sheets in the handbook at home. Take their questions, if any.

Closing Protocol: 5 minutes

- *We will work on one weakness from the list that you have identified today*
- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



4

Learning Agility & Grit

Goal Setting

Goal Setting

Objective:

Participants will be able to create SMART Goals

Total Time:

90 Minutes

Materials Required:

White board and markers

Instructor Note:

Using self-evaluation that students did in the previous session, students should be able to set short term and long term goals. Students will get trained in what, why and how of goal setting.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

- Trainer can talk about their career journey, achievement & failures too. Share how you set your goals and action plans. Let them ask questions. Ask students to share any example from their life or from their families where people set goals and achieve them with persistent action. Tell them that using self-awareness and self-evaluation, we will learn about goal setting today.

Activity 1: Concluding Self-Evaluation 15 minutes

- Ask students if they had asked their teacher, friend and family member for feedback and have they filled the evaluation tables in the handbook
- Divide students in groups of 4 and give them 10 minutes to share their experience, challenges, feelings of doing evaluation
- Ask groups to share at least 1 experience good or bad that any of their group member had had while taking feedback from people
- If there are some students who hadn't completed their assignment of taking feedback, ask them to get it done after this session

Activity 2: Create a table: 10 minutes

- Divide class in 3 groups and give them 5 minutes to discuss
- Group A will discuss "What should we do Goal Setting"
- Group B will discuss "What is goal setting"
- Group C will discuss "How should we do goal setting"
- After 5 minutes, ask each group to send one representative to conclude what they discussed

Activity 3: SMART Goals

- Write two statements on the board-
 1. "I want to have a fit body"
 2. "I want to bring my body weight to 50 kilos in 10 days"
- Ask students which statement describes a goal? Take some responses
- Explain SMART Goals to them using examples. Students already have examples and concepts in handbook that trainer and students can use for discussion

Activity 4: Practice Goal Setting 40 minutes

- Divide class in 3 groups and give them 5 minutes to discuss
- Group A will discuss "What should we do Goal Setting"
- Group B will discuss "What is goal setting"
- Group C will discuss "How should we do goal setting"
- After 5 minutes, ask each group to send one representative to conclude what they discussed

Set the Goal *10 minutes*

- We will actually set a goal today and we will set it as per the SMART formula
- You will all have 10 minutes to think about a GOAL that you want to achieve in next 10 Days
- Tell them that I am helping you with the aspect of time i.e. 10 days
- You have to set a goal that you can achieve in 10 days, should be Specific, Measurable, Achievable, Relevant

Discussion– *10 minutes*

- Give instructions that everyone will have 1 minutes to talk about their goal
- While one team member is speaking everyone else will note down if they have any feedback for him/her in terms of SMART formula

Mark the goal- *10 minutes*

After taking feedback from peers and trainers, each student will write their goal in the handbook where the table has been given.

Closing/Debrief: *5 minutes*

- Ask students how are they feeling
- Tell them that they have done a great job of setting a concrete goal today

Discuss your SMART Goal with that same friend, family member and teacher who has given you feedback in a self-evaluation session.

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



5

Learning Agility & Grit

Mentorship for Self Awareness and Goal Setting

Mentorship for Self Awareness and Goal Setting

Objective:

Participants will be able to get feedback and suggestions from peer groups as well as the trainer on self-evaluation and goal setting. This session will also be used to create the groups and group boards that will run throughout the programme

Total Time:

90 Minutes

Materials Required:

Chart papers (1 for each group), sketch-pens and pencils

Instructor Note:

This mentorship session will ensure that each student has done self evaluation and goal setting correctly and that they understand the importance of Learning Agility & Grit as a way to become more self-reliant and growth mindset oriented.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- Ask participants to share with each other how they are feeling.

Activity 1: Debrief the module

70 minutes

Trainer will ask the following question from students to reflect on their learning-

- What is self-awareness?
- Why do we do self-evaluation?
- How should we do self-evaluation?
- Who are the people that can be involved in this process?
- Define SMART goals

Through this short question & answer activity, Trainer will ensure that all the students are on the same page for the concepts.

Activity 2: Group Mentorship

70 minutes

Discussion with peer group

- Let students divide themselves in groups of 5 people each. They can choose their friends/people they are comfortable with.
- Tell them to take 10 minutes to share the following with each other-
 1. Their strengths and weaknesses
 2. SMART Goal for 10 days
 3. Action plan to achieve that goal

Mentorship meetings

- After students are done with their discussion, you can start the mentorship meetings with each group one by one.
- You can spend 15 minutes with each group.
- Tell all the students that while you are talking to one group, other groups can create the “group board” using chart paper and sketch pens.
- Each group has to mutually decide a name for their group
- They have to write the name of their group and names of all the group members at the top of chart paper. Rest of the chart-paper will be blank for now
- These “group boards” will be used by trainer to display scores, attendance, and appreciations over the course of the programme
- While the trainer will use these chart papers to convey their messages to the groups, the responsibility to maintain these boards will be of group members. Example- in case the chart paper tears-up after a few days, groups will have to replace it.
- Groups can also create WhatsApp groups with their group members for effective communication

This is what trainers will do in 15 minutes mentorship meetings-

- Check students' list of strengths and weaknesses
- Ask them follow-up questions to ensure they know what and why they have added things in the list
- Give your suggestions, if any
- Reiterate that knowing ourselves and setting smaller goals is the way to succeed in life. This makes us emotionally intelligent, self-learners, and growth oriented
- Tell them that you are with them to support them if they need more help
- Encourage them to follow the action plan they have made for themselves
- Tell them they will work as buddies for each other in coming 10 days and they will ensure that their groups members are following the action plans they have decided for themselves

Closing Protocol: *5 minutes*

- Announce the next time you will be visiting them
- Share the topic of the next session
- Tell students that you will have more such mentorship sessions in the programme



6

Digital Literacy (21st Century Literacies)

Basic Functions of Devices (Computers and Smartphones)

Basic Functions of Devices (Computers and Smartphones)

Objective:

Participants will be able to get acquainted with several features of smartphones & Computer/Laptop which will help them work in 21st century workplaces

Total Time:

90 Minutes

Materials Required:

Video downloaded from YouTube, white board and marker, PPT

Instructor Note:

Digital literacy is a must to have skill in the 21st century workplaces. Before students explore some useful tools from Microsoft and Google, this session will help them get comfortable with devices like smartphones and computers. Trainer can use this session to assess students' comfort level with using digital devices and basics of technology. Ask students to bring their smartphones in the session, if they have.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Activity 1: Features of Smartphones 20 minutes

- Ask all the students to open their handbooks and write 10 features of a smartphone that they use or like. Give them 5 minutes to do this
- After 5 minutes, randomly divide students in the groups of 5 each
- Give 5 minutes to groups to discuss the features and the reason behind their selection
- Take responses from each group and applaud the group with the most unique features
- During the discussion, try to move students' focus on the use of different features smartphones offer. Encourage them to use their lives more efficient
- Tell them that in the following session they will be learning about different mobile applications that they can use in their smartphones
- Identify the students who don't have access to smartphones. Ask them to sit with students who have smartphones with them

Activity 2: My Computer 20 minutes

- Ask students to open their handbooks and go to activity "My Computer"
- Students need to draw a computer and describe different parts of computer and their use
- Give them 10 minutes to do this activity
- After 10 minutes, ask a volunteer to come in front and draw the computer on the white board
- Ask other students to describe the parts of computers one by one, focusing on how and why we use that specific part of computer
- Correct students if they make any mistake and ensure that all the students understand the basics of computer and how to operate it
- To make the discussion more outcome oriented, ask few students to demonstrate switching on, switching off, connecting headphone, connecting pendrive, shutting down the computers
- End the discussion by stating the digital etiquette or the rules that they need to follow when they come to use computers in the lab

Activity 3: Buying a laptop

20 minutes

- Divide the students in groups of lowest multiple of total strength and inform them that they have a hypothetical account with a deposit of 30,000 rupees.
- Ask students to use Google search and finalize one laptop they unanimously wish to purchase based on its features
- Give them 10 minutes for research and discussion
- After the time is over, ask groups to come in front and tell which laptop they will buy and why. Give them 2 minutes each
- Discuss the choices of students and reward the group with the most economical and best selection of laptop
- Tell the students how features become a very definitive point in laptops. Discuss various brands and types of laptop and their unique features (if any)
 - Brands: Apple, Lenovo, Acer, Dell, Asus
 - Types: Gaming, Professional, Editing & Designing etc.
 - Features: Touch screen laptop, Lenovo Yoga, Screen Detachable laptop
- Close the activity by telling participants that even if they are not buying the laptop today, they should understand the useful features of laptop

Activity 4: Debate

15 minutes

- Tell students that now they have to assume that they are buying a common laptop for their class and they have to debate and choose between Windows and Macbook laptops
- Divide the class in two groups. Ask group 1 to do research on Windows laptops and group 2 to read about MacBook laptops. Give them 5 minutes to quickly read about it, discuss with their group members and make notes
- After 5 minutes, ask each group to present their reasons
- Trainer needs to moderate the discussion in a way that both the groups get enough opportunity to speak and convince the other group
- End the debate when 10 minutes are over and tell students about advantages and disadvantages of Windows and MacBook

Session 6

Closing/Debrief:

5 minutes

Close the session by reiterating the basic features and use of computers, laptops and smartphones. Use quiz questions from the student handbook to check for understanding. Encourage students to practice using computers in computer labs if they don't have personal computers or laptops at home. Tell them that Digital literacy starts with being comfortable in using devices

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show them to the Nodal officer and institution head after the session.
- Click pictures of the artefacts for documentation



7

Digital Literacy (21st Century Literacies)

Using Mobile Applications

Using Mobile Applications

Objective:

Participants will be able to know the basics of using mobile applications while practicing installing some useful mobile applications

Total Time:

90 Minutes

Materials Required:

Projector, White board, marker, Smart Phones of students with Internet connection, Powerpoint presentation, downloaded video from YouTube

Instructor Note:

Technology can really make our lives efficient, if we know how to use it well. There are plenty of paid and free mobile applications for different uses that students should learn to use. Before this session, the trainer should grab knowledge of various trending mobile apps.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session.

Opening Activity: *5 minutes*

- Ask them What does Mobile app means?
- Tell students about importance of mobile apps
- The mobile apps are available through application distribution platforms

Activity 1: Mobile App Quiz *15 minutes*

- For basic understanding of students & making sessions more interactive show them ppt of app logo quiz. These logos have also been given in the student handbook
- When you present the PPT, ask students to fill the name in their handbook. And then ask everyone for the right answer.
- After each guess, tell them briefly about the specific mobile app

Concept Demonstration *10 minutes*

Demonstrate and tell them about atleast 5 apps which they should know about such as :-

1. Google Translate

- Ask students if some of them have written letter in Hindi
- Show usage of Google Translate on screen
- Choose one students who has written the letter in Hindi
- Ask him to write anything in Hindi
- Google will translate
- There is an App also "Google Translate"
- So even if we don't know English, we can translate Hindi from English to almost perfection.

2. Grammarly

- If you know how to write English but want to write better. Grammarly is one app that can help you write better
- In your phone Grammarly gets installed to your keyboard. The moment you write in any application on your mobile. It will help you improve your writing.
- Show the usage of Grammarly on screen.

3. Gmail

4. PDF creator

5. Amazon kindle etc

Based on the needs of participants, trainers can feel free to pick any 5 apps for demonstration. Please check that you don't use the Apps that are being covered in the following activities.

Concept Demonstration- Install and Uninstall 10 minutes

https://www.youtube.com/watch?v=J_IALKPRJaE

Show this video, or ask students to discuss the concept they learnt in their handbook i.e. how to search, install & uninstall these apps from various platforms:

- ✓ Android – Play store
- ✓ Apple –ios App store

After a quick discussion/video, demonstrate installing and uninstalling a mobile app

Activity 2- Payment Apps 15 minutes

Tell students that innovation has made our lives much easier. Moreover, the mobile apps provide consumers with all new ways of exchanging money. With the help of PPT, share some examples of payment applications and then ask them to install any mobile application on their phone. Also, ask them to use a handbook to write the steps they followed for installing the app. Based on the number of smartphones available in class, students can do this activity in groups or individually.

Concept Demonstration- Digital Security 15minutes

- Divide students in 2 groups. Give them 5 minutes for the discussion-
 1. Examples of security concerns
 2. Tips to ensure digital security
- Students can feel free to read the concept given in their handbook.
- After 5 minutes, ask both the groups to send a representative to share the points in front of the entire class
- When students share their points, correct them if they are wrong, and add points if they are missing anything important

Concept Discussion- Free VS Paid VS Freemium APPS 5 minutes

With the help of PPT, explain Freemium, Paid and Free mobile applications.

- Freemium apps- where you can download and enjoy the app for free while being offered optional in-app purchases for premium features, additional content, or digital goods. Example:- Get three months free & then Rs 99 like:

YouTube Premium give trial initially & then starts charging

Netflix – First month free trial & then charge.

These Apps also take your payment details in beginning like card number, expiry date, CVV

- Examples of free apps:- LinkedIn, AarogyaSetu, ZOOM cloud meeting etc
- Examples of paid apps:- AdBlock(Rs 179), Jolly Phonic Lessons Pro (Rs 899) etc

Closing/Debrief:**5 minutes**

Motivate students to use mobile applications safely. Use these 5 minutes to take questions from students. Randomly ask students to say one thing they learnt in the session.

Closing Protocol: **5 minutes**

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



8

Digital Literacy (21st Century Literacies)

Microsoft Document

Microsoft Document

Objective:

Participants will be able to understand basics of MS word and apply formatting & page layout techniques in document

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, MS Word installed on all the computers for students

Instructor Note:

This session is the beginning of MS Word. Based on the understanding level and pre-existing skill set of students, use demonstration as a training method and make students practice as much as possible. In this session, Home and Layout menus will be discussed in detail.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling

Concept Discussion: 10 minutes

- Ask students if they have used MS word before
- Based on their response, tell them the uses of MS Word. Tell them that using MS Word is as basic as using a pen and a paper
- With the help of PPT explain the basic functions of MS word and how to start, open and save a document
- Also explain basic things they see on a document like scrollbar, ribbons, icons and options

Activity 1: Get started 15 minutes

- Demonstrate opening a blank document on the projector and ask students to open MS Word on their computers.
- Tell them to type their own introduction on a blank document in 10 minutes

Demonstration: Basics and Home Menu 20 minutes

Demonstrate the following functions on the document while presenting your screen

- Alignment (left, right, justify)
- Font Size, Font color, Font type
- Bold, Italic, Underline
- Cut, Copy, Paste
- Paragraph formatting
- Bullets and Numbering
- Find and replace
- Undo Redo
- Printing option
- Page layout

Activity 2: Practice 20 minutes

- To make their document look presentable, ask students to apply maximum options that they have just learnt
- Give them 10 minutes to do that
- After 10 minutes ask students if they faced any problem or if they have any questions
- Use remaining 10 minutes to either make them practice the options or to answer their queries by demonstrating the options they might be finding difficult

Activity 3: Shortcut keys 15 minutes

- Ask students to open their handbook and read the shortcut keys
- Give 10 minutes to participants to practice shortcut keys of all the options that they have learned in the session

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



9

Digital Literacy (21st Century Literacies)

Microsoft Document

Microsoft Document

Objective:

Participants will be able to understand and apply insert menu in document

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, MS Word installed on all the computers for students

Instructor Note:

After understanding and using basics of MS Word in the previous session, participants will learn and apply all the options in the Insert menu to make their documents more relevant and effective. Use demonstration as the training method and make students practice as much as possible

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Opening Activity: *5 minutes*

- Take students' questions from the previous session to ensure that they have all learned the basics of MS Word
- Explain/demonstrate some commonly asked options again

Demonstration: Basics of Insert Menu *10 minutes*

- Insert picture
- Insert Clipart
- Give the pictures titles using word art
- Insert header, footer and page number
- Insert hyperlink
- Insert Symbols
- Using MS Word type the formula for

$$(a+b)^2=a^2+b^2+2ab$$

- Use symbols for summation, labda, omega

Activity: Practice *15 minutes*

- Ask students to open the word file that they had created in the previous session so they can apply new options on the same file
- Ask students to insert picture, clipart and some symbols to the document they had created in the previous session

Demonstration: Insert Tables *10 minutes*

Recreate this table using MS Word and demonstrate all the table options

Product ▼	Order Date ▼	Quantity ▼	Unit Price ▼
Desk	2018-01-24	35	\$250
Chair	2018-01-04	20	\$150
Lamps	2018-01-29	65	\$30
Laptop	2018-01-15	10	\$1,500
Monitor	2018-01-05	40	\$200
Keyboard	2018-01-11	20	\$35
Mouse	2018-01-22	60	\$20
Total		250	\$38,600

Activity 2: Practice *15 minutes*

- Ask students to create a presentable table on the same document
- Give them 10 minutes to do that
- After 10 minutes ask students if they faced any problem or if they have any questions
- Use remaining 10 minutes to either make them practice the options or to answer their queries by demonstrating the options they might be finding difficult

Demonstration: Important tools *10 minutes*

- Tell students that they have learnt and practices all the basic options on MS word
- Other than Home and Insert menus, there are some important tools that they will find in other menu options
- With the help of PPT and demonstration, make them practice some tools like “spelling & grammar”, “word count”, “protech document” etc.

Activity 3: Icons handout exercise *15 minutes*

- Ask students to do check their understanding of the icons by filling in the activity 1 in their handbook
- Students need to recognise the icon and fill the name at the blank space
- After 10 minutes, discuss the right answers

Closing Protocol: *5 Post-session*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



10

Digital Literacy (21st Century Literacies)

Microsoft PPT

Microsoft PPT

Objective:

Participants will be able to understand basics of MS PowerPoint and create and present slides using Home, Design and Slideshow options

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, MS PowerPoint installed on all the computers for students

Instructor Note:

After understanding and using basics of MS Word in the previous session, participants will learn and apply all the options in the Insert menu to make their documents more relevant and effective. Use demonstration as the training method and make students practice as much as possible

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling

Concept Discussion: Basics of PowerPoint *10 minutes*

- Ask students if they have used MS PowerPoint before
- Based on their response, tell them the uses of MS PowerPoint.
- On projector, show them how to start, open and save a presentation
- Also explain basic things they see on the screen when they open MS PPT

Activity 1: Get started *10 minutes*

- Ask students to open MS PPT on their computers.
- Tell them to use a blank slide and type their hobbies on that
- Check if students are able to open and use the PPT
- After 10 minutes ask them to close those slides. They do not need to save them as they will be creating new slides in the following activities

Activity 2: Guess the Icons in Home Menu *15 minutes*

- Because participants have used most of the common options on MS Word, ask them to name the icons they see in the Home Menu.
- Follow the process for this activity-
 - Ask students to sit in their groups
 - Present your screen and keep the pointer on all the icons one by one
 - Ask group 1 to tell Name, Shortcut Key and Use of the icon you are showing on your screen
 - Ask about atleast 10 icons, while giving equal chances to each group
 - The group that guesses the most icon correctly, write an appreciation note with date and signature

Activity 3: Let us Practice making a Slide *15 minutes*

- Ask students to open the MS PowerPoint lesson in their handbooks and create a new presentation following the instructions given for the activity. Give them 10 minutes for the activity.
- After 10 minutes, ask them to compare their slides with the slides given in the handbook
- Demonstrate making the exact slides on projector

Concept Discussion: SlideShow and Design Menu *10 minutes*

Using projector, demonstrate the options in the Slide Show and Design Menu

Activity 4: Practice *15 minutes*

- To make their slide look presentable, ask students to apply maximum options they have learnt today on the slides they have created
- Give them 10 minutes to do that
- After 10 minutes ask students if they faced any problem or if they have any questions
- Use remaining 5 minutes to either make them practice the options or to answer their queries by demonstrating the options they might be finding difficult

Closing/Debrief: *5 Minutes*

- Ask participants to practice MS PPT at home if they have computers or laptops available. Check for understanding by asking a few questions on the topics covered in the session. Ask them to read the MS PPT Lesson given in their handbook and attempt the quiz questions.

Closing Protocol: *5 Minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



11

Digital Literacy (21st Century Literacies)

Microsoft PPT

Microsoft PPT

Objective:

Participants will be able to understand and apply insert menu in MS PowerPoint

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, MS PowerPoint installed on all the computers for students

Instructor Note:

After understanding and using basics of MS PowerPoint in the previous session, participants will learn and apply all the options in the Insert menu to make their presentations more relevant and effective. Use demonstration as the training method and make students practice as much as possible.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity : *10 minutes*

- Take students' questions from the previous session to ensure that they have all learned the basics of MS PowerPoint
- Explain/demonstrate some commonly asked options again

Concept Demonstration: Insert Menu *15 minutes*

- Ask students to open the Insert Menu and recognise the options they had used in MS Word
- After doing a quick recap, demonstrate some functions like SmartArt, Icons, Pictures, Video and Audio

Activity: Practice Insert Option *15 minutes*

- Ask students to apply Insert options on the same presentation that they had created in the previous session
- Go to different desks and observe how students are doing the task. Guide them if they get stuck somewhere.

Activity 2: Practice Shortcut Keys *10 minutes*

- Ask students to open their handbook and read the shortcut keys
- Give 10 minutes to participants to practice shortcut keys of all the options that they have learned in the session

Activity 3: Create a Presentation *25 minutes*

- Ask students to choose any topic that they want to create presentation on
- In case some students are not able to decide the topic, give them options like My School/ My College, My City, Our Country, Inflation, Women Empowerment, My profile, Value of Ethics
- Ask them to create a atleast 3 slides presentation on the topic they have chosen
- Ask them to apply maximum options they have learned in two sessions
- Ask them to complete it in 15 minutes
- Use remaining 10 minutes to randomly check some presentations
- Ask students to save and close the presentation on their computers

Closing/Debrief: *5 Minutes*

- Ask students to answer the quiz questions given in their handbook to check their understanding. Answer their questions, if any. Encourage them to practice making more slides at home or in computer labs.

Closing Protocol: *5 Minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



12

Digital Literacy (21st Century Literacies)

Microsoft Excel

Microsoft Excel

Objective:

Participants will be able to understand, apply and interpret basic arithmetic and formatting in excel.

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, MS Excel installed on all the computers for students

Instructor Note:

This session is the beginning of MS Excel. Based on the understanding level and pre-existing skill set of students, use demonstration as a training method and make students practice as much as possible. In this session, basic arithmetic (Summation, Subtraction, Percentages) and formatting will be covered.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous sessions of Digital Literacy

Opening Activity: 10 minutes

- Ask students if they have ever used or seen MS Excel
- Tell them the basic use of excel
- With the help of projector, demonstrate opening a blank sheet
- Introduce basics of excel
 - Rows
 - Columns
 - Cell
 - Tabs at the top

Activity 1: Discuss and draw a table:

15 minutes

Ask students to sit with their group members

Ask them to open MS Excel in their handbook and read the instructions for Activity 1

Students will get 5 minutes to discuss and decide the table they want to create and why

Ask group representatives to tell the rows and columns they would like to create and why

Create the following table on the board, and then with the help of projector, demonstrate creating the same table in excel

	Sales	Cost
Jan	10	17
Feb	15	21
March	29	20
April	33	23

Activity 2: Create a table:

25 minutes

- Ask students to read instructions of Activity 2 in the handbook:
 - Create tables in excel with months as rows and Sales, Cost as columns.
 - Fill dummy data
 - Perform arithmetic
 - Summation , =SUM
 - Subtraction, = sales-cost
 - Adding percentages
 - Formula = revenue-cost/ revenue
- With the help of projector, demonstrate creating table as per the instructions
- Ask students to create the same table in excel, give them 10 minutes to do this activity
- After 10 minutes, ask students to check each other's excel
- Randomly check some excels
- Demonstrate again if students found this activity difficult

Outcome:

Profit Calculations				
Months	Sales	Cost	revenue	profit
Jan	10	17	-7	18.16667
Feb	15	21	-6	22
March	29	20	9	18.5
April	33	23	10	21.33333
Totals	87	81	6	80

Concept Discussion: *10 minutes*

- Ask if some columns are more important than others ?
- Can changing the colour of certain values give it more importance ?
- Introduce them to Formatting.
- Take suggestions to make the table more readable
- Tell them the importance of formatting in excel to make the information more relevant

Concept Demonstration: Formatting

Explain and demonstrate the following functions:

- Add Rows
- Add Columns
- Add titles
- Merging Cells
- Highlighting
- Changing the colour of Cells
- Changing the font
- Bold/ Italics
- Change size
- Adding symbols

Activity 3: Practice *10 minutes*

- Ask students to use the table they created in Activity 2 for practice and practice all the formatting options that can be used to make the information more relevant
- Encourage them to ask questions if they find applying any option difficult
- At the end, ask students to save and close the excel on their computers with a relevant name

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



13

Digital Literacy (21st Century Literacies)

Microsoft Excel

Microsoft Excel

Objective:

Participants will be able to understand, apply and interpret basic smartart and graphical representation of data in MS Excel

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, MS Excel installed on all the computers for students

Instructor Note:

After understanding and using basics of MS Excel in the previous session, participants will learn and apply graphical representation of data to make their excel sheets more relevant and effective. Use demonstration as the training method and make students practice as much as possible.

Opening Protocol: *5 minutes*

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feeling.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Concept Discussion: *15 minutes*

- Discuss advantages of smartart in Excel
- Difference between smartart and graphical representation of data
- Effectiveness of graphical representation of data

Activity 1 : *20 minutes*

- Ask students to open the MS Excel lesson in their handbooks and read the instructions for Activity named SmartArt
- Ask them to check the 2 graphics given in the handbook and create both the graphics in excel using SmartArts. Tell them that they need to go to Insert Menu to add SmartArt
- Give them 5 minutes to do that
- After students have created basic SmartArts, demonstrate how they can change the colours, shapes and how they can add or delete shapes
- Also, demonstrate adding, removing or formatting text in SmartArt
- Ask students to practice these features on the basic SmartArt they had created in excel

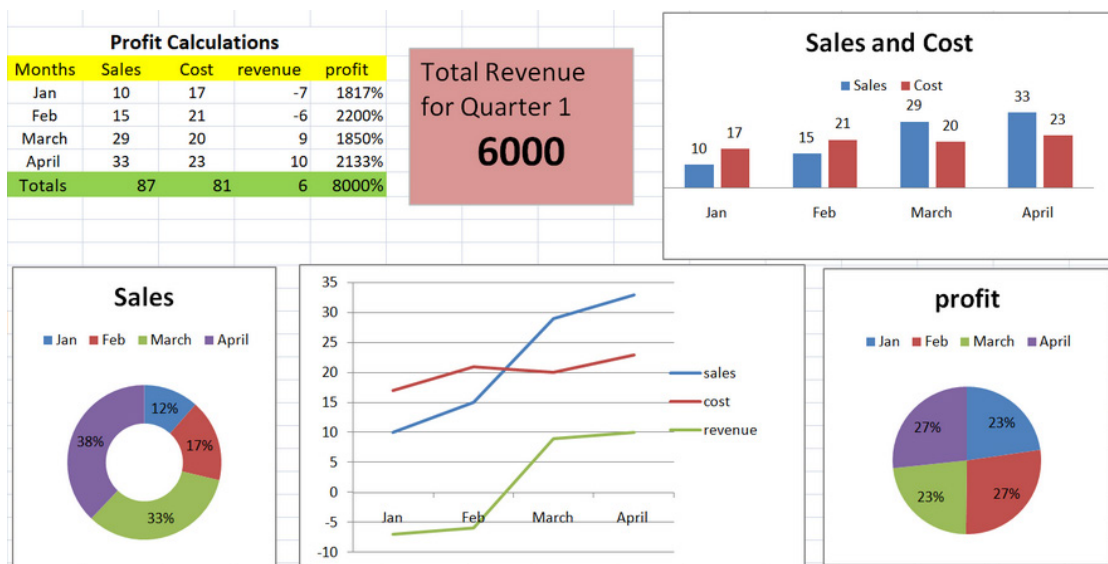
Concept discussion and demonstration: *15 minutes*

- Using the PPT, explain the following:-
 - Types of SmartArt
 - Basic graphs
 - Advantages of using graphs
- Demonstrate creating following charts in excel-
 - Donut chart
 - Pie chart
 - Line graph
 - Bar graph

Activity 2: *25minutes*

- Ask students to read the instructions for “create dashboard” activity in the handbook
- Ask them to create charts to represent the information given in the table
- Help students if they find it difficult
- Go to all the students and check their work
- After students have created charts, ask them to check the outcome of the activity in their handbook and give the format of a dashboard to the 4 charts they have created
- After students have tried making a dashboard
- Stop them and demonstrate making the same dashboard using a projector. Either the trainer or any students who has completed the activity successfully can demonstrate making dashboard in front of the class

Outcome:



Closing/Debrief: *10 minutes*

- Demonstrate how to talk about data using the dashboard students have created. Use statements like “which month had the most sales:”, “which month had the most profit?”
- Ask one volunteer to come and present the dashboard in front of the class
- Encourage them to practice graphical representation of data. Tell them that they can insert charts in MS PPT and MS Word as well

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



14

Digital Literacy (21st Century Literacies)

Google Suite

Google Suite

Objective:

Participants will be able to understand and use Google Drive, Google Docs and Google Sheets

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, computers for students with internet connection

Instructor Note:

After understanding and using the Microsoft office in the previous sessions, participants will now understand and use Google tools. These tools are a part of work life and our participants should know how to use these tools. Use demonstration as the training method and make students practice as much as possible.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the Microsoft office sessions by asking 1-2 participants to share with the class, what they learnt and did in the previous sessions

Opening Activity: *10 minutes*

- Ask Students to log into their Gmail accounts
- If some students don't have Gmail accounts, give them 5 minutes to create their accounts. To help them, demonstrate the process of creating Gmail account on projector and ask them to create account real time on using computers or phones

Concept Discussion: Google Tools *10 minutes*

- Ask students to sit/stand with their group members
- Give them 5 minutes to revise/read the Google Suite concept from their handbook
- After 5 minutes, ask each group representative to summarise their learning in 1 minute
- Correct students if they make mistake
- Ensure that they understand and see Google tools in their computers

Demonstration and Practice : *25 minutes*
Google Drive and Google Docs

Demonstrate the following steps and ask students to do the same on their computers:-

Drive

1. Open Google Drive
2. Create a folder and name it "Google Tools"
3. Star the folder
4. Try to upload any random files in the folder

While students follow these steps to use Google Drive, engage them in a discussion on how Google drive folders are useful.

Google Docs

1. Create a Google Doc in the folder and title the document " Google Doc"
2. Copy an essay from Google search and paste it on the doc
3. Insert a picture on the document
4. Add your friend as a collaborator
5. Explore the options of editing, viewing and commenting.

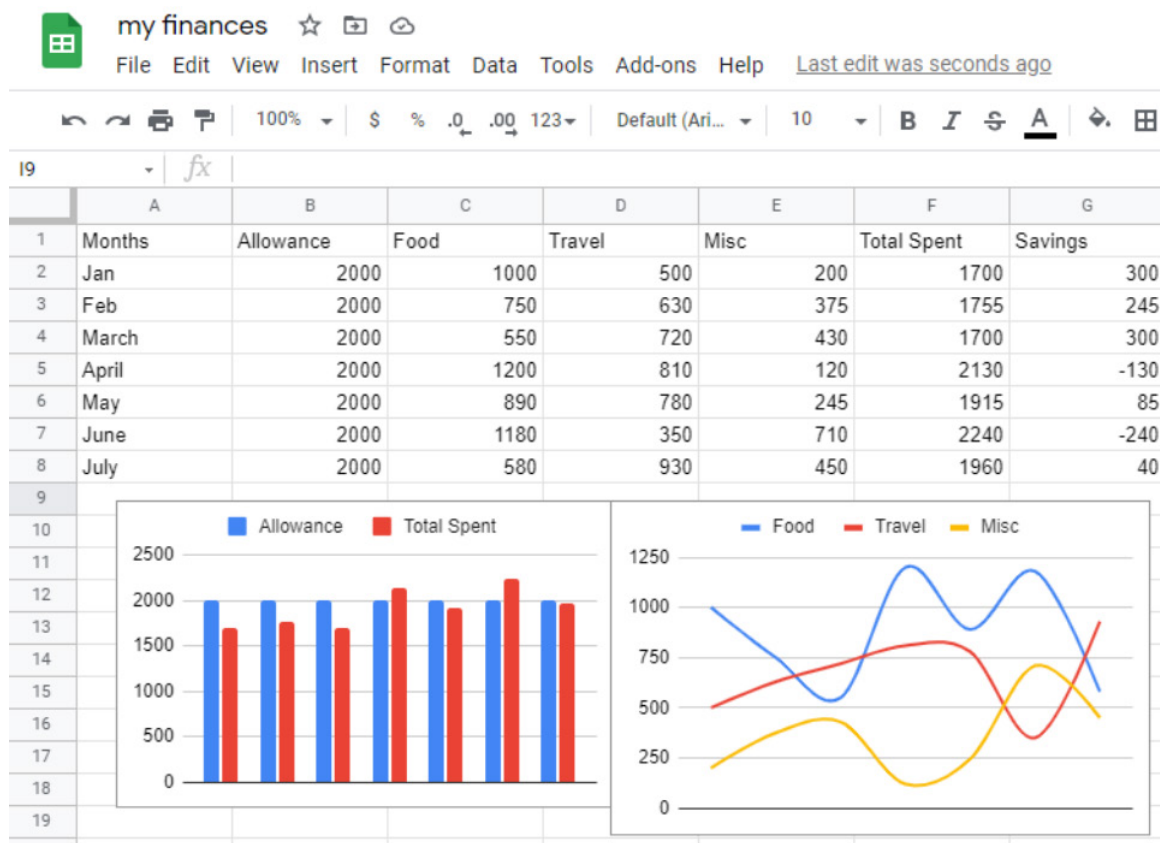
Ensure that all students do these steps on their computers. Students who complete the steps first can help other students.

Demonstration and Practice: Google Sheets 10 minutes

Demonstrate the following steps and ask students to do the same on their computers:-

1. Open a Google Sheet in the drive
2. Title the sheet as “my finances”
3. Generate pocket money data (should include months, Money received, Money spent)
4. Using commands calculate Total Expenditure and Savings
5. Insert graphs for the data you’ve generated
6. Move the sheet in the “Google Tools” folder they had created

Outcome :



Closing/Debrief: 10 minutes

- Divide the class in two groups
- Ask group 1 to read/discuss the similarities and differences between MS Word and Google Docs
- Group 2 will discuss the similarities and differences between MS Excel and Google Sheets
- Give them 5 minutes for this discussion
- After 5 minutes give 2 minutes to each group to present their points
- Conclude the session by encouraging participants to use Google tools for all the work they do on computers

Closing Protocol: *5 minutes*

- Contemplate Using Google Sheets as a tracking app
- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



15

Digital Literacy (21st Century Literacies)

Google Suite

Google Suite

Objective:

Participants will be able to understand and use Google Slides, Google Calendar and Google Forms

Total Time:

90 Minutes

Materials Required:

Computer lab with projector and screen, computers for students with internet connection

Instructor Note:

After understanding and using Google Drive, Docs and Sheets in the previous session, participants will now learn about other google tools like Slides, Calendar and Forms. These sessions should work as a starting point to make these tools a part of participants' lives.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: *5 minutes*

Ask Students to log into their Google Drive

Encourage them to ask questions, if they found anything difficult in the previous session

Discussion, Demonstration and Practice: Google Slides *20 minutes*

Demonstrate the following steps and ask students to do the same on their computers:-

- Open a new google slide in your drive
- Give it a title
- Go through various templates
- Create a two slide presentation using insert options
- Add your friend to your slide and both of you work simultaneously
- End the activity by asking students the similarities and differences between MS PowerPoint and Google Slides

Discussion, Demonstration and Practice: Google Calendar *20 minutes*

- Ask students if they have ever heard about or used Google calendar
- Engage them in a discussion to ensure they know the use of Google calendar
- Using projector, demonstrate the following steps-

1 . Create an event

Invite your friends to a party

Change the colour of this even to 'Basil'

Set the time as 4-6:45 pm on your birthday

2. Set a reminder to the following

Add birthdays (up to 5)

To send a formal email on google group

3. Set up Tasks (strike them out tomorrow/Today)

(e.g., simple tasks like eating healthy)

Discussion, Demonstration and Practice: Google Forms

25 minutes

- Start a Google form
- Give it a title
- Change the google forms theme
- Add some common questions like Name, Place, Education, Rating scale opinion questions
- Make certain questions compulsory
- Add new section and description
- Copy the sharing link and ask participants to fill the form
- After they have submitted the form, demonstrate how to see the response sheet and summary
- After participants have seen these steps, ask them to do the following activity:-
 - Ask students to sit with their group members
 - Ask them to create a feedback survey for the programme
 - The survey should contain atleast 5 questions
 - After 10 minutes, each group will give their form link to the other group to collect feedback. Example- Group A will send their link to Group B, Group B to Group C, Group C to Group A
 - As the outcome of this activity, each group would have created a form and all the students would have filled in the form created by other groups

Closing:

10 minutes

- Ask each group to tell 3-5 uses or advantages of using any Google tool
- Each group will just talk about 1 tool and it's uses
- Trainer will ensure that advantages of each google tool have been discussed
- Encourage students to ask questions if they found any difficulty understanding any topic
- Use quiz questions from the student handbook to check for their concept understanding

Closing Protocol:

5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



16

Digital Literacy (21st Century Literacies)

Assessment and Mentorship for Digital Literacy

Assessment and Mentorship for Digital Literacy

Objective:

To assess participants' understanding of digital literacy and to guide them with further tips and action plan to improve their digital skills

Total Time:

90 Minutes

Materials Required:

Assessment printout for each student/google form link or any other platform where the assessment has been published (to be decided by programme management team)

Instructor Note:

This mentorship session will ensure that each student is aligned with the importance and objective of digital literacy. Making it clear that it's not a subject to learn but a skill to practice and a habit to live efficiently. Check with the programme management team whether the assessment will be conducted on paper or online through google form/any mobile app.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- Ask participants to share with each other how they are feeling
- Make everyone feel comfortable

Activity 1: Assessment-Digital Literacy 20 minutes

- Ask students to sit with their group members
- Ask them to open MS Excel in their handbook and read the instructions for Activity 1
- Students will get 5 minutes to discuss and decide the table they want to create and why
- Ask group representatives to tell the rows and columns they would like to create and why
- Create the following table on the board, and then with the help of projector, demonstrate creating the same table in excel

Activity 2: Guidance by Trainer 15 minutes

- Ask students to sit in the same groups of buddies that they had created on Day 5
- Give them 5 minutes to share their experience of assessment with each other
- Ask groups to share topics that they need guidance on. Write the topics on the board
- Take the common topics and explain/demonstrate those topics again

Activity 3: Group Mentorship 45 minutes

- Ask each group to come to you one by one for mentorship
 - Spend 10 minutes with each group
 - This is what the trainer can do in 10 minutes
- Ask students how was their experience of working with each other as buddies and did they actually follow the action plan they had finalised on Day4 and Day 5
- Tell them their scores and share your observation for their group on Digital literacy, give them tips to become better at it, explain/demonstrate the topics that this group is finding difficult
 - Tell them that the digital module has been completed but the practice has to continue. They should use the things they have learned, should even become self-learners when it comes to technology

Closing Protocol: 5 minutes

- Thank the participants for their time
- Reiterate the importance of digital literacy and motivate them to practice it real life
- Announce the next time you will be visiting them
- Share the topic of the next session
- Tell students that you will have more such mentorship sessions in the programme

Assessment Questions For Students

- Time: 25 minutes
- There is no negative marking
- Each correct answer carries 1 score
- This assessment carries total 25 scores
- To be done individually by each student
- MS Office Quiz

1. Animations in PowerPoint are the same thing as transitions.

A. True

B. False

2. In which Microsoft Office product do you work with animations?

A. Excel

B. Word

C. PowerPoint

D. Publisher

3. In Excel, what are the boxes called?

A. Spreadsheet

B. Squares

C. Cells

D. Rectangles

4. Which of the following options is not available in Insert >> Picture ?

A. Chart

B. Word Art

C. Graph

D. Clip Art

5. Which of the following is not a font style ?

- A. Bold
- B. Italic
- C. Superscript
- D. None of the above

6. In H₂O the figure 2 appears lower. Which effect has been applied?

- A. Lowered
- B. Superscript
- C. Subscript
- D. Laid down

7. Shortcut to create a new document is _____ .

- A. Ctrl + F
- B. Ctrl + N
- C. Ctrl + O
- D. All Of Above

8. In Excel, what is the following symbol used for in a formula.

Symbol (*)

- A. Subtracting
- B. Dividing
- C. Multiplying
- D. Adding

9. If cell A1 has the formula $=6/2$, what is displayed in the cell?
- A. 12
 - B. 4
 - C. 3
 - D. 6
10. You can use.....to copy selected text; and to paste it in a document.
- A. CTRL+C, CTRL+V
 - B. CTRL+C, CTRL+P
 - C. CTRL+S, CTRL+S
 - D. SHIFT+C, ALT+P
11. What is this icon? 
- A. Click this to draw 9 squares.
 - B. Click this to get to the Google Apps
 - C. Click this to cube a number.
 - D. Click this to play tic tac toe.
12. Where can you find ALL of your stored work?
- A. Google Classroom
 - B. Google Drive
 - C. Google Docs
 - D. Google Search

13. Files saved to Drive can be opened on a different computer or a smartphone.
- A. True
 - B. False
14. Why is there no Save button for your files?
- A. No changes are ever saved.
 - B. Google Drive uses autosave, which automatically and immediately saves your files as you edit them.
 - C. The Save button is in the “File” submenu.
 - D. You “Right-Click” to get the Save function.
15. Which of the following file types can be uploaded to Google Drive?
- A. Microsoft Word
 - B. Photos
 - C. Videos
 - D. All of the choices
16. If I wanted to create a questionnaire to send to people participating in my science fair project, I should create a
- A. Google Docs
 - B. Google Sheets
 - C. Google Slides
 - D. Google Forms

17. If I wanted to create an interactive presentation for Social Studies to present to my class, I should use

- A. Google Docs
- B. Google Slides
- C. Google Sheets
- D. Google Forms

18. If I wanted to share a document with Mr Raju and have him type on it and edit it, I would click

Link sharing

☐  **On - Public on the web**
Anyone on the Internet can find and access. No sign-in required.

☐  **On - Anyone with the link**
Anyone who has the link can access. No sign-in required.

☐  **On - Holy Trinity Parish School**
Anyone at Holy Trinity Parish School can find and access.

☒  **On - Anyone at Holy Trinity Parish School with the link**
Anyone at Holy Trinity Parish School who has the link can access.

☐  **Off - Specific people**
Shared with specific people.

Access: Anyone within Holy Trinity Parish School Can view ▾

Note: Items with any link sharing option can still be published.

Save Cancel

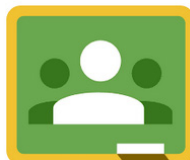
Can edit
Can comment
✓ Can view

... more ... sharing

- A. Anyone with the link can edit
- B. Anyone with the link can view
- C. Anyone with the link can comment

19. Name the Google Application

- A. Classroom
- B. Sheets
- C. Docs
- D. Slides



20. I can share any Google document to anyone using a link.
- A. True
 - B. False
21. Which of the following is a payment app?
- A. Google Pay
 - B. Razor pay
 - C. PayU
22. Google Play has paid apps?
- A. True
 - B. False
23. "App" is a short form of ?
- A. Appreciation
 - B. Application
 - C. Appliance
 - D. Appropriation
24. I have written a letter. I wish to check whether the letter has proper english, no mistakes and good grammar. Which of the following can help me?
- A. Notes
 - B. Grammarly
 - C. Check
 - D. Manual Reading

25. Which of the following messaging apps also has payment feature?

- A. Messenger
- B. Telegram
- C. WhatsApp

Answers(To be used only by trainers for assessing students)
1-B,2-C,3-C,4-C,5-C,6-C,7-B,8-C,9-C,10-A,11-B,12-B,13-A,14-B,15-D,16-D,17-B,18-A,19-A,20-A,21-A(OTHERS ARE PAYMENT GATEWAY) ,22-A,23-B,24-B,25-C



17

Communication Skills

Basic Conversations- Present

Basic Conversations- Present

Objective:

Participants will be able to practice structures related to present tense/ routine.

Total Time:

90 Minutes

Materials Required:

Handout 1(cut in slips), Song with lyrics "here comes the sun".

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

Instructor Note:

English language has become a universal language and it's important to help students learn atleast basic conversations they can have about the present, past and future. This session on present tense will help students talk about themselves and their routine. They will be able to give their introduction in front of an audience and will be prepared for frequently asked questions during interviews- Introduce yourself.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: (Handout 1) 5 minutes

- Ask students to pick a slip of paper that has incomplete sentences mentioned on it.
- Tell students they have 5 minutes to find the remaining portion of the sentence by talking to their classmates. This way they will be divided into pairs.

Activity 1: Mime 15 minutes

- Tell them that you are going to enact an action and they have to guess it. Enact an action to the class but don't say anything, for example- pose as if you are talking to someone over the phone. Ask students to guess the action (you are talking to someone over the phone).
- Tell the students in pairs that they will do mime using different gestures every time. Students have 5-7 minutes for the activity.
- After 5-7 minutes, signal to stop the activity and ask each pair to speak a random sentence that they spoke while guessing the other student's action.

Tell students that *is/ am/ are +ing* ; are used for describing an action being done at the present moment. (Based on the level of students; if they are beginner level, write the rule on white board before the activity begins.)

Activity 2: Who Am I and What do I do in a day? 60 minutes

- Ask students to open the handbook and go to the activity "Who am I and What do I do in a day"
- Tell them to take 10 minutes and write their short introduction and how their usual day looks like. They can include things like their name, place they belong, hobbies and interests, strengths and weaknesses and their goal in life in the introduction.
- After they have written, call them on dais and give their introduction to the class one by one. Each student gets 2 minutes to speak.
- After they give their introduction, discuss the common points which will be helpful in their improvement

Activity 3: Listen to the Present tense

If time allows after 2nd activity

- Tell students to listen carefully to the song and note down all instances where the singer uses the present time. Play the song twice or more if students ask. You may also ask students to sing it.
- At the end of the activity, discuss the sentences in which present time has been used.

Tell them that listening to songs could be one of the ways they can use to improve their communication skills while having fun.

Closing/Debrief: 5 minutes

- Tell students to listen carefully to the song and note down all instances where the singer uses the present time. Play the song twice or more if students ask. You may also ask students to sing it.
- At the end of the activity, discuss the sentences in which present time has been used.

Tell them that listening to songs could be one of the ways they can use to improve their communication skills while having fun.

Closing Protocol: 5 minutes

Thank the participants for their time

Announce the next time you will be visiting them

Share the topic of the next session

Collect 1-2 most interesting activity sheets/artefacts from students and show to

Nodal officer and institution head after session

Click pictures of the artefacts for documentation

Handout: 1

They	don't need his help
What Does	Rohan do for a living
Tushar Thinks	it's a good idea
Does Bhawana	jog on Sundays
My Kids do their homework	after school
The train to Mumbai	leaves every hour
They travel to their country	house every weekend
Does Mohan	need a dictionary
John sleeps eight hours every night	during the week
They Speak	English at work



18

Communication Skills

Basic Conversations- Past

Basic Conversations- Past

Objective:

Participants will be able to talk about their past experiences using correct phrases and grammar

Total Time:

90 Minutes

Materials Required:

White board

Audio- <https://www.youtube.com/watch?v=evvuZXSFRQL>

Instructor Note:

Students will use past tense while describing their experiences and learnings. This session will prepare them to use accurate structure while talking in the past using english language.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

- Using English language, ask students these questions-
 - What time did you wake up today?
 - What did you eat for breakfast?
 - How did you come to the class?
 - Did you get some time to watch TV yesterday?
-
- Let students answer these questions in any language, but encourage them to use English. Tell them that while asking questions and giving answers they all used English language.
- Give students context of how we use past tense a lot while speaking to people and how important it is to use the phrases right

Activity 1: Memories 30 minutes

- Ask the participants to open their handbook and go to Activity "Memories"
- Students will find a list of topics there. They need to choose one topic/ situation
- Once they have chosen the situation, give them 10 minutes to think about it and make notes in the handbook
- After 10 minutes, divide them in pairs and give them 10 minutes to share their memories with each other
-
- After they have shared their memories, ask them what structure they followed while talking about their past experiences
- Briefly explain past tense structure on the board i.e.
 1. subject+verb 2nd form+object
 2. subject+was/were+verb+ing+object
 3. subject+had+verb 3rd form+object
- Let students read past tense phrases in the handbook and ask questions. Tell students that they can try to use these phrases during the rest of the session

Activity 2: Listen to the song 10 minutes

- Play the song <https://www.youtube.com/watch?v=evvuZXSrfQI>.
- Ask students to listen to it carefully.
- Replay it. This time ask them to sing it.
- Tell them it's a good practice to listen to English songs and learn from them.

Activity 3: Our Story**25 minutes**

- Tell students that they will be making a story by working in teams in 15 minutes. All the teams together will make one story by taking turns.
- Divide the class into 5 teams. Each individual from each team has to participate.
- To make the activity more fun and competitive, draw 5 vertical lines for each team on the whiteboard. Each team has 5 lives to save. The teams that lose five lives die and become ghosts. The last team alive is the winner.
- Explain the rules;
 - A team loses a life if-
 - They repeat the same sentence already said by a team
 - They make a grammar mistake
 - They take too long (more than 30 sec.)
 - The same person from a team speaks for two consecutive turns.
- Signal the start of the activity by giving the first sentence to make a story, example “Last Sunday when I went for a walk”. Let group A add one sentence and then pass the story to group B. This way continue passing the story to all the teams and spend 15 minutes on the activity.
- After 15 minutes, ask participants to conclude the story.
- Ask about their experience creating a story on the spot
- Ask the participants if they thought about the past tense structures before speaking their sentence

Debrief:**5 minutes**

Motivate students to use correct phrases and practice past tense. Repeat the past tense rules. Take their questions, if any.

Closing Protocol:**5 minutes**

Thank the participants for their time

Announce the next time you will be visiting them

Share the topic of the next session

Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session

Click pictures of the artefacts for documentation



19

Communication Skills

Basic Conversations- Past

Basic Conversations- Past

Objective:

Participants will be able to talk in english using accurate future time phrases

Total Time:

90 Minutes

Instructor Note:

Whether it's sharing business ideas or talking to an interviewer, a lot of times, participants have to share their plans for the future. This session will help them understand and use the accurate future tense structure and phrases.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Session 19

Activity 1: Video **15 minutes**

<https://drive.google.com/open?id=0B89wslaas-dyTDQyTGI5dkpMbHc>

- Show them the video, stop it in between and ask them what would happen next. Do it at 4-5 places in the video.
- Tell them that when we make a prediction or talk about a plan we use will/shall or going to.
- Help them understand the use of “will/shall” and “going to”
 - Going to- is used to talk about the near future or something which is certain to happen.
 - Will/shall- is used to talk about a longer time duration in the future.
- Tell them they have to use these expressions in the coming activities

Activity 2: Future Plan **15 minutes**

- Write the following sentences on the board.
 - Your arrangement for this evening...
 - Your prediction for yourself for next year... (this will help students prepare for the question usually asked during interviews- where do you see yourself 3-5 years down the line.)
- Divide them into pairs. Tell them that they will speak on the given points to their partners. Give them 5 mins to think about both the points. If they feel they can also jot down the points for their reference later. After they have finished writing, ask them to share their thoughts one by one. Start with the first point and move to the next. Move around the class and listen to students' discussions to note down points you would like to share later for their improvement.
- Ask partners to ask counter questions to each other related to their future plans.

Debrief:

- Ask them whether this discussion focused on the near future or a longer duration in the future
- Ask them out of the two forms discussed in the first activity what form of future time were they using while talking with their partners
- Tell them that the first situation focuses on the near future so they use going to for this and the second situation refers to a longer time period in the future so they use will/shall for that
- Ask them how they can relate this activity with their future. Make them understand the importance of this question at the time of interviews
- Correct them for any mistakes they were making while discussing

Session 19

Activity 3: Future Prediction **40 minutes**

- Ask participants to open their handbooks and go to the activity “future prediction”. Ask them to fill in the required information according to their date of births and zodiac signs. They get 5 minutes to fill in the information. Tell them to leave the last column blank.
- Ask participants to shuffle the handbooks. Ask each trainee to pick one handbook and create a weekly horoscope about the concerned person. They get 10 minutes to do so. Tell them that it’s just a fun activity and it’s important that they use the accurate structure.
- Invite the students on the dais one by one and ask them to present the weekly horoscope, starting with the person’s name, zodiac sign, the kind of person he/she is, the things she/he enjoys or doesn’t enjoy doing using expressions like ‘going to’, will or present continuous tense etc (for a batch of 22-25 keep the speaking time to 1 min.)

Debrief:

- Ask students what form of future time were they using this time
- Tell them that though they were doing a fun activity, the aim of all the activities was to practice structures related to future time

Activity 4: Song **10 minutes**

<http://www.youtube.com/watch?v=olueY46FFQQ> (with lyrics)

<http://www.youtube.com/watch?v=cAe1IVDbLf0> (without lyrics)

- Play the song with lyrics. Ask them to listen to it carefully.
- If students ask, replay it.

Closing Protocol: **5 minutes**

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



20

Communication Skills

Listening Skills

Listening Skills

Objective:

Participants will be able to improve their current level of Listening skills by bringing positive changes in their listening habits

Total Time:

90 Minutes

Materials Required:

white board and marker, Speaker to play the audio, Printed Role Play Chits

Instructor Note:

Go through the asynchronous student handbook, Show welcome slide no.1 in the PPT. Tell the participants that we are going to discuss very important aspects of active listening which should be our ideal style of listening and practice it so much that it becomes our second nature. In this block we will also practically try to implement what we have learnt in today's session.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: Listen to your heart *5 minutes*

- Ask everyone to close their eyes, ensure pin-drop silence, and now ask the trainees to put one hand on their thumping heart and the other on the ears. Ask them what they hear?
- Say, “You hear your heartbeat. You have just heard your heart”. Now the trainer should say, “if I listen to your heart, what is your heart saying? What is your mood? What do you want to do right now, if you were not doing this training? What would you be doing, if there were no limitations?”
- Some may say sleep, some may say eat ice cream etc., go on vacation, long drive, be with your parents and family etc.
- Say, “So there is a difference between hearing your heart and listening to your heart. Do you all agree? Can you tell the difference between hearing and Listening?”
- Note down all the responses and say that today we will understand and practice conscious listening

Activity 1: Who is close to your heart *15 minutes*

- Trainer will demonstrate effective and ineffective listening in this activity.
- Create 3 groups of 4 participants each. Ask 1st group to come, ask some questions but don't let them answer, as soon as they start speaking, immediately interrupt
- Then adopt a different technique of ignoring the answers of the next set of trainees and not listening properly, then change his technique to suddenly start listening with great enthusiasm, giving appropriate responses with the next group
- Ask the first set of trainees, how did they feel when they were interrupted and not listened to. Then the trainer should ask the next set of trainees how they feel when they were not paid attention to. Finally, the trainer should be asking the 3rd set of trainees to share their experience of how they felt when they were listened to carefully and patiently.
- At this point, discuss that everybody likes to be listened to carefully. Also bring the point up that the one who listens to you, solves your problems, understands you well, listens to you empathetically is close to your heart.

Concept Discussion: *15 minutes*

- Divide the class in 4 groups and ask them to open their handbooks
- Give 10 minutes to each group to read and understand the following topics:-
 - What is listening and why is it so important
 - Difference between hearing and listening
 - What can lead to ineffective/poor listening
 - How can we become successful listeners
- After 10 minutes, ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts

Activity 2 – Roleplay

15 minutes

- Have the chits of role play handout ready on a table
- Divide the trainees into 8 teams and ask them to pick a chit
- Ask them to enact that style in the form of a role-play by imagining a scene and let the audience guess the listening style.
- Time limit for guessing is 1 minutes and the enacting time maximum limit is also 1 minute.
- This activity will help the trainees gain clarity and understand all the listening styles and how they are practically unconsciously done by people in their daily life.

The Missing in action Listening style (Teacher teaching and student with blank look on face, not paying attention)	The Distracted Listener (MD sitting at office desk, talking over phone in between, signing files opened by secretary again & again & simultaneously listening to the employee sitting in front and telling something)	Selective Listener (TV news anchor narrating how fire broke out in an electrical shop beside a saree showroom where sale was going on, wife picks up the line “saree sale” and tells her neighbor friend to plan a trip to the sale later on in the evening)	Contentious Listener (Office meeting is going on, whenever any employee gives an idea, Boss keeps on rejecting immediately by finding faults)
Active Listening (younger brother sharing problems with elder brother about problems being faced in hostel and elder one tries to understand and give solutions)	Empathetic Listening (Lady narrates problems to her mom about how she is discriminated against in the household and at the workplace, In home daughters are given preference than daughters in law and at workplace , men are given preference to women.	Content Listening (A resident in society telling another resident about how Mr.Gulati who lives in the flat opposite to his flat parks his own car every now and then in his parking and how Mr.Gulati’s dog plays with the garbage in front of his door every second day creating a filthy mess.	Critical Listening (A child narrating rhyme/story to a teacher and teacher highly appreciates ,encourages an praises whatever the content is)

Roleplay Chits Chart –

to be printed and made chits in physical form and to be allotted by trainer through individual chat windows if the session is an online session

Activity 3: Listening to the Audio **40 minutes**

- Say, “now it is time to practically implement whatever we have learnt so far in this session. I will play an audio and all of you have to be active listeners. Try to understand what is being said and like a diver who goes deep into the sea to get some pearls, you need to dive in the message and get answers to my questions.”
- Share the questions with them beforehand and **DO NOT SHOW THEM THE VIDEO**, only arrange the audio to be heard through a powerful speaker. Tell them they can note down any piece of information, if they need to. You can play the audio one more time if participants need it.

The video is about Dandapani who is a famous hindu priest and he is explaining in this video about mind and concentration. Before beginning, tell the trainees to listen carefully. They may close their eyes and take notes, if they want. Don't show them the video, only make them hear the audio with the help of a speaker. Before you begin, ask them to find out the answers to the following questions. Answers here are for your reference only. Tell them the questions beforehand :

Q1. Why is Dandapani not ready to use snapchat? (Ans : Because it will take away his time and energy which is a limited resource)

Q2. Why do we become distracted? (Ans : because we allow people around us to take away awareness from one area of mind to another)

Q3. What's according to Dandapani is a great opportunity to practice concentration?(Give your child/spouse undivided attention when you speak to the, if your awareness wanders, bring it back, practice and practice)

Closing Protocol: **5 minutes**

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



21

Communication Skills

Reading Skills

Reading Skills

Objective:

Participants will be able to understand and practice different types of reading techniques

Total Time:

90 Minutes

Materials Required:

Newspapers (ideally one of each student, otherwise 1 for each group)

Instructor Note:

Our participants have been reading their handbooks to understand concepts but this session will make them understand some useful reading techniques. This session should encourage them to spend some time everyday reading newspapers or articles or books to gain knowledge.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Concept Discussion:**5 minutes**

- Divide the class in two groups
- Ask group 1 to quickly read and discuss Scanning technique of reading
- Ask group 2 to educate themselves on Skimming technique of reading
- Give them 2 minutes to read the concept from their handbooks
- Then ask any one person from each group to explain the technique in 1 minute
- Help students understanding the concept if they are finding it difficult
- Tell them that we are going to do some exercises today to practice quick reading

Activity 1: NewsPaper Scanning and Skimming**25 minutes**

- Distribute newspapers among students. If we don't have newspapers for each student, then divide students in groups and then distribute the available newspapers
- Tell them that we are going to play a game.
- The trainer will name any category of news and ask the students to quickly scan their newspapers to find the news of that category. Trainer can give 5 categories/ keywords-
 - Prime Minister
 - Government of India
 - Indian cricket team
 - Entertainment
- After students have practiced scanning the newspaper, ask them to now do the skimming for any news. Give them 10 minutes to read the news/article using skimming technique
- After 10 minutes invite atleast 3 students in front and ask them to summarise the news they have read
- The idea is to encourage students to skim the page, that is, quickly look over the content without reading it in detail. Students should not read the text in detail but quickly go through it to glean the main facts.
- Highlight that we do not need to spend a lot of time reading; a quick look can give us the required information.

Debrief:

Ask if they were able to scan or skim the information from the newspaper. Was it a challenge to quickly glean the information? Were they able to interpret the information? Ask any volunteer to differentiate between scanning and skimming

Activity 2: Reading & Comprehension 25 minutes

- Ask students to open the handbooks and go to the activity “reading & comprehension”
- Tell them to read the given passage and answer the questions
- Give them 15 minutes to complete the activity
- Encourage them to not see the answer key and attempt the exercise honestly
- After 15 minutes, ask them to match their answers with the answer key
- With the raise of hands, ask how many students got all 5 correct.
- Then explain how they could use steps mentioned in the handbook to do this exercise correctly

Activity 3: Reading and making a decision 25 minutes

- Ask students to form groups of four.
- Ask them to open their handbooks and go to the activity named “reading and making a decision.”
- Ask students to read the text independently and later discuss it within the group. Ask them to scan the texts and decide on the most appropriate destination according to the requirements.
- They should spend 15 minutes on reading and 10 minutes on discussion
- Students will share and justify their choice to their group members. The trainer will move around the classroom and observe silently or interact with students.
- At the end ask students if they were able to complete reading in time and did they use skimming technique for finding the important information

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



22

Communication Skills

Extempore- Let's Speak

Extempore- Let's Speak

Objective:

Participants will be able to practice impromptu speaking

Total Time:

90 Minutes

Materials Required:

Slips of topics

Instructor Note:

After understanding the basics of speaking, listening and reading, participants will use this session to remove their hesitation and speak on the spot without any preparation. Use this session to boost students' confidence and to encourage them to speak without any self-doubt.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: 10 minutes

- Ask participants to open their handbooks and read Priya's story. If participants are not carrying handbooks, you can narrate the story
- End the story by telling that fear of speaking is a reality and can really become an obstacle in our way to success
- Tell them that they have already been doing speaking practice in previous sessions, today they should just speak as much as they can

Activity: Just Speak 65 Minutes

- Tell students that they are going to play a 'pick and speak' contest. Tell them they will come one by one on dais, pick a slip and speak on topic for 2 minutes. While one student is speaking, give the topic to the second student to collect his/her thoughts so each student gets 2 minutes to think on the topic and 2 minutes to speak. Per student time can be changed by the trainer according to the number of students.
- Tell them they have to be spontaneous and take care of their body language while presenting. They can speak in regional language but should try to use English as much as possible.
- While a student presents, ask others to observe and note down their comments about the presentation and after the presentations are done, ask students to quickly share their general feedback about each other's presentation.

End the session by soliciting feedback from students.

Closing Activity: 5 minutes

- Ask students to open the handbook and go to Activity “your suggestions for Priya”
- Give them 4 minutes to write
- Ask 3-4 students to share their suggestions in front of the class

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation

List of Topics for Extempore

I wish to have wings, I want to fly
Honesty is NOT the best policy
An uninvited guest
A drunk colleague
Mind your language
I hate Mondays
I don't want to be a millionaire
Excuses for not doing homework
Meeting an alien
English is a funny language
Coincidences

A food I won't mind eating everyday
Why is cheating not included in the course curriculum?
How teachers spend their time when they are not teaching.
Reality shows are not real
Exams should not be mandatory.
Human cloning
3 things I would do if I was the last person on earth
A Time I Got Caught
The Strangest Person I Ever Met
Funniest childhood memory
Dogs are better than cats
Talent
Respect
Facebook



23

Communication Skills

Body Language

Body Language

Objective:

Participants will be able to know and use the effective body language

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

Communication is incomplete without body language. Body language conveys the thoughts and feelings of a person before their words come out. While our participants are learning to be more confident speakers, it's very important for them to know the accurate body language.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: A quick role play 10 minutes

- Ask two students to volunteer for an interesting activity
- Take these two students out of the classroom and tell them to do a role play in front of the class
- The role play will be of two friends who are meeting after a long time. Ask one student to have very active body language (big smile, open hands, erected body). The other student will not smile, will keep hands closed and will not have eye contact. Tell these two students that they are presenting how body language makes a difference even when the words are the same.
- Bring the students in the class and tell everyone that these students are doing a role play of two friends who are meeting after long time
- Give 2 minutes for the role play
- After 2 minutes, ask other students what they observed. Bring them to a point where they identify the good and bad body language

Concept Discussion: 15 minutes

- Ask students-
 - What do you think is body language and why is it important?
 - Is body language really important? How does it make our communication more effective?
 - What all can be included in an effective body language .
- After getting 3-4 responses for each of these 3 questions, guide students on understanding the importance of body language
- Use the PPT to discuss the following:
 - Eye contact
 - Erect posture
 - Smile
 - Nodding head
 - Blinking the eyes
 - Use of arms
 - Position of legs
- Tell students that these concepts have been given in their handbook as well for reference

Activity 1: How's the mood 10 Minutes

- Ask one student to come in front. Tell him/her to express the following feelings without speaking anything
 - Sadness
 - Happiness
 - Excitement
 - Anger
 - Confusion
 - Surprise
- This shows how our expressions can actually convey our feelings to others
- Divide students in pairs
- Tell them to name themselves A and B
- Tell them that the "A" will use different expressions and B will have to identify A's mood through his/her expressions. After 2 minutes, the trainer will ask them to change the role. Now B will speak using different expressions and body language and A will identify the mood

Activity 2: A picture says it all 20 Minutes

- Ask students to open their handbooks and go to the activity "A picture says it all"
- Ask them to write captions for each picture using English or regional language. Give them 10 minutes for this
- After 10 minutes, take one response for each picture
- Conclude the activity by emphasising on the point that a picture says a lot because people have their body language displayed in them. Similarly, our body language should display traits that we actually meant to have so that whosoever is assessing doesn't misinterpret our body language and gets a positive signal.

Activity 3: Speak with the effective body language

25 Minutes

- Divide the class in pairs, tell them to stand at a place where they can hear each other's voice clearly
- Tell them that they will be talking to each other on the given topic
- Give one topic at a time and change it after two minutes. Give atleast 2-3 minutes to talk about one topic. When students are talking in pairs, observe their body language and give them feedback before assigning a new topic. This way students will get to improve their body language by the end of this activity
- If students are carrying their phones, they can give their phones to their partners when they speak to make videos. This way students will have their own videos in their phones which they can watch later to check their body language
- Give the following topics for the activity
 - My school
 - My hometown
 - My friends
 - How I spend my day
 - What do I do on weekends
 - My favourite festival
 - A person I dislike a lot
- After 15 minutes, tell them the mistakes they make in their body language and how they can make it better

Closing Protocol: 5 minutes

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*

A large rectangular area with a thick blue border, intended for notes. The interior is white and empty.



24

Professional Reliability

Grooming and Etiquette

Grooming and Etiquette

Objective:

Participants will be able to understand and apply best practices for presenting themselves confidently in front of others

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

Help them realize the value of professionalism at the workplace which if not present may result in cultural misalignment. Tell them that the points discussed need to be kept in mind to project a professional and positive image. They can also add more points to the lists.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.*

Opening Activity: *15 minutes*

- Ask 2 male participants and 2 female participants to volunteer for an activity and take them out of the room
- Divide 4 of them in two groups. Each group should have 1 male and 1 female
- Let group 1 present the groomed image and group 1 to present an untidy image. To do this, the trainer can quickly check all the 4 participants from head to toe. They can quickly make some changes in their clothes, shoes, hair, skin and overall image.
- Let all the 4 participants come inside and make all the other participants answer these questions-
 - if you have to select one of these 4 participants, who would you select and why, assuming that you are meeting them first time
 - based on responses, ask how did they select the person and why
- Get them to a point where they understand the importance of appearance

Activity 1: Ad Mad Show *30 Minutes*

- Divide the class in 4 groups
- Tell groups that they have to create an advertisement for maximum 2 minutes where you will show the benefits of your product/service brand.
- Give 15 minutes for planning and practice and 2 minutes each for performing the ad
- End the activity by telling participants that it's not the products or brands that we need to focus on, but the need for using a product or service like this is what matters. Make them realise that untidy appearance impacts their self confidence and it also forms an unpleasant image in front of others
- Assign these products/ services to groups:-
 - Toothpaste and mouth freshner
 - Beauty brand for face wash and moisturiser
 - Formal clothing brand
 - Salon brand

Activity 2: Quiz *15 Minutes*

- After introducing students to grooming and etiquette, tell them that they will be having a small quiz to know their understanding
- Ask students to solve the quiz in their handout.
- Once all students are done, tell them to exchange quiz answers with the neighbouring student.
- Reveal the answers and tell students to mark accordingly.
- Discuss the answers given by students and make them aware of grooming tips and etiquette
- Answers: 1-d, 2-c,3-b, 4-b, 5-a&b, 6-a, 7-b, 8-d, 9-b
- Give 10 minutes for answering and checking the answers and utilize another 10 minutes for discussion.

Activity 3: Checklist for image building *15 Minutes*

- Tell the students they will be filling a checklist. (Refer Handout)
- Students will have to write the basic things they will follow in their life when it comes to Personal Hygiene, Professional grooming and General Etiquette
- Motivate students to write as many points as they can.
- Help them if they are out of points with some real life examples.
- Discuss a few checklists in class and inform students to follow them in real life.

Closing/Debrief: *5 minutes*

- *Summarize the entire session and make students realize the importance of grooming and its impact.*
- *Ask them to commit towards proper grooming in their life ahead.*

Closing Protocol: *5 minutes*

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



25

Communication Skills

Presentation Skills

Presentation Skills

Objective:

Participants will be able to understand how to present confidently in formal setting

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

In the previous sessions, participants have learned and practiced speaking on the spot using accurate grammar and body language. This session should help them transition from casual conversations to formal presentations.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Concept Discussion: 10 minutes

- Ask learners “who is your favourite speaker and why?”
- Take 3-4 responses and write the reason on the board. These reasons can be- connect with the audience, loud voice, clarity of thought, simple language etc.
- Now ask them, if their class-mates get a job or they are starting their business and they have to present their ideas to their clients then what are the suggestions you would give them to make their presentations effective.
- Write their ideas on the board and guide them on “starting”, “main body” and “closing” of the presentations

Activity: Group Presentation 50 Minutes

- Divide the class in 5 groups
- Tell groups to prepare and present a topic ensuring equal participation of each member in the group. They can pick a topic from the list given in their handbook
- For this on the spot group presentation, they won't get any resources from the trainer. They can feel free to use the objects present in the class
- Tell them that each group will get 6-8 minutes for presentation and they will get 2 minutes to respond to the audience's questions in the end.
- Tell them only one member of the group will introduce the topic and the group members. Then others will continue the presentation without introducing themselves.
- Signal the start of the activity.
- After 15 minutes, ask the first group to come forward and present their topic
- While one group is presenting, ask other groups to listen carefully and ask questions after their presentations.
- After the presentation, give two mins for the question and answer around.
- After each presentation conduct a brief constructive class discussion to suggest improvements
- Share your feedback on the overall performance of the class.

Closing Protocol: 5 minutes

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



26

Communication Skills

Group Presentation 1- Start

Group Presentation 1- Start

Objective:

The students will learn how to present in a formal setting

Total Time:

90 Minutes

Materials Required:

White board and computer lab with MS Office and Internet Connection

Instructor Note:

3 sessions starting from this one have been dedicated to practicing and executing presentations. Ensure that students excitedly plan and present using everything they have learned so far in communication and digital literacy modules.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: *15 minutes*

- Ask students to write down what they have learned in communication skills so far
- Ask them to share the improvement they see in their communication skills and confidence
- Congratulate them for coming so far and putting in so much energy and efforts in learning 21st century skills
- Tell them that now onwards we are moving towards a more formal environment and they will be doing formal presentations and interview practice

Activity 1: Deciding the topic *30 Minutes*

- Tell learners that three days have been dedicated for planning, preparing and executing formal presentations. Following are the rules:
 - Students will do the preparation in this session and in the next session. They will execute the presentation on the 3rd day
 - These will be group presentations and students will choose their group members
 - It's compulsory to use powerpoint presentation (even if it's just one slide/picture/video) or any digital medium for presentation (in case the training is taking place at a place where projectors, computers etc are not available then allow them to use chart papers or any other material that they can use to make their presentation interesting)
 - Each group will get 10 minutes for presentation and 2 minutes for "question-answer" round
 - Groups will bring their digital material (PPT/Video etc.) in pendrive or they can share the material with the trainer so trainer can run the PPT on his/her computer
 - Students should dress professionally on the execution day and should assume that they are giving a presentation in front of authorities.
 - The class strength will be divided in 6 groups
 - External members (teachers from their institute, training managers etc.) may come to attend the presentations on the execution day
 - Feedback on the parameters mentioned in the handbook will be shared with each group the next day
- Give them 5 minutes to form groups. The entire class should get divided in 6 groups
- Give them 15 minutes do some research and decide one topic for their presentation
- All the group will share their topics

Activity 2: Flow of the presentation

35 Minutes

- Groups will be asked to create a flow of their presentation (structure)- what all will they present and how
- They will be free to take help from each other and from the trainer.
- Encourage them to make a logical flow of the presentation
- In case some groups ask for more time, tell them to continue the discussion after the class and come prepared with the excel sheet in the next session
- The outcome should be an excel sheet showing the following columns:
 - Time (example 1 minutes)
 - What (Topic/ subtopic/ part of the topic)
 - How (PPT/ Video/ Story etc)
 - Who (names of group members covering that part)

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



27

Communication Skills

Group Presentation- Prepare & Practice

Group Presentation- Prepare & Practice

Objective:

Computer lab with MS Office and Internet Connection

Total Time:

90 minutes

Materials Required:

Computer lab with MS Office and Internet Connection

Instructor Note:

After students have decided the topic and flow of the presentation in the previous session, they should be allowed to make improvisations, prepare supporting material and practice with the group members.

Opening Protocol: *5 minutes*

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feeling.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Activity: Prepare & Practice *80 minutes*

- Ask students to share the structure they had decided in the previous session in front of everyone.
- Other students will share their suggestions
- Students can keep the surprise elements hidden if they don't want their audience to know the complete structure. They can also just present the structure to the trainer for suggestions
- After getting suggestions, students will start working on the presentation material for the execution the next day.
- The entire session will be used for this, trainer will be available for help
- Students should feel free to make calls, buy supporting material, move out of the class for their preparation

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



28

Communication Skills

Group Presentation- Present

Group Presentation 3 - present

Objective:

Motivate students to present the final presentation

Total Time:

90 Minutes

Materials Required:

PPTs/ Presentation material from students in pendrive or downloaded from email, projector with screen and AV, white board. Printout of feedback sheet for trainer as well as external authorities attending the session.

Instructor Note:

This execution session should be moderated very professionally. Students should get the formal environment and they should be encouraged to execute the session with utmost discipline and professionalism.

If trainer or nodal officers want to invite external authorities to attend the session, an invitation should be sent to them. Students should get informed in advance so they don't get nervous about finding external people in their audience.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: **5 minutes**

- *Trainer will welcome and introduce the external people in the audience.*
- *Trainer will also give a context of the session to everyone by using the following points-*
 - » *we will have 6 group presentations today*
 - » *each group has worked very hard on preparing for this presentation*
 - » *these students have learned basics of communication skills in previous sessions and they will be using all their learning today*
 - » *the people in the audience should note down their feedback on paper and should give it to the trainer at the end so trainer can use those points in the feedback session the next day*
 - » *each group will get 10 minutes for presentation and 2 minutes for answering audience's questions*
- *After sharing the context, encourage students to give their best.*

Activity 1: **70 minutes**

- *Groups will start executing the presentation as per the plan they were working on in last two days*
- *Trainer will be the moderator to welcome the team and thanking them after their presentation gets over*
- *Trainer will observe and take notes using the handout and feedback will be shared the next day*

Scoring & Feedback sheet

Rating scale:

- Accomplished satisfactorily: 4
- Need some improvement: 3
- Need major improvement: 2
- Unsatisfactory performance: 1

PARAMETERS	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Eye Contact (scores)						
Remarks						
Body Language (scores)						
Remarks						
Clarity of thought (scores)						
Remarks						
Transition (scores)						
Remarks						
Confidence (scores)						
Remarks						
Fluency (scores)						
Remarks						

Closing/Debrief:**5 minutes**

- *Trainer will appreciate all the students.*
- *Trainer will also request the external members in the audience to share their generic feedback. They can share their specific feedback with the trainer so trainer can convey that to students in the feedback session*

Closing Protocol:**5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*

29

Communication Skills

Feedback on Presentation

Feedback on Presentation

Objective:

Participants will receive feedback and tips for improvement based on their presentation on the previous day

Total Time:

90 minutes

Materials Required:

Scoring sheets that were filled by the trainers and guests on the execution day

Instructor Note:

After observing students on the presentation day, the trainer can use today's session to help them know how they performed and what can be done better next time. Read the remarks and scoring sheets and make the feedback notes ready.

Opening Protocol: *5 minutes*

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feeling.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Activity 1:**80 minutes**

- Trainer will make group calls (ideally video calls) or will meet in person to share individual feedback
- The call should start with ensuring that the students are mentally ready to accept feedback.
- Trainer should first ask students for their feedback for their own performance
- After self feedback by students, the trainer should share his/her own feedback as well as the remarks from the audience. The feedback should be followed by improvement tips and action plans.
- Spend 10 minutes with each group
- Encourage them to ask questions, if they have any
- Ensure that students are leaving with pride, open mindset and will to do even better

Closing Protocol:**5 minutes**

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



30

Communication Skills

Resume Writing

Resume Writing

Objective:

Participants will be able to understand and practice creating an impressive resume.

Total Time:

90 minutes

Materials Required:

Computer lab with internet, projector & screen, MS Word installed

Instructor Note:

To be able to find jobs and apply for the existing opportunities, students need to have an attractive resume. A Lot of students in small towns pay money to get their resumes created from someone. Writing our own resume and updating it real time is important for our students. Let's use this session to make them capable of creating and updating their resumes.

Opening Protocol: *5 minutes*

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feelin.
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Concept Discussion and Demonstration: *15 minutes*

- Divide students in pairs
- Ask them to open their handbooks and read the concepts related to Resume writing and help each other understand those concepts
- Give them 5 minutes to educate themselves
- After 5 minutes, ask these questions and let students answer-
 - What is a Resume
 - Why do we need it
 - What do we include in a Resume
- Explain the Resume is a very important document that they must create if they are planning to apply for any job. Also, tell them to keep their resumes updated

Activity 1: Writing a Resume *25 minutes*

- Ask students to open their handbook and go to the activity “writing a Resume”
- Ask them to write their resume at the space given in the handbook. Give them 15 minutes to complete the activity. Help students organise and articulate their thoughts. Ask them to write it in English language
- After 15 minutes, ask students to sit with their group members and check each other’s resume. Give them 5 minutes to find common questions or problems they identify in their group members’ resumes
- Give them 5 minutes to ask questions and explain the concept again if needed

Activity 2: Creating Resume in MS Word *20 minutes*

- Ask students to open MS Word in their computers
- Give them 15 minutes to write their resume in MS Word
- Once 20 minutes are over, give them 5 minutes to again check the resumes of their group members

Activity: Creating resume on CANVA app *20 minutes*

- Trainer must download CANVA app himself/herself and try editing a resume before conducting this activity
- In the classroom start with asking students to download the CANVA app on their mobile phones. Students can also use Canva on their computers
- Give them the following Instructions:
 - Go to the resume section
 - Select a template that they like. Template must be professional
 - Edit the template using the resume that was created in activity 2
 - Help students if they get stuck
 - Demonstrate these steps on projector and ask students to follow you real time
- Tell them that they have accomplished a significant task that will help them in their career

throughout.

- Ask them to email their resumes to the trainer.
- In case some students need more time to complete their resumes, ask them to work on it after the class. Encourage them to help their group members

Closing Protocol: *5 Minutes*

- Thank the participants for their time
- Ask students to share their final resumes and cover letters with you on your email within 2 days
- Tell students that they will bring the printed copy of their resumes on the day of mock interview(day 42)
- Share the topic of the next session
- Announce the next time you will be visiting them



31

Communication Skills

Writing Cover Letter

Writing Cover Letter

Objective:

Participants will be able to understand and practice creating an impressive cover letter.

Total Time:

90 minutes

Instructor Note:

After creating an effective Resume our participants also need to learn about cover letters so they can have these resources ready to be sent to potential employers. Participants will be able to understand why it's needed and how it can be created.

Opening Protocol: *5 minutes*

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feeling.
- Make everyone feel comfortable

Concept Discussion and Demonstration: *15 minutes*

- Divide students in pairs
- Ask them to open their handbooks and read the concepts related to Cover letter writing and help each other understand those concepts
- Give them 5 minutes to educate themselves
- After 5 minutes, ask these questions and let students answer-
 - What is a Cover letter
 - Why do we need it
 - What do we include in a cover letter
- Help students understand these concepts if they find it difficult

Activity1: Writing a Cover Letter**25 minutes**

- Ask students to open their handbook and go to the activity “writing a Cover Letter”
- Ask them to write their Cover Letter in the space given in the handbook. Give them 15 minutes to complete the activity. Help students organise and articulate their thoughts. Ask them to write it in English language
- After 15 minutes, ask students to sit with their group members and check each other’s Cover Letter. Give them 5 minutes to find common questions or problems they identify in their group members’ Cover Letters
- Give them 5 minutes to ask questions and explain the concept again if needed

Activity 2: Creating Cover Letter in MS Word**20 minutes**

- Ask students to open MS Word in their computers
- Give them 15 minutes to write their Cover Letter in MS Word
- Once 20 minutes are over, give them 5 minutes to again check the Cover Letters of their group members

Activity 3: Peer feedback and improvisation**20 minutes**

- Tell participants that they have created their Resume and cover letter. These two documents will be used in the upcoming sessions like email writing, naukri and linkedin
- Reiterate the importance of having a ready to send Resume and cover letter
- Tell them that you will share your feedback on the final Cover Letter a day after in the mentorship session but they all will use 15 minutes to get final feedback from their peer group and do the improvisation
- Ask students to roam around and get their Resume and cover letter checked from atleast 2 people and make the updations real time
- After students are satisfied with the final version of their Resume and cover letter, ask them to upload these two documents in a drive folder with the name “Resume and Cover Letter_Student Name_Roll Number” and share the link with the trainer on email

Closing Protocol:**5 Minutes**

- Thank the participants for their time
- Ask students to share their final resumes and cover letters with you on your email within 2 days
- Tell students that they will bring the printed copy of their resumes on the day of mock interview(day 42)
- Share the topic of the next session
- Announce the next time you will be visiting them



32

Communication Skills

Email Writing

Email Writing

Objective:

Participants will be able to understand and practice writing effective emails

Total Time:

90 Minutes

Materials Required:

Computer lab with internet connection and projector & screen.

Video:- <http://www.youtube.com/watch?v=rDkxsNmKDGk>

Instructor Note:

In this session, participants are learning formal writing skills. The importance of writing effective emails, how to write effective email, do's and don't should be understood and practiced. This session will be incomplete if students don't write emails so encourage them to complete the class activities in time.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: Think-Pair-Share

5 minutes

- Ask, "If you want to share information with people how do you do that? What is the most effective mode of communication used in a professional set up?"
- Take 2-3 responses in the larger group.
- Show the Video:
<http://www.youtube.com/watch?v=rDkxsNmKDGk>
- Give students **1 minute** to discuss the video in pairs.
- Ask some pairs to Summarize the video for the class.
- Sum up the discussion by talking about the changes that have occurred in the means of communication and the benefits of emails and letters.

Concept Discussion and Demonstration:

20 minutes

- Divide students in 3 groups
- Tell them that each group will get one sub-topic of email-writing and they will have 10 minutes to discuss and understand that topic. They can use internet and their handbooks to understand the concept
- After 10 minutes, ask group representatives to come in front and explain the topics:
 - Structure of an email
 - Rules of writing email
 - Difference between formal and informal email
- Give 2 minutes to each group to explain their topic and 2 minutes to answer questions
- Ensure that students are understanding these concepts well. Correct students or add your points if there are any gaps in the understanding. You can also use quiz questions in the student handbook to check for their understanding.
- After students have discussed the basics of writing an effective email, present them the template of email and explain the following:-
 - To, CC, BCC
 - Send and delete buttons
 - Formatting options
 - Attaching files, pictures and links

Activity: Write a formal email

50 minutes

- Ask students to open their handbooks and go to the activity "write a formal email"
- Give them 10 minutes to write the email in their handbook (in the given template) as per the given situation
- After 10 minutes, ask students to open their gmail accounts and start writing the same email. Give them 20 minutes for this. When students are writing emails, randomly check some handbooks and correct the mistakes. Ask students to pause for 2 minutes, explain the common mistakes and ask them to write correct emails this time
- Once students have written the emails, ask them to send those emails to the student sitting next to them, keeping the trainer in cc. This way trainer will have access to all the emails and students will be able to check each other's emails

- Ask students to take 10 minutes to check the emails they have received and respond to those emails with suggestions and feedback. When students are reading the emails, the trainer should also read maximum emails and select atleast 2-3 emails that they would like to discuss with the class
- Signal the closing of the activity and ask students to look at the projector. Now present the selected emails and discuss the feedback on those emails
- Close the session by taking students' questions, if any.

Closing activity: Do's and Don'ts of Email Writing

5 minutes

- Ask students to open MS Word in their computers
- Give them 15 minutes to write their Cover Letter in MS Word
- Once 20 minutes are over, give them 5 minutes to again check the Cover Letters of their group members

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Close the session with alot of encouragement and tips that students can follow on daily basis to become better at interview skills*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*

33

Communication Skills

Feedback on Resume and Cover Letter

Feedback on Resume and Cover Letter

Objective:

Participants will be able to have final feedback from trainer on Resume and Cover Letter

Total Time:

90 minutes

Materials Required:

Students' resumes and cover letters, projector and screen

Instructor Note:

This session will give some time to the trainer to close the writing module under communication skills, focusing on Resume and Cover letter. Randomly review 5 resumes and 5 cover letters from this cohort of students and note down common mistakes and suggestions to make it better.

Opening Protocol: *5 minutes*

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feelin.
- Make everyone feel comfortable

Activity 1: Review of sample resumes and cover letters

20 minutes

- Show the 5 resumes you had randomly picked on projector and share your review in detail
- Give 10 minutes to students to revisit their resumes and cover letters and make any final changes, if needed

Activity 2: Group Mentorship

60 minutes

- Ask each group to come to you one by one for mentorship
- Spend 10 minutes with each group

This is what the trainer can do in 10 minutes

- First, ask students about their overall journey so far and how they are feeling with each other. Don't spend more than 2 minutes on this
- Take one student's resume and cover letter and review that in detail and tell group members the changes it may need
- Let them ask questions to be 100% sure about what's needed in a resume and cover letter
- If you are left with some time, take one more resume from this group and review that too
- Ask group members to use remaining class time or the time after session to make their resumes and cover letters 100% ready. If their resumes are final then they can get them printed

Closing Protocol: *5 Minutes*

- Thank the participants for their time
- Ask students to share their final resumes and cover letters with you on your email within 2 days
- Tell students that they will bring the printed copy of their resumes on the day of mock interview(day 42)
- Share the topic of the next session
- Announce the next time you will be visiting them

34

Digital Literacy (21st century literacies) + Communication Skills

Social Media & Networking – LinkedIn

Social Media & Networking – LinkedIn

Objective:

Participants will be able to create their profile and connect with their classmates after understanding the basic features and usage of LinkedIn

Total Time:

90 Minutes

Materials Required:

Pen, Notebook, Smartphone, Internet Connection, Sticky Notes, Projector.

Instructor Note:

This lesson plan deals with basic nuances of LinkedIn and the importance of Social Networking. Trainer is directed to create awareness on the importance of LinkedIn in a student's career. Make sure that every student has a basic profile on LinkedIn by the end of the session and are aware of its utilities and features. Trainer is required to deliver this session in an engaging environment.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity:

10 minutes

- Alright everyone! Before we begin, let me ask you a question. What do you understand by the term Social Networking (randomly ask few students to define). Let us understand the importance of social networking through an activity.
- Trainer's role: Make 7 pairs of sticky notes mentioning professions and dialogues. Kindly refer to the next page for the same.
- Each group in this activity consists of more than two members, instructing students to discuss and choose two members among themselves who would be reading out dialogues on behalf of their group.
- Distribute sticky notes to each group and instruct students to read out their dialogues as per their turn. For example- groups having "Dialogue 1" mentioned on their note will read first, subsequently, the group having "Answer to Dialogue 1(Ans to D1)" on their note will read second, and so on.
- Ask groups to concentrate on the activity so that they do not miss their turn.

<u>Doctors</u> <u>Dialogue 3</u>- Is there any insurance policy to cover professional error by doctors. <u>Ans to D5</u>: Please see me at my clinic on XYZ road by 6PM.	<u>HR Consultants</u> <u>Dialogue 1</u>- Hi! We are planning a trip to Uttarakhand, please suggest us the best time to visit the same. <u>Ans to D6</u>- Please send your requirement details and job description to HRConsultant@xyz.in.
<u>ABC Bank</u> <u>Ans to D4</u>- Our bank has recently launched few tax saving investment schemes. Kindly reach out to our nearest branch. <u>Dialogue 6</u>- We are looking for young Professionals to join our bank as Assistant Managers.	<u>Career Counsellors</u> <u>Ans to D2</u>- We are happy to help. Kindly send your education details at careercounsellors@abc.in. <u>Ans to D7</u>- we have inbox you list of top B-school of our country along with their admission procedure and fee structure.
<u>Students</u> <u>Dialogue 2</u>- I have passed my graduation. Can anyone guide me with right career path? <u>Dialogue 7</u>- Can anyone recommend best B-school in India?	<u>Insurance Professionals</u> <u>Ans to D3</u>- Hi! We have Doctor's professional policy to cover error and omission during your conduct. <u>Dialogue 4</u>- We need few investment advice for tax saving. Can anyone help?
<u>Vloggers</u> <u>Ans to D1</u>- Hi! Mar to Apr and Sep to Oct are considered as the best time to visit Uttarakhand. <u>Dialogue 5</u>- I am currently in Patna. I am sick, Can anyone recommend best doctor in the city.	

At the end of the activity:**10 minutes**

- Ok students, what did we learn from this activity? Take a few responses.
- From this activity, we learned about the power of social networking. All of us were surrounded by professionals from different backgrounds. We got real-time solutions to our problems such as medical, career advice, product advice, traveling advice, investment advice, etc. An individual surrounded by a circle as such will always possess sound knowledge that would help him/her in taking the right decision. But, do we all have such connections? How can we have such connections in our life?
- In today's session, we will be studying about social networking, social media, and LinkedIn, which is a social networking platform that helps us to virtually connect to professionals from different fields.

Concept Discussion and Demonstration:**30 minutes**

- Divide students in 5 groups. Give them 5 minutes to educate themselves on the given concepts and tell them to summarise their learning in front of the class.
- What is Social Networking? What is the purpose of Social Networking?
- What is Social Media?
- What is LinkedIn and why should we use it?
- How to get started on LinkedIn?
- How to Post and Share Content on LinkedIn.
-
- After 10 minutes ask group representatives to come in front and explain their topic to everyone in 2 minutes. Give 2 more minutes to answer the questions students may get from other groups
- At the end present your linkedin account on projector screen and quickly summarise what students have presented

Activity: Creating profile on LinkedIn**35 minutes**

- Ask students to open their handbook and go to the activity "creating profile on LinkedIn"
- Students have to follow the steps mentioned in the handbook to create their profile on LinkedIn
- Trainer can create one student's profile to demonstrate these steps on the projector screen. Other students can follow those steps real time
- Ask students to send connection requests to you (the trainer) and to the person sitting next to them. This way the entire class will get connected on LinkedIn and the trainer will be able to see the profiles of all the students
- Summarise the entire session and make sure that students have created their LinkedIn profile and are connected with their classmates.
- If time allows, students can do some activity on LinkedIn in the class (commenting on the status of connections, posting an update or photo of their session with relevant caption, sending connection requests to other teachers and professionals they want to connect to, following the organisations they like)
- Trainer can randomly check some profiles and share generic feedback with the class

Closing activity:**5 minutes**

- Encourage students to use LinkedIn by saying “Alright, everyone! Now all of us have a LinkedIn profile, explore more features of LinkedIn, connect with your family, friends, and people from different professions, apply for jobs recommended by LinkedIn, attend online events organized by LinkedIn etc.”

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Close the session with a lot of encouragement and tips that students can follow on a daily basis to become better at interview skills*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*



35

Digital Literacy (21st century literacies) + Communication Skills

Social Media and Job Search- Naukri

Social Media and Job Search-Naukri

Objective:

Participants will be able to set up their own profile, locate jobs, and monitor job applications on job portal(s)

Total Time:

90 Minutes

Materials Required:

White board, , Marker, Projector, PowerPoint Presentation, Computer lab/ smartphones with Internet Connection

Instructor Note:

“Don’t give them a fish, teach them how to fish”, following this quote, it’s important to make our participants self-reliant for both continuous learning and finding right opportunities. Naukri is the most widely used job search platform in India. Participants will learn using this platform by actually using it in the class

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity: 5 minutes

Ask participants, "what are the various ways to search for a Job?"

Answers will include following options:- (write down their points on white board)

Walk in Interviews

- Campus placement
- Newspaper
- Referrals
- Company website (career option or work with us)
- Job Portals

Tell the learners that in today's session they will learn about Job Portals which will help them get in touch with potential employers and know more about the status of the job market.

Concept discussion: 15 minutes

Ask participants to open their handbooks and read the concepts given in the Job search lesson. Give them 5 minutes to discuss and help each other understand the concepts.

After 5 minutes ask at least 3 participants to answer the following:-

- what are job portals
- why use job portals
- benefits of using job portals etc.

Then ask participants to use computers to check the interface of some job portals

Activity 1: Creating profile on Naukri

Part 1: Preparation to create a profile

15 minutes

- Ask participants to open their handbooks and go to the activity "Creating profile on Naukri"
- Quickly explain the parts of the form and ask them to fill the form individually within 10 minutes.
- Go around the class and help students if they need at a particular part of the form
- Ask them to stop writing after 10 minutes and tell them that having this information will help them in the next segment when they will actually making a profile on Naukri

Part 2: Profile Creation on Naukri.com

15 minutes

- Divide the class in pairs and ask them to assist each other in creating profiles
- Using projector, demonstrate account and profile creation process on Naukri
- Now ask students to refer to the form that they have filled above to fill in the data on Naukri
- Assist students wherever required
- If there is any part of profile that they can't complete at the moment(as they do not have the information), tell them to complete it after the session
- Ask pairs to ensure that their partners have created their profiles in 15 minutes

Part 3: Profile check

10 minutes

- Ask students to change their partners
- Now new partners will check each others profile using the following criteria

- *Is the information complete*
- *Is the information well articulated*
- *What are the areas where the person can make the information look more attractive*
- *Ask students to make real time changes based on the feedback they are receiving*

Activity 2: Job search

- *Divide students in two groups and ask group 1 to understand the steps for searching jobs using desktop, and group 2 to read steps for searching jobs using mobile phones. Give them 5 minutes to reach the steps from handbook*
- *After 5 minutes quickly ask each group to tell the steps*
- *Now ask everyone to practice searching jobs using keywords*

Closing activity:

5 minutes

- *Use these 5 minutes to answer students questions, if any*
- *Or ask them some questions to check for their understanding*
- *Encourage them to create their profiles on other job portals as well*

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



36

Communication Skills

Interview Skills

Interview Skills

Objective:

Participants will be able to understand and practice basics of interview skills

- Greeting - What to say when you meet the hiring manager
- Responding to greeting- Addressing people
- Introducing yourself- Stating information related to one's identity
- Seeking Introduction

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

This session is the beginning of interview skills sessions. After learning and practicing basic conversations in different formats, our participants will now understand and practice interview specific phrases, etiquette and skills

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity:**10 minutes**

- Ask participants, “what do you understand by first impressions? Can you share any examples of good or bad first impressions someone made on you?”
- Take 2-3 responses
- Tell them, first impressions can play a major role in how an interviewer perceives you as a candidate.
- Tell the learners that in this session they will be practicing how to establish an impressive first contact with a prospective employer by greeting and introducing themselves appropriately.

Concept discussion and demonstration:**20 minutes****Demonstration:**

- Ask 4 learners to volunteer for a role play-demonstration
- Ask Learner 1 to be the receptionist, Learner 2 to be the secretary and Learner 3 to be the hiring manager and Learner 4 to be the candidate for the interview.
- Tell them that to demonstrate in 2 minutes how these 4 characters will interact with each other (ideally using English language). Give them 2 minutes for this
- Once this demonstration is over, give all the participants in the class to take 5 minutes to share their observations

Concept Discussion:

- Divide the entire class in 3 groups and ask them to open their handbooks
- Ask group 1 to read the verbal tips, group 2 to read the Non-verbal tips and group 3 to read the other tips
- Give them 10 minutes to go through the reading material and discuss internally. Tell them that after 10 minutes one representative from each group will summarise the discussion in front of the class
- Get the representatives to summarize one by one and end the activity. When representatives summarise the concept, involve other students by asking questions to check for understanding

Activity 1: Role Play- First Impression**50 minutes**

- When you go for an interview and greet someone what are the things you should take care of?”

Make groups of 4 through a number drill and ask learners to sit with their groups.

Give the following instructions for the activity:

- Each group will create a script and then dramatize a role play.
- The role play should consist of four characters:
 - The candidate appearing for an interview
 - A receptionist
 - A secretary
 - Hiring Manager
- The script will be around the interactions of the candidate with the three characters
- The dialogues will focus on greetings and introductions.

- You have 10 minutes to complete this task.
- After 10 minutes, ask each group to come forward and dramatize their role play.
- At the end of each presentation, any two groups (or more if time permits) will give feedback in the form of:
 - One thing the candidate could have done better.
 - One thing that the candidate did well
- Signal the start of the activity
- Make a note of any common errors encountered
- Signal the end of the activity after all groups have presented their role plays and call the entire group back together for the debrief. Share common mistakes they made and suggestions to improve

Closing Protocol: *5 minutes*

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



37

Communication Skills

Talking About Skills, Interest & Experience

Talking About Skills, Interest & Experience

Objective:

Participants will be able to understand and practise talking about their skills, experience and interests in interview

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

After practising greetings, introductions and basic etiquette for effective participation in interviews, participants will now practise talking about their skills, experiences, interests and hobbies in the interview setting. This session should make them more confident and ready for interviews.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity:**5 minutes**

- Ask the participants, “During an interview when you are asked questions about your skills, interests and experience what is the interviewer looking for?”
- Take 2-3 responses
- Tell the learners that in this session they will be practicing how to answer questions about their skills, experience and interests during an interview.

Activity 1: An ideal candidate**15 minutes**

- Make groups of 4 through a number drill and ask learners to sit with their groups.
- Each group will create a list of skills, interests and experience for an ideal candidate and a candidate who is not suitable for the placement. They can use any group member’s handbook for making this list. They will need to go to activity named “an ideal candidate” for this
-
- Each box should have a maximum of four points listed.
- Give them 10 minutes to complete the activity
- Signal the start of the activity and assist struggling candidates
- Make a note of any common errors encountered
- Signal the end of the activity after 10 minutes
- Ask group representatives to sit together for 5 minutes and make a common list on the board
- Relate this common list from the participants with 21st century skills that they are practicing in this course like communication, collaboration, adaptability, learning agility, self management etc.

Concept discussion:**15 minutes**

- Divide the entire class in 2 groups and ask them to open their handbooks
- Ask group 1 to read the section “how to respond to questions about hobbies and interests” and group 2 to read “how to respond to questions about experience/ project/internship”
-
- Give them 10 minutes to go through the reading material and discuss internally. Tell them that after 10 minutes one representative from each group will summarise the discussion in front of the class
- Get the representatives to summarize one by one and end the activity. When representatives summarise the concept, involve other students by asking questions to check for understanding

Activity 2:**35 minutes**

- Divide students in groups of 4
- Give the following instructions for the activity:
 1. Each group is going to create a panel of interviewers for each other
 2. The panel will call one interviewee at a time and they will have to introduce themselves followed by talking about their skills, interests and work experience/ internship(if applicable).
 3. Each interviewee will spend 5 minutes for interview
 4. After a person is done with the interview, the panel will spend 2 minutes in giving him/her feedback
 5. The groups will swap roles internally and restart the activity till everyone has had a chance to play the roles of an interviewer and interviewee.
- The panel will score each candidate on the following points from 1-5.
 1. Confidence
 2. Body Language
 3. Greeting and introduction
 4. Relevance of Skills to the Job
 5. Relevance of Interests/hobbies to the Job
 6. Relevance of Experience to the Job
 7. Connection established between Skills, interests and experience.
- Signal the start of the activity
- Make a note of any common errors encountered
- Signal the end of the activity after all groups have completed the simulation

Debrief:**10 minutes**

- Have all the students back at a place and ask them to share their experience and common mistakes that they or their group members made.
- Share your observations and suggestions as well.
- Suggest students to think about their hobbies, interests and past work experience(if any) and articulate that well in the handbook

Closing Protocol:**5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



38

Communication Skills

Interview Skills- Answering Questions

Interview Skills- Answering Questions

Objective:

Participants will be able to practise answering different interview questions

- Questions About You
- Questions About Salary expectations
- Questions About Your Qualifications

Total Time:

90 Minutes

Materials Required:

White board and marker

Instructor Note:

After learning how to present information about self in the interview, participants will now learn how to answer the interviewer's questions. Spontaneity, confidence, clarity of thoughts, articulation and self-awareness will help students perform better in the interviews. This session should give them a chance to practise answering some common interview questions.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity:

10minutes

- Ask, “during an interview how should you answer the following:
 1. Questions About You
 2. Questions About Salary
 3. Questions About Your Qualifications
 4. Interview Questions About Your experience/ Resume”
- Take few responses
- Explain-

A good answer to these questions will be to the point, bringing in your strengths and your work history and a bad answer will be too long, talking too much about your personal life and not at all about anything related to this job. In every answer you should find a way to tell the interviewer something good about you

- Tell the learners that in this session they will be practising how to answer questions about their skills, experience and interests during an interview.

Activity 1: Good and Bad Answers

30 minutes

- Make groups of 4 through a number drill and ask learners to sit with their groups.
- Give 15 minutes to each group and ask them to write a good answer and a bad answer for the following questions:
 1. Tell me about yourself?
 2. What are you expecting in terms of your salary?
 3. What are your qualifications?
 4. Tell me about a successful experience you had on a job/internship?
 5. Can you walk me through your resume?
- Students can use a handbook to write these answers
- Signal the start of the activity and assist struggling candidates
- Make a note of any common errors encountered
- Signal the end of the activity after 15 minutes and call the entire group back together for the debrief.
- Ask each group to share their answers for each question. Note some unique answers on the board and discuss them

Activity 2:

35 minutes

- Ask learners to remain in the groups that did the previous activity.
- Each group is going to create a panel of 3 interviewers and 1 interviewee.
- The panel will call one interviewee at a time and they will have to introduce themselves followed by answering the following questions:
 1. Tell me about yourself
 2. What are you expecting in terms of your salary?
 3. What are your qualifications?
 4. Tell about a successful experience you had on a job.
 5. Can you walk me through your resume?

- The panel will score each candidate on the following points from 1-5.
 1. Confidence
 2. Body Language
 3. Greeting and introduction
 4. Answer to 'Tell me about yourself'
 5. Answer to 'What are you expecting in terms of your salary?'
 6. Answer to 'What are your qualifications?'
 7. Answer to 'Tell us about a successful experience you had on a job.'
 8. Answer to 'Can you walk me through your resume?'
 9. Connection established between Skills, interests and experience.
- Give them 20 minutes for this activity.
- Signal the start of the activity
- Make a note of any common errors encountered
- Signal the end of the activity after all groups have completed the simulation
- Ask each group to share their answers for each question. Pick the best answer and write that on the board-

Question: Tell me about yourself.

Group Number	Best Answer
Group A	

Closing Protocol: *5 minutes*

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



39

Communication Skills

Telephonic Conversation

Telephonic Conversation

Objective:

Participants will be able to practice virtual conversation in a professional setting.

Total Time:

90 Minutes

Materials Required:

Students should carry their mobile phones

Instructor Note:

Most of the employers do prefer a phone call with the candidates before calling them for a personal interview. This session has been specifically designed to give the opportunity of practicing etiquette and phrases that participants should use while talking on the phone in general, and especially while attending a telephonic interview.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity:**10 minutes**

- Ask, "What's the easiest way to communicate these days?"
- Expected response : Call, telephone
- Elicit : In a world where jobs are no longer restricted by political and geographical boundaries, several companies today are conducting phone interviews to shortlist candidates before calling in for a face-to-face interaction.
- Ask, "What is a telephonic interview and why is it important to prepare for it?"
- "What are the 2 things that telephonic interviews make easy for you as a candidate and 2 things that can be challenging?"
- Take responses and make them excited to practice telephonic conversations

Activity: Role Play**25 minutes**

- Divide the class in 2 groups
- Ask group 1 to create and perform a role play to demonstrate Do's of telephonic interview
- Ask group 2 to do a roleplay on Don'ts of telephonic interview
- Give them 10 minutes to plan and 2 minutes each to perform. Tell them that only 2 participants will perform, other have to plan the roleplay script
- After each role play, involve participants in discussion on Do's and Don't of telephonic interview

Activity: Practice**35 minutes**

- Divide the class into pairs
- Tell them that 1 person is going to be the interviewer and the other person is going to be the interviewee
- They have to make real phone call to each other to do the activity
- All the pairs will do the activity simultaneously. Wherever possible, pairs should try to record their phone conversation so they can hear the recording later
- If some pairs don't have mobile phones available then they can talk to each other with their eyes closed, assuming that they are talking on the phone
- Give them 5 minutes to do one interview
- After 5 minutes, randomly choose 1 pair who will come in front to repeat the conversation they just had on phone with each other. Ask other students to give them feedback. And then share your observation and suggestions
- Now demonstrate doing a telephonic interview first as an interviewer and then as an interviewee. Ask one of the participants to play the role of the other person. Through your demonstration, participants will learn the ideal way of handling a telephonic interview (the trainer should use accurate phrases and etiquette)
- Send the pairs back and now ask them to change the role. The person who was the interviewee earlier will now become interviewer
- Again give them 5 minutes to do the conversation again

Debrief: *10 minutes*

Ask participants-

- *Do you think preparation can help in the interview? Comment on the basis of what you did in the activity.*
- *What challenges did you face during the exercise? How would you overcome those challenges?*
- *What are your 5 major takeaways from today's session?*
- *What did you enjoy the most?*
- *Does anyone have any questions before we wrap up for the day?*

Closing Protocol: *5 minutes*

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



40

Communication Skills

Virtual Interview

Virtual Interview

Objective:

Participants will be able to practice virtual conversation in a professional setting.

Total Time:

90 Minutes

Materials Required: *5 minutes*

Students should carry their smartphones or computer labs with internet connection and headphones should be available

Instructor Note:

With the current ongoing pandemic the trend of Virtual Interview has elevated. Use this session as the simulation for virtual interviews

Opening Protocol:

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Concept Discussion and Demonstration: *15 minutes*

Why virtual interviews

- Ask participants whether they have ever attended any video call
- Even if one person says yes, ask the following:
 - which platform did you use
 - what was the purpose of video call
 - who all were connected on that call
 - what were the basic features on the platform they used
 - why didn't they do a personal meeting instead of virtual meeting
- Help students understand that meeting personally is not a possibility everytime. Virtual meetings save our time and money, and everyone should be comfortable using virtual meetings now

How virtual interviews

- Ask students to sit in their original groups
- Ask them to open their handbooks and understand the basics of virtual interviews, including etiquette a person should follow. Give them 5 minutes to read and discuss
- Now use 5 minutes to ask questions to check for their understanding of the concepts
- Ensure that learners understand why virtual interviews are done

Activity 1: Understanding the platforms *30 minutes*

- Ask students to install Google Meet, Zoom Meeting, Microsoft Teams applications in their mobile phones. Give them 10 minutes to install all the 3 Apps
- If some students already have these Apps installed, they can help their group members to ensure that everyone has installed the Apps
- Divide the class in 4 groups
- Tell them that 3 groups are going to do a presentation activity to convince group 4 to use the mobile application they are recommending. Group A will present Zoom, Group B will present MS Teams, Group C will present Google Meet.
- Each group will present for 3 minutes each and they will all get 5 minutes to decide what they want to say in their presentation
- At the end group 4 will decide which platform they would prefer and why

Activity: Practice *25 minutes*

- Divide the class in groups of 3
- Tell them that we are now going to practice virtual interviews where person A will become interviewer, person B will be the interviewee and person C will just observe and note down the glows (positive feedback) and grows (constructive feedback). The observer will sit with the interviewer and will observe how well people are using virtual interviews.
- They have to make real video calls to each other via Zoom or Google Meets to do the activity.
- All the pairs will do the activity simultaneously. Wherever possible, teams should try to record their interviews
- Give them 5 minutes to do one interview

- After 5 minutes, ask all the observers to come in front and share their observations. Trainer should try to identify the challenges people face while doing virtual interviews. Address the common problems and give suggestions
- Now demonstrate doing a virtual interview first as an interviewer and then as an interviewee. Ask one of the participants to play the role of the other person. Through your demonstration, participants will learn the ideal way of handling a virtual interview (the trainer should use accurate phrases and etiquette)
- Send the teams back and now ask them to change the role. The person who was the interviewee earlier will now become interviewer
- Again give them 5 minutes to do the conversation again and then call the observers to see if they found this round to be better than the previous one

Closing Activity: 10 minutes

- Ask one observer to volunteer and come in front
- Tell the class that this observer is representing you all and will create a checklist of the preparation that you all should do before appearing for the virtual interview
- Ask the volunteer to involve all the participants by taking their suggestions and create one checklist in 5 minutes
- Close the activity by ensuring that all the participants are feeling more confident about attending virtual interviews

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



41

Communication Skills

Interview Skills 3

Interview Skills 3

Objective:

Participants will go through a mock Interview drive experience

Total Time:

90 Minutes

Materials Required:

White board and marker

Instructor Note:

This session is the last session of the communication skills module and will be followed by a feedback session to end the module. This session has to be organized professionally so students can get to experience a simulated interview.

Important note:

- participants have to be informed about this session in advance
- they should be informed to come dressed formally
- arrangements to record all the interviews should be made
- if possible, someone else should conduct the interviews and trainer should just organise everything

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Activity: Mock Interviews

80 minutes

- Depending on the availability of trainers, this session can be done in 2 ways:-

Way 1:

- A schedule is created to have one on one interviews with each student by a trainer or by trainers from other cohorts.
- Number of trainers needed can be decided based on time and number of students, ensuring that each participant gets at least 10 minutes for interview
- Interview question sets and scoring sheets should be given to each trainer at least a day in advance

Way 2:

- Divide the students in the groups of 4 participants each
- Ask students to name themselves as A, B, C and D
- Give each student 3 copies of the scoring sheet
- Ask them to read the scoring sheet, make sure they understand each and every part of it
- Give them interview question sets to be used for mock interview

Closing Protocol:

5 minutes

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*

Interview Questions

SET 1-

- Tell me something about yourself
- How did you hear about this position
- What do you know about the company
- Why do you want this job

SET 2-

- Why should we hire you
- What are your greatest professional strengths
- What do you consider to be your weakness
- What is your greatest professional achievement

SET 3-

- Tell me about a challenge or conflict you've faced in college, and how you dealt with it.
- Where do you see yourself in 5 years
- What is your dream job

- What type of work environment do you prefer
- How do you deal with a pressure situation

SET 4-

- What are your salary requirements
- What do you like to do outside of work
- What do you think we as a company can do better
- Do you have any questions

Scoring & Feedback sheet

Rating scale:

- Accomplished satisfactorily: 4
- Need some improvement: 3
- Need major improvement: 2
- Unsatisfactory performance: 1

PARAMETERS	Participant 1	Participant 2	Participant 3
Formal Dress (scores)			
Remarks			
Resume (scores)			
Remarks			
Body Language (scores)			
Remarks			
Clarity of thought (scores)			
Remarks			
Etiquette/professionalism (scores)			
Remarks			
Communication skills (in any language)			
Remarks			
Use of English language			
Remarks			
Confidence (scores)			
Remarks			
Learning Agility & Grit (scores)			
Remarks			



42

Communication Skills

Feedback on Mock Interviews

Feedback on Mock Interviews

Objective:

Participants will be able to reflect on their performance in mock interviews

Total Time:

90 Minutes

Materials Required:

scoring sheet from mock interview session, videos of students

Instructor Note:

- This session will ensure that students know their strengths and areas of development for becoming better at communicating well in interviews. It's important that the trainer has watched some videos of students performing in the interviews and has gone through all the scores and anecdotal observations from mock interviews. Videos of all the students should be available in the class/computer lab for their reference (it's not needed if students have recorded the interviews in their own phones)

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Activity 1: Cohort feedback**15 Minutes**

- Show the 2-3 videos that represent the majority of common points, good/bad.
(make sure to take consent of these 2-3 students for using their interview videos for showcase)
- Tell students the common mistakes they are doing but start with positive feedback
- Give them tips on how they can improve

Activity 2: Group Mentorship**60 Minutes**

- Ask participants to sit in their original groups
- Ask each group to come to you one by one for mentorship
- Spend 10 minutes with each group
- When one group is attending mentorship meeting, other groups can see the videos of themselves and their group members and note down the observations

This is what the trainer can do in 10 minutes

- First, ask students about their overall learnings on communication skills and how confident they are feeling
- Share scores and subjective feedback with students and guide them on how they can support each other going forward to become more confident and effective speakers
- Ensure that participants are making notes and feeling encouraged to improve their skills further by using the actionables they have received from the trainer

Closing:**5 minutes**

- *Congratulate all the participants for successfully completing communication module*
- *Encourage them to improve further by setting goals, working hard and supporting each other*
- *Encourage group members to continue practicing communication skills offline as well*

Closing Protocol:**5 minutes**

- *Thank the participants for their time*
- *Close the session with a lot of encouragement and tips that students can follow on daily basis to become better at interview skills*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*



43

Aptitude

Ratio, Proportion and Partnership

Ratio, Proportion and Partnership

Objective:

To help students understand the basics of comparison between two quantities in terms of magnitude. Students get to know that comparison of two quantities is meaningless if they are not of same kind or in the same units. We do not compare 5 boys with 7 computers or 15 kilometres with 4 tables. Therefore, for comparison, it is necessary to explain them in same units. Students would be able to calculate share of profit they get or loss they would bear if they invest in same or different proportion with their partner.

To enable learners solve problems of any kind related to Ratio, Proportion and Partnership. Participants will be able to deduce solutions in their daily life by using their skills and concepts acquired through this lesson plan discussed in Block A. To enable approach and solve any questions or real life problems related to the lesson.

Total Time:

90 minutes

Materials Required:

Pen, Notebook.

Instructor Note:

This unit deals with the concepts and application of ratio, proportion and partnership. It has to be ensured that since the topics are highly relevant to daily observations and usage, it becomes inevitable to impart sound understanding of the same. Trainer is required to deliver this unit under an engaging environment by using practical

examples and competitive activities.

Display/distribute handout consisting of questions. Foundation section will comprise 4 questions, instruct students that they will be given 8 minutes to discuss among themselves & solve these 4 questions, whichever group solves maximum problems wins maximum points on the points table (as drawn earlier). Award 5 marks for each correct answer given by a group. Move around the class to check procedures used by students to solve problems. Once time is up, provide solutions and explanations for each question.

Switch to moderate level. This section comprises 4 questions and cumulative time allotted will be 10 minutes. All other instructions remain the same.

Switch to HOTS. This section comprises 3 questions and cumulative time allotted will be 15 minutes. All other instructions remain the same.

Opening Protocol: 3 minutes

- Greet the participants.
- Take attendance.
- Form groups of participants with each group comprising of 4 members. (For entire session)
- Draw points table on board and ask participants to name their group with some fancy names.
- Inform the participants that the group which tops the points table will be rewarded at the end of session.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Opening Activity: 10 minutes

- Okay students, today we are embarking upon our journey to learn ratio, proportion and partnerships. We would be dealing with these individual yet interrelated concepts in depth. But before beginning let me ask you how many of you have come through the term ratio? Ok so, that means you people do have the basic acquaintance with this.
- So, ratio in its simplest form is the comparison of two quantities by division. It is a relation that one quantity bears to another with respect to magnitude. In other words, ratio means what part of one quantity is of the other. The quantity may be of the same kind or different kinds.
- Now, someone tell me about the word proportion. So, yes you guys were near to the explanation of this term.
- The equality of two ratios is called proportion if $\frac{a}{b} = \frac{c}{d}$, then a,b,c and d are said to be in proportion and we write a:b::c:d.

This is read as “a is to b as c is to d”.

For example : Since $\frac{3}{5} = \frac{15}{25}$, we write

3:5::15:25 and say 3,5,15 and 25 are in proportion.

Okay, so now we will have a quick glimpse of partnerships.

So, everyone has seen a cricket match. Right?



- Look at the picture above, now try to understand that for building any partnership, what we need is partners and their individual contribution, Here, we see the two batsmen have contributed their individual parts of 33 and 63 respectively to build a partnership of 100.
- Now, it is to be understood that we do have another partner, since $33+63=96$, and we see that the partnership is of 100. So, any guesses who scored the remaining 4 runs?
Yes, they came from the extras conceded during this partnership.
- That being said, now we do have some basic insight of our topics and using them, we would understand the different complexities related, and equip us with the understanding sound enough to approach and solve any question related to these topics.

Section 1: Ratio 30 minutes

As we already know, that ratio is the comparison of two Quantities by division or the relation that one quantity bears to another with respect to magnitude.

If a and b are two numbers, then the ratio a to b is a/b or $a \div b$ and is denoted by a:b. The two quantities that are being compared are called terms.

The first is called antecedent and the second term is called consequent.

As always, we would be focusing on the underlying concepts, rather than memorizing formulas, following are the types of ratios you would encounter.

i.) Duplicate Ratio: The ratio of squares of two number is called the duplicate ratio of the two numbers. For example:

$$\frac{2^2}{5^2} = \frac{4}{25} \text{ is called the duplicate ratio of } \frac{2}{5}.$$

In the same way we can understand about Triplicate ratio in which the cubes of the two numbers is called the triplicate ratio of two numbers.

ii.) Sub – Duplicate ratio: The ratio of the square root of two number is called the sub- duplicate ratio of the numbers.

$$\therefore \frac{2}{3} \text{ is sub-duplicate ratio of } \frac{4}{9}.$$

Now, you guys give me example of sub-triplicate ratio in the same way, as discussed here.

iii.) Inverse ratio or Reciprocal ratio: If the antecedent and consequent of a ratio are interchanged, the new ratio is called inverse ratio of the first.

$$\frac{2}{5} \text{ is the inverse ratio of } \frac{5}{2}.$$

iv.) Compound Ratio: When we compound two or more ratios with each other through product or multiplication, the result is simply a compound ratio. Thus, the product of two or more ratios; i.e, ab:cd is a ratio compounded of the simple ratios a:c and b:d. Required compounded ratio = $(2/3 \times 6/11 \times 11/2) = 2/1$.

$$\frac{4x-18}{5x-18} = \frac{11}{16}$$

These terms are just for informative purpose, so that you do not get confused on not being familiar with the terminology.

Now, Let's see some examples and $\frac{\text{Boys}}{(\text{Boys}+\text{girls})} = \frac{2}{2+3} = \frac{2}{5}$.

Ex.1.) The ratio of boys to girls in a class is 2:3. If total students are 120. Find the number of boys in the class.

Ans.) Here, we see that the ratio of boys to girls is 2:3. Therefore we can deduce that for every 2 boy in the class, we have 3 girls. So, if we consider 2 boys and 3 girls as a group, we have 5 students in total in that group.

Now, as per the question, since we need to calculate the number of boys present, so, we try to frame a new ratio of boys to the total students in the class.

For that, we get Boys(Boys+girls) = 22+ .

That means, in 5 students we have 2 boys, hence in 120 students, we will have $\frac{2}{5} \times 120 = 48$ boys.

Ex.2.) The present ratio of ages of A and B is 4:5. 18 years ago, this ratio was 11:16. Find the sum of their present ages.

Ans.) Let the present ages are $4x:5x$, then it is given that

$$64x - 288 = 55x - 198$$

$$9x = 90$$

$$x = 10.$$

Therefore, ages are 40 and 50.

Sum = 90.

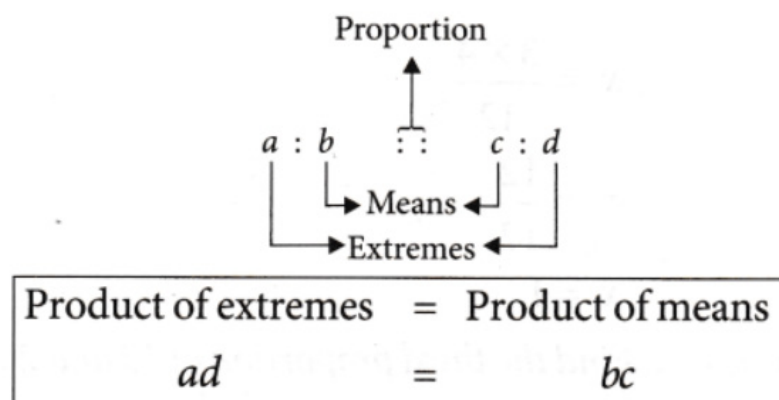
Section 2: Proportion

As already discussed, the equality of two ratios is called proportion if $\frac{a}{b} = \frac{c}{d}$
 $ab = cd$ then a,b,c and d are said to be in proportion and we write $a:b::c:d$.

Now, let's discuss about the terms related to proportion, and eventually we will see some examples at the end.

But, an important concept, that needs to be discussed is as follows :

If four quantities are in proportion, then Product of means = Product of extremes, for example, in proportion $a:b::c:d$, we have $b \times c = a \times d$.



i.) Mean proportional: If $a : x :: x : b$, x is called the mean or second proportional of a and b .
We have

$$\frac{a}{x} = \frac{x}{b} \text{ or } x^2 = ab \text{ or } x = \sqrt{ab}$$

Therefore, mean proportional of a and b is $\sqrt{ab}$

ii.) Third proportional: If $a:b :: b:x$, x is called the third proportional to a and b .
We have

$$\frac{a}{b} = \frac{b}{x} \text{ or } x = \frac{b^2}{a}$$

Suppose $a:b :: c:d$ is a proportion of two ratios. We can write it as $a:b = c:d$. The quantity c is known as third proportional to the quantities a , b , and d .

iii.) Fourth proportional: If $a:b :: c:x$, x is called the fourth proportional of a , b and c .

$$\frac{a}{b} = \frac{c}{x} \text{ or } x = \frac{b \times c}{a}, \text{ thus fourth proportional of } a, b \text{ and } c \text{ is } \frac{b \times c}{a}.$$

If $\frac{a}{b} = \frac{c}{d}$, then

1. Componendo:

$$\frac{a+b}{b} = \frac{c+d}{d}$$

2. Dividendo:

$$\frac{a-b}{b} = \frac{c-d}{d}$$

For componendo, we are just adding 1 to both the sides of the equation, and for dividendo, 1 is being subtracted from both sides of the equation.

On combining the above two equations, we get the Componendo and Dividendo formula as :

$$\frac{a+b}{a-b} = \frac{c+d}{c-d}$$

Ex.1.) The sum of two numbers is 15, and their ratio is $\frac{2}{3}$. Find the numbers.

Ans.) Let the numbers be x and y ,

So, $x+y=15$, Now, $x/y=\frac{2}{3}$.

Applying Componendo, $\frac{x+y}{y} = \frac{2+3}{3}$
 $x+yy = 2+33$

$$15/y = 5/3$$

$$Y = 9, x = 6 .$$

Section 3: Partnership

We have discussed already that partnership requires partners, whether it is cricket or partners in business.

To run a business or any organisation, we need to have partnerships. There are two types of partners.

i.) Working partners: Those partners who invest the money and manage the business or affairs of organisation are called working partners.

ii.) Sleeping partners: Those partners who merely invest money and do not involve in business affairs are called sleeping partners.

In partnerships, we have mainly three types of conditions related to distribution of profit in business.

Condition 1:

When time period of investment is constant, then profit of partners will be divided into ratio $C_1 : C_2 : C_3 : \dots : C_n$,

Where, $C_1, C_2, C_3, \dots, C_n$ are investment of respective partners.

Condition 2 :

When amount invested is same for different partners but time period is different, then profit will be divided in the ratio of their time invested, that is

$t_1 : t_2 : t_3 : \dots : t_n$.

Condition 3:

When amount of investment and time period both are different for different partners, then profit will be divided into following ratio.

$C_1t_1 : C_2t_2 : C_3t_3 : \dots : C_nt_n$.

In order to have a clear understanding of the above mentioned cases, let's take an example,

Ex.1.) Three partners undergo a partnership. Their investments are Rs.30000, Rs.45000 and Rs.50000 respectively for the time periods of 4 years, 2 years and 1 year respectively. Find the ratio of their profits.

Ans.) Here we see that the investments and time period of investments, both are different for all the partners, so we would be provided with Condition 3.

Using the same concept, the ratio of their profits would be,

$$C_1t_1 : C_2t_2 : C_3t_3$$

$$30000 \times 4 : 45000 \times 2 : 50000 \times 1$$

$$30 \times 4 : 45 \times 2 : 50 \times 1$$

$$12 : 9 : 5$$

Ex.2.) A and B started a business with initial investments in the ratio 5:7 . If after one year their profits were in the ratio 1:2 and the period of A's investment was 7 months, B invested the money for ?

Ans.) Let investments of A and B respectively be $5x$ and $7x$ and period of B's investment be " t " months. Then ,

$$5x \times 7 : 7x \times t = 1 : 2$$

$$\frac{(5x) \times 7}{(7x) \times t} = \frac{1}{2} \quad \text{Therefore, we get, } t = 10.$$

Section 1: Foundation *8 minutes*

- 1.) In a mixture of 40 litres, the ratio of milk and water is 4:1. How much water must be added to this mixture so that the ratio of milk and water becomes 2:3
- 2.) If three numbers are in the ratio 1:2:3 and half the sum is 18, then the ratio of squares of the numbers is?
- 3.) Find a third proportional to the numbers 4, 42.
- 4.) Ansh and Aman enter into a partnership investing Rs.50000 and Rs.40000 respectively. They agree to share their profits in the ratio of their capital. Find the share of Aman in a profit of Rs.22500 after one year.

Section 2: Moderate *10 minutes*

- 1.) The prices of scooter and TV are in the ratio 3:2. If a scooter costs Rs.600 more than the TV, then the price of the TV is?
- 2.) The ratio between two numbers is 2:3. If each number is increased by 4, the ratio becomes 5:7. The numbers are?
- 3.) The value of ' k ' that must be added to 7, 16, 43, 79 so that they are in proportion is?
- 4.) Amit, Nitin and Ram entered into a partnership. Amit invested Rs.16000 for 9 months, Nitin invested Rs.12000 for 6 months and Ram invested Rs.8000 for 12 months. At the end of a year there was a profit of Rs.26000. Find the share of Nitin in the profit.

Section 3: HOTS- High order thinking skills. *15 minutes*

- 1.) A mixture contains alcohol and water in the ratio of 12:5. On adding 14 litres of water, the ratio of alcohol to water becomes 4:3. The quantity of alcohol in the mixture is?
- 2.) The incomes of A and B are in the ratio 3:2 and their expenditures are in the ratio 5:3. If each saves Rs. 1000, A's income is?
- 3.) A starts a business with a capital of Rs. 1200. B and C join with some investments after 3 and 6 months, respectively. If at the end of a year, the profit is divided in the ratio 2:3:5 respectively, what is B's investment in the business?

Answers

Section 1

(1.) 40 litres (2.) 1:4:9 (3.) 441 (4.) 12500

Section 2

(1.) 1200 (2.) 16 & 24 (3.) 5 (4.) Rs. 6000

Section 3

(1.) 42 litres (2.) Rs. 6000 (3.) Rs. 2400

Explanation
10 minutes

Closing Activity: *1 minute*

- Thank you everyone! Now, all of you are clear with your concepts of Ratio, Proportion and Partnership. You will be getting materials for practice that you have to solve by yourself at home and bring doubts, if any. You will be provided handouts with concepts discussed which will help you brush up and revive your concepts any time in future.
- Trainer needs to calculate total points accumulated on the points table and reward the winning group. In case of a tie between two or more groups, reward each of the winning groups.
- So, after what we have learnt today, we will be aware of the ratio and proportion in which we are investing and also be aware of the return. We would ensure to utilise the concepts practically to make maximum profit.

Closing Protocol: *Post-session*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Share the names of reward winning students with nodal officers and institution heads after the session.

44

**Aptitude (Numeracy &
Reasoning)-
21st century literacies**
Percentage

Percentage

Objective:

- To help students learn to express a number, fraction or ratio out of every hundred. Students get to learn how percentage facilitates the expression of huge data in its simplest form. Participants would be able to learn the basics of percentage and their usage in daily life.
- To enable learners to solve questions of any kind related to percentage. Students will be able to deduce solutions and develop an ability to understand the concept of percentages and its practical applications in daily life.

Total Time:

90 Minutes

Instructor Note:

- This unit would deal with the basic nuances of the ever important topic Percentage. Owing to its importance, it becomes inevitable to form a strong foundation and holistic learning of the same. Learners get to understand basic concepts of percentage and its practical usage. It would enable them to express a number, fraction or ratio out of every hundred. Participants get to learn how percentage facilitates the expression of huge data in its simplest form. Trainer is required to deliver this unit under an engaging environment by using practical examples and competitive activities.
- (After explanation of concept & practice) Display/distribute handout consisting of questions. The Foundation section will comprise 4 questions. Instruct students that they will be given 8 minutes to discuss among themselves & solve these 4 questions, whichever group solves maximum problems wins maximum points on the points table (refer opening protocol). Award 5 marks for each correct answer given by a group. Move around the class to check procedures used by students to solve problems. Once time is up, provide solutions and explanations for each question.
- Switch to moderate level. This section comprises 3 questions and cumulative time allotted will be 10 minutes. All other instructions remain the same.
- Switch to HOTS. This section comprises 3 questions and cumulative time allotted will be 15 minutes. All other instructions remain the same.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

- Alright everyone! Before we begin, Let me ask you, how many of you like it if you are offered some off/discount on your purchase? (Raise a few students and ask what products they would purchase, if offered a discount).
- Okay! It seems all of you are excited to buy maximum products during a sale. Before that, Let me see how many of you can grab the best deals during a sale. Look at the case below:

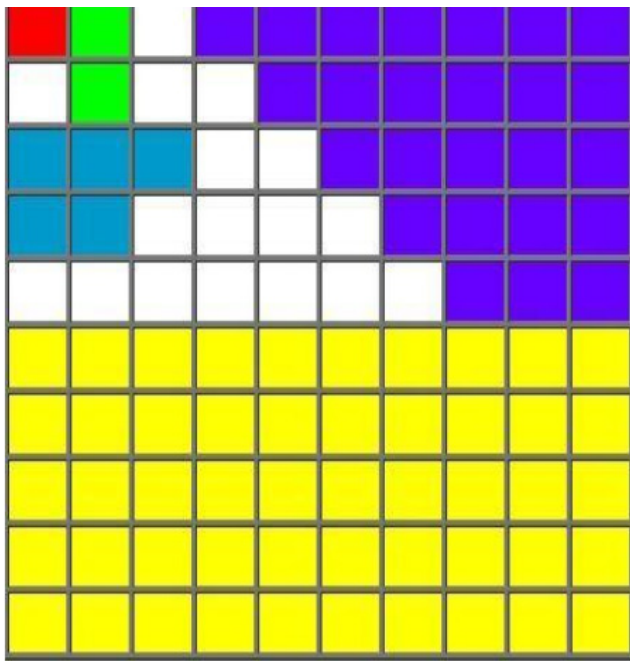


- Your local supermarket has a special price reduction this week. When you go to the cash counter you are offered a choice of "10% off or Rs.10 off on your total purchase".
- Will your decision be the same in the following situations?
 - (I) Your shopping amounts to Rs.70/-
 - (II) Your shopping amounts to Rs.120/-
 - (III) your shopping amounts to Rs.200/-
 - (IV) Your shopping amounts to Rs.11/-
- Each group has to discuss and calculate which of the above captioned offers would be appropriate in given situations in order to make a purchase in your favor. You will be awarded points with respect to the right answers. Groups will also be rewarded points on their speed of calculation (rank in giving answer).
- Trainer's role- Award points and explain the calculation.
- Now, Do you all think you would have made a purchase in your favor if you were

unaware of the percentage? No! This topic plays a vital role in taking the right decisions during a transaction in our daily life. Let us move forward to understand the concept of percentage and practice few advance problems to enable ourselves to grasp this topic as a skill set.

Section 1: Understanding Percentages. 30 minutes

- Percent comes from the Latin word “per centum”. The Latin word “centum” means 100, so “per centum” means “for each hundred”. Percent is denoted with a symbol “%”. For instance, 1 percent can be written as 1%, and it is the same as the fraction $1/100$, Ten percent can be written as 10%, which is the same as the fraction $10/100$.
- When we say percent, we mean a part of the whole where whole is considered as hundred. Look at the grid below with 100 cells to understand better.
 - Each cell is equal to 1% of the whole (the red cell is 1%).
 - Two cells are equal to 2% (the green cells).
 - Five cells are equal to 5% (the blue cells).
 - Twenty-five cells (purple cells) are equal to 25% of the whole or one quarter ($1/4$).
 - Fifty cells (yellow cells) are equal to 50% of the whole or half ($1/2$).



- Now, Can you calculate how many unshaded (white) cells there are? What is the percentage of unshaded cells? There are three ways to work this out. Look at the following ways:

- Count the white cells. There are 17 of them. Out of 100 cells, 17% are therefore white.
 - Add up the number of other cells and deduct them from 100. There is one red cell, two green, five blue, twenty five purple, and fifty yellow. That adds up to 83. So, $(100-83) = 17$. Again, out of 100 cells, 17 are white, or 17%.
 - Divide the value of white cells by total value and then multiply the resultant to 100. Percentage= (Value of white cells/Total value) $\times 100$ OR $17/100 \times 100 = 0.17 \times 100 = 17$ or 17%.
- Percentage is textually written as, Percentage= (Part/Whole) $\times 100$. Now, this part & whole can be any value, but when we convert this ratio in percentage, we mean to define the resultant out of every hundred. This gives us freedom to express complex calculations in simple form. For example, If I say 20% of my shirt was torn, a person listening to this will get an idea about portion of shirt that was torn without even knowing actual length of the shirt and length of the portion that was torn because when I said 20% of my shirt was torn, he considered the whole shirt as hundred cells and imagined that 20 cells out of it were torn. Therefore, we can easily communicate in terms of percentage without expressing detailed calculations.

Section 2: Conversion of fraction into percentages and vice versa.

- To convert a fraction into percentage, just multiply the given ratio by 100, the result obtained will be in terms of percentage. Example: To express $2/3$ in terms of percentage, we multiply the given ratio by 100 or $(2/3) \times 100 = 66.66\%$.
- Similarly, if we want to convert a number given in terms of percentage, we divide the number by 100. Example: To express 40% in terms of ratio, we divide 40 by 100 or $(40/100) = 2/5$.
- Trainer's role- Explain to the students why we multiply and divide by 100 while converting from ratio to percentage & percentage to ratio respectively through unitary method. Give a few fractions to convert into percentage & vice versa to check understanding of concept.
- Now, look at the percentage-fraction conversion chart below. This will help you solve problems quickly.

Fraction	Percent
1/2	50 %
1/3	33.33 %
2/3	66.67 %
1/4	25 %
2/4	50 %
3/4	75 %
1/5	20 %
2/5	40 %
3/5	60 %
4/5	80 %
1/6	16.67 %
2/6	33.33 %
3/6	50 %
4/6	66.67 %
5/6	83.33 %
1/7	14.285714 %
2/7	28.571429 %
3/7	42.857143 %
4/7	57.142858 %
5/7	71.428571 %
6/7	85.714286 %

1/8	12.5 %
2/8	25 %
3/8	37.5 %
4/8	50 %
5/8	62.5 %
6/8	75 %
7/8	87.5 %
1/9	11.111111 %
2/9	22.222222 %
3/9	33.333333 %
4/9	44.444444 %
5/9	55.555556 %
6/9	66.666667 %
7/9	77.777778 %
8/9	88.888889 %

Section 3: Percentage increase or decrease.

- Percentage increase is the ratio of value increased to the original value and multiplied by 100. It is expressed in percentage. If there is an increase in the value of anything, then there is an increase in percentage.

$$\frac{\text{Value Decreased}}{\text{Original Value}} \times 100 = \text{Percentage Decrease.}$$

- Let us understand this with an example. If your salary is Rs.50,000/- per month and one day your company's HR walks in and informs you that you are promoted to senior management and your new salary will be Rs.60,000/-. What is the percentage increase or hike on your salary?

- **Solution:** We can clearly see that there is an increase in your salary which is Rs.10,000/- . So, what will be the percentage increase? Percentage increase as defined above can be written as $(10000/50000) \times 100$ which is equal to 20%. So you received a 20% hike on your current salary.

- Percentage decrease is the ratio of value decreased to the original value and multiplied by 100. It is expressed in percentage. If there is a decrease in the value of anything, then there

$$\frac{\text{Value Decreased}}{\text{Original Value}} \times 100 = \text{Percentage Decrease.}$$

- Let us understand this with an example. Last month your total expenditure was Rs.20,000/-. However, this month you have managed your expenses well and your total expenditure was Rs.15,000/- . What is the percentage decrease on your expenditure?

- **Solution:** We can clearly see that there is a decrease in your expenditure as compared to the previous month which is Rs.5000/-. So, what percentage will decrease? Percentage decrease as defined above can be written as $(5000/20000) \times 100$ which is equal to 25%. So you reduce your expenses by 25%.

- An important point to note while calculating percentage increase or decrease is that the value increased or decreased is always calculated on original value and not on resultant value. This is a common mistake people make.

Section 4: Understanding the concept of multiplying factor for quick calculations.

- Let's learn a unique approach to ease the calculation while solving percentage increase or decrease. This will also help you in solving general problems related to percentages very quickly.

- What do we mean when we say that a value has increased by 20%? As discussed earlier, we consider the total value of anything or its whole part as hundred or 100%. Now, if we say that this whole value has increased by 20%, we mean that a value which was 100% earlier has now increased by 20% or it has become 120% of the original value. 120% can be further written as $120/100$ or 1.2. This "1.2" works out to be your multiplying factor. Multiplying 1.2 to your original value will give you the increased value.

- What do we mean when we say that a value has decreased by 20%? We mean that a value which was 100% earlier has now decreased by 20% or it has become 80% of the original value. 80% can be further written as $80/100$ or 0.8. This "0.8" is your multiplying factor. Multiplying 0.8 to your original value will give you the decreased value.

Using the concept of multiplying factors will help you save time from lengthy calculations through formulas. Let us understand this through a few examples.

- If the current salary of an employee working in ABC company is Rs.24000/-. What will be his new salary if he received a hike of 20% on his salary?

Solution: According to the given question, the employee gets a hike of 20% on his salary. So, according to formula :

$$\frac{\text{Value Decreased}}{\text{Original Value}} \times 100 = \text{Percentage Decrease.}$$

- Value increased = $(20 \times 24000) / 100$ or Rs.4800/- or you could simply calculate 20% of 24000 = 4800 (without using formula).
- New salary of the employee will be $24000 + 4800 = \text{Rs.}28,800/-$

Can we make this simpler? Yes! By using the concept of multiplying factors. Here you go.

$$24000 \times 1.2 = 28,800.$$

Did we just get the answer in a single line? How did we do that? Simple! Salary of the employee was Rs.24000/- which can be considered as 100% of his salary as this amount represents the whole part of his salary. Now according to question, his salary increased by 20% which means now

his salary is 120% of the original salary or we can express it as:

- (120% of 24000) or $24000 \times (120/100)$ or 24000×1.2 .

Let's quickly solve a few problems. Groups will be awarded points on right answers and their ranking in solving problems. You will be given 10 minutes to solve the following problems.

- Increase 5000 by 23%.
 - Increase 200 by 200%.
 - Increase 17400 by 12%.
 - Decrease 2800 by 13%
 - Decrease 5000 by 20%.
 - Decrease 12000 by 15%.
 - Express $\frac{3}{4}$ in terms of percentage.
 - Express $\frac{7}{8}$ in terms of percentage.
 - Express $\frac{15}{14}$ in terms of percentage (round off the value)
 - Express 125% in terms of fraction.
 - Express 160% in terms of fraction.
 - Express 285% in terms of fraction.
- Trainer's role- Instruct students to discuss among their group members and help each other to solve the above problems. Award points to each group and subsequently solve the questions by using concepts discussed above.

Section 5: Few tricks to calculate faster

- Splitting the percentage into parts.
- Example: Find 51% of 128.
- Solution: 51% of 128 = $(50+1)\%$ of 128 = 50% of 128 + 1% of 128 = $64 + 1.28 = 65.28$
- Interchanging the percentage value and the number.
- Example: Find 39% of 12.5.
- Solution: 39% of 12.5 = 12.5% of 39 = $\frac{1}{8} \times 39 = 4.875$

Section 6: Foundation.

1. The population of a town is 352800. If it increases at the rate of 5% per annum, then what will be its population 2 years hence. Also, find the population 2 years ago.
2. An agent gets a commission of 2.5% on the sales of cloth. If on a certain day, he gets Rs.12.50 as commission, the cloth sold through him on that day is worth?
3. If 35% of a number is 175, then what percent of 175 is that number?
4. If the numerator of a fraction is increased by 120% and denominator is also increased by 350% then the fraction becomes $\frac{11}{27}$, What was the fraction?

Section 7: Moderate.

1. If the price of petrol is increased by 20%, by what percentage should the consumption be decreased by the consumer, if the expenditure on petrol remains unchanged?
2. In a certain school, 20% of students are below 8 years of age. The number of students above 8 years of age is $\frac{2}{3}$ of the number of students of 8 years age which is 48. What is the total number of students in the school?
3. In an examination 20% failed in Hindi, 25% failed in English and 7% failed in both subjects. What will be the percentage of students who failed in at least one of the subjects?

Section 8: HOTS- High order thinking skills.

1. Sweta invested Rs.10000/- in a scheme exactly three years ago. The value of the investment increased by 10% during the first year, increased by 5% during the second year, and decreased by 10% during the third year. What is the value of her investment today?
2. ABC private limited appoints a sales representative on the basic salary of Rs.1200/- per month and with the condition that for every sales of Rs.10000 above Rs.10000, he will get 50% of basic salary and 10% of the sales as reward. There is no incentive for the first Rs.10000 of sales. What should be the value of sales if the sales representative wants to earn Rs.7600/- in a particular month?
3. In Delhi, 60% of the registered voters are BJP-supporters and the rest are congress supporters. In a mayoral race, if 75% of the registered voters who are BJP-supporters and 20% of the registered voters who are congress supporters are expected to vote for candidate X, what percent of the registered voters are expected to vote for candidate X?

Answers

Foundation

1.388962,320000 2. 500 3. 285.7 4. $\frac{5}{6}$

Exp Time 10 mins

Moderate

1. $(\frac{50}{3})\%$ 2. 100 3. 38%

Exp Time 15 mins

HOTS

1. 10,395 2. 50,000 3. 53%

Exp Time 10 mins

Closing Activity:**1 minute**

- Thank you everyone! Now, all of you are clear with your concepts of percentage. You will be getting materials for practice that you have to solve by yourself at home and bring doubts, if any. You will be provided handouts with concepts discussed which will help you brush up and revive your concepts any time in future.
- Trainer needs to calculate total points accumulated on the points table and reward the winning group. In case of a tie between two or more groups, reward each of the winning groups.
- Okay, students! We will be ending this session with a famous quote. You miss 100 percent of the shots you don't take.

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*

45

Aptitude (Numeracy & Reasoning)- 21st century literacies

Profit and Loss

Profit and Loss

Objective:

- To equip the students with the concepts of profit, loss and related terms.
- To enable learners to solve questions of any kind related to Profit and loss. Students will be able to deduce solutions and develop an ability to understand the concept of profit and loss and its practical applications in daily life.

Total Time:

90 Minutes

Instructor Note:

- This unit would help the learners understand the basics of profit and loss and their applications in daily life. Students learn to use the concepts of percentage for calculating profit and loss, rather than applying formulas. They get an idea of transactions, buying, selling, marked price, discount and their impact on profit and loss.
- (After concept discussion & practice) Display/distribute handout consisting of questions. Foundation section will comprise 4 questions, instruct students that they will be given 8 minutes to discuss among themselves & solve these 4 questions, whichever group solves maximum problems wins maximum points on the points table (refer opening protocol). Award 5 marks for each correct answer given by a group. Move around the class to check procedures used by students to solve problems. Once time is up, provide solutions and explanations for each question.
- Switch to moderate level. This section comprises 4 questions and cumulative time allotted will be 10 minutes. All other instructions remain the same.
- Switch to HOTS. This section comprises 3 questions and cumulative time allotted will be 15 minutes. All other instructions remain the same.

Opening Protocol: 3 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

- Guys and girls, today we will be learning about the most important element of today's world, any guesses.... Okay I'll help you out...so its profit and loss. In fact, the entire economy and concepts of capitalism are based on the so-called 'profit and loss' .So, it becomes inevitable to have a sound knowledge of this topic.
- Since then, business transactions have now-a-days become a common feature of life. When a person deals in purchase and sale of any item, he either gains or loses some amount generally. The aim of the entire business is to earn profit after all.
- That being said, now it becomes an imperative call that one should be equipped with concepts rather than formulas for the calculation of profit and loss involved in any transaction.
- And by concepts, I mean the basic understanding which requires the holistic approach to decode the various terms involved and also their applications.
- So, without further ado, let's get started.

Trainer's role:

- To make the session interactive as much as possible, as the topic being discussed is relevant in every one's life and the students come across these terms on a daily basis.
- This could be used as an asset for quick learning when aided by their involvement.
- Explain the calculation and definition.

Section 1: Understanding the concept of Profit & Loss.

30 minutes

This unit would comprise of four main terms at large namely:

- 1.) Cost Price (CP)
- 2.) Selling Price (SP)
- 3.) Profit
- 4.) Loss
- 5.) Marked Price (MP)
- 6.) Discount

- Before sailing on this ship of learning these concepts, I need two teams to be formed, who would write all the formulas related to these topics, since I would not be giving you guys the formulas, but the concepts.

And using these concepts we would write all the formulas. Interesting?

So, Let's unravel them one by one.

- These topics though being distinct are interrelated and dependent on each other.
 - 1.) Cost Price or CP in layman's terms is the price at which an article has been purchased.
 - 2.) Selling price or SP is the price at which the item has been sold.
 - 3.) Profit is the amount one has gained in carrying out a transaction, i.e. by selling an item.
 - 4.) Loss in the same way is the amount one loses in selling an item.
 - 5.) Marked price or MP is the price that a shopkeeper or your shopping sites label for the item.
 - 6.) Discount is the term which we all want for everything we buy. Ok, Jokes apart, it is the amount that is provided we need not to pay for the MP.

Simple, isn't it. Trust me, indeed it is that simple as it seems in these definitions, all that is required is a generic and streamlined approach of problem solving, rather than some heavy weight formulas.

- Now, to explain the first four items above and to form a clearer picture I would like to tell you a story. Look at the picture below.



- **CASE 1:** There was a trade fair, in which livestock was being sold. A farmer bought a cow from one trader at Rs. 10000. In this transaction the trader earned a profit of Rs. 2000.

So from this transaction we could easily infer that the trader earned a profit on selling the cow to the farmer, so the cost price for the trader comes out to be Rs. 8000/-.

Now consider another case.

- **CASE 2:** The farmer sells the cow to his brother at Rs. 12000, now the selling price of the previous transaction becomes the cost price of this transaction, since the seller and buyer have changed. Now CP here is Rs. 10000.

So what we conclude is that we need to first chalk out the transaction that is being discussed before advancing towards any calculations.

Students, we would be analyzing the underlying concepts rather than relying on ready-made formulae, so that we could solve any problem related to this topic, and at the end of all this concept building, you would be in a position to write all the formulas on your own.

Just remember basic things like, if SP is greater that means profit is made, and if CP is greater than SP, loss is incurred.

Also, profit % or loss % would always be calculated by keeping CP as reference, as evident from the previous statement.

- This unit requires just basic arithmetic and knowledge of percentage to cover entire concepts. Let's take an example and understand all the concepts one by one.

- Ex.1.) A boy sells his bicycle at Rs. 600, and in this situation he gains 20%. Calculate profit, CP and SP.

Ans.) Here we have a situation in which a boy is selling his bicycle, (Businessman in making!). Okay, so coming to the problem now,

We get the selling price that is given in the question itself, i.e. Rs. 600.

Now, as stated earlier we need to focus on the transaction involved, upon selling the bicycle at Rs. 600, he gains 20%, so we get an idea that the SP is 20% more than the CP. So, we easily calculate CP as Rs. 500, and profit as Rs. 100.

Till now, we have not discussed any formulae, rather solely relied on concepts and analysis of transactions involved.

- Ex.2.) Ram purchased a TV at Rs. 12000, and sold it at Rs. 15000, find the loss or profit involved.

Ans.) Here, we have the purchase price, that is the CP = Rs. 12000, also the selling price is 15000, so we see that the $SP > CP$, therefore we have profit involved here.

So, profit would be how higher the SP is than CP, so we get ,

Profit = $SP - CP$.

So, Profit = $15000 - 12000 = 3000$

Now, bonus question, let's calculate profit % here, for that again concepts come into play, since profit is calculated by keeping the CP as the reference, therefore for calculating Profit %, we need to take CP as

reference again and calculate that how much % more is SP than CP or in more simpler terms, Profit is what % of CP. Task done!!!!

So, Profit % = $(\text{Profit}/\text{CP}) \times 100$

OR Profit % = $((\text{SP}-\text{CP})/\text{CP}) \times 100$

Now, calculate.

- Now, coming to the last two topics left, and as the customary approach that we have been following, I would be again telling you a story for perfect visualization.
- So, you visit a shopping complex and see your favorite watch out there, now you see the label on it that states Rs.4000. Now, the salesman approaches you and starts telling you about the functions of it, but what is more important is the discount about which he tells you would be provided, being 25%. You find the deal nice and buy it.

Now, from the above case, we deduce that the MP of the watch is Rs.4000, and the discount provided is 25%.

Since discount is provided over the MP so, we calculate the value of discount as 25% of MP, i.e. Rs.1000.

And we get the SP as $\text{MP}-\text{Discount} = \text{Rs.3000}$.

NOTE: Since discount is provided on MP, therefore for calculating discount, using discount%, we would always use MP as the reference. As was the case with Profit or Loss %, in which we used CP as the reference.

Let's take a quick example to brush up the concepts discussed.

- Ex.1) The price of one banana is Rs.5, Ram buys two dozens ,when told that he would be getting a discount of Rs.6 per dozen of the bananas bought. Find the price Ram needs to pay and the discount % provided.

Ans.) Here we see that one banana costs Rs.5, so for 24 bananas, Ram needs to pay $\text{Rs.}24 \times 5 = \text{Rs.}120$. But, for each dozen he gets a discount of Rs.6, so the net discount comes out to be = Rs.12.

Therefore, the SP comes out to be $\text{Rs.}120 - 12 = \text{Rs.}108$ (This is the amount Ram needs to pay to get 2 dozen bananas).

Now, for discount %, as discussed earlier, we need to consider MP as the reference value for calculating the same. So, discount % = $(\text{Discount}/\text{MP}) \times 100$. Which comes out to be: $(12/120) \times 100 = 10\%$.

- Everything discussed above employs only basic aptitude and the concepts underlying these terms. Having said that, it could be inferred now that we are in a position to work out any problem given to us.
- But before jumping to that, I would like our teams to come up and write all the formulas of the terms discussed till now. Write as much formulas as you can, by just recalling the basic definitions of the terms, and let's see how the concepts work wonders for us. It is always the concept that derived the formula, so focus on the basics and concepts!
- Here are the formulas, just for reference,

$$\text{Profit or Gain} = \text{Selling price} - \text{Cost Price}$$

$$\text{Loss} = \text{Cost Price} - \text{Selling Price}$$

$$\text{Profit percentage} = (\text{Profit} / \text{Cost Price}) \times 100$$

$$\text{Loss percentage} = (\text{Loss} / \text{Cost price}) \times 100$$

- When discount is given,

$$\text{SP} = \text{MP} - \text{Discount}$$

$$\text{Discount \%} = (\text{Discount} / \text{MP}) \times 100$$

$$\text{Discount \%} = ((\text{MP} - \text{SP}) / \text{MP}) \times 100$$

Section 2: Foundation:

8 minutes

- By selling a watch for Rs.495, a shopkeeper incurs a loss of 10%. Find the cost of the watch for the shopkeeper.
- A man sells his scooter for Rs.5000, after gaining a profit of Rs.1000. Find:
 - CP,
 - Profit %
- On selling 100 bicycles the retailer earns Rs.240000. Also he books a profit of Rs.40000. Find the cost of each bicycle.
- The shopkeeper marks his goods at Rs.100 each. Also, a discount of 20% is provided at the store. What amount needs to be paid to buy two items from the store?

Section 3: Moderate:**10 minutes**

- 1.) A shopkeeper sold his goods at Rs.2500 and made a profit of 25% in the process. Find his profit % if he had sold the goods at Rs.2200.
- 2.) The cost price of 50 mangoes is equal to the selling price of 40 mangoes. Find the profit or loss %.
- 3.) Anil bought an article at Rs.200 and sold it at a profit of 10%. What would be the increase in profit % if it was sold at Rs.230?
- 4.) Aman sells his brand new watch marked at Rs.5000, to his friend and gains Rs.500, despite providing a discount of 10%. Find the price Aman had paid while buying the watch for him.

Section 4: HOTS –**15 minutes****HIGH ORDER THINKING SKILLS:**

- 1.) A merchant sells two puppies at the same price; on one he makes a profit of 20%, whereas he incurs a loss of 20% on the other. Find his loss or gain % on the whole transaction.
- 2.) The MP of a table is Rs.1200, which is 20% above the cost price. If it is sold at a discount of 10%. Find the profit %.
- 3.) What price should a shopkeeper mark his goods, costing him Rs.153, to gain 20% after allowing a discount of 15%?

Answers**Foundation**

- 1.Rs.550 2.i.)Rs.4000 ii.) 20% 3. Rs.2000 4. Rs.160

Moderate

- 1.)10% 2.)25% profit 3.) 5% 4.)Rs.4000

HOTS

- 1.) 4% 2.) 8 3.) Rs.216

Closing Activity:**1 minute**

- Thank you everyone! Now, all of you are clear with your concepts of Profit and Loss. You will be getting materials for practice that you have to solve by yourself at home and bring doubts, if any. You will be provided handouts with concepts discussed which will help you brush up and revive your concepts any time in future.
- Trainer needs to calculate total points accumulated on the points table and reward the winning group. In case of a tie between two or more groups, reward each of the winning groups.
- We hope after today's session you gain only profit in your life and never come across loss.

Closing Protocol: **Post Session**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*

46

Aptitude (Numeracy & Reasoning)- 21st century literacies

Simple Interest and Compound Interest

Simple Interest and Compound Interest

Objective:

- To help students understand the two types of interest through application of Simple interest and Compound interest. Students would be able to calculate the interest applicable based on a principal amount given and the rate applicable for a particular amount of time.
- To enable learners to solve questions of any kind related to S.I & C.I. Students will be able to deduce solutions and develop an ability to understand concepts of interests and its practical applications in daily life.

Total Time:

90 Minutes

Instructor Note:

- This unit would deal with the basic nuances of the topic simple interest and compound interest. Trainer is expected to help students learn important variables and factors of this topic such as principal, rates, time etc. Students should be able to understand that money is not free and there is a time value of money. Trainer is expected to equip students with the concepts of interest so well that they are able to use them practically when needed. Owing to the importance of this topic it becomes inevitable to form a strong foundation and holistic learning of the same. Trainer is required to deliver this unit under an engaging environment by using practical examples and competitive activities.
- (After explaining concepts & practice) Display/distribute handout consisting of questions. The Foundation section will comprise 4 questions. Instruct students that they will be given 8 minutes to discuss among themselves & solve these 4 questions, whichever group solves maximum problems wins maximum points on the points table (refer opening protocol). Award 5 marks for each correct answer given by a group. Move around the class to check procedures used by students to solve problems. Once time is up, provide solutions and explanations for each question.
- Switch to moderate level. This section comprises 3 questions and cumulative time allotted will be 10 minutes. All other instructions remain the same.
- Switch to HOTS. This section comprises 3 questions and cumulative time allotted will be 15 minutes. All other instructions remain the same.

Opening Protocol: 3 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

Alright everyone! Before we begin, Tell me when you buy a product, what do you pay the seller? We pay money or anything worth the product.

What do we pay when we buy money or in simple words when we borrow money?

When we borrow money, we pay interest to the lender at the rate set by the lender. Money has a time value, for example the value of Rs. 10000 in 1980 is not the same in 2021. So it is important for the lender to recover money from the borrower along with interest to keep the time value of money at par.



It is very important to understand the concept of interest as we need it in our practical life while borrowing money from a bank, friend, club etc or while lending or investing our money. Before we begin, Let me provide you with a formula of two types of interest and then give you a case study where we will understand the importance of both types of interest and how we may end up losing our money if we are unaware of these concepts.

A person named Anshul wanted to buy a car for which he was short of Rs.50000, so he decided to borrow it from the market. He came across two money lenders where one offered him Rs.50000 at 8% simple interest for two years and other offered at 8% compound interest for two years. Anshul, being unaware of two types of interest, is unable to make a decision. Now, this is a situation for him where he can end up taking a loan from any of the lenders as he doesn't know the difference. How should he take the decision? Help Anshul take his decision backed by your calculation. Groups with right answers will be awarded points on the points table.

Trainer's role- Move around the class while they are solving and give some hints. After students are done with their calculation, provide them with solutions to the above activity and tell them to note the difference.

Alright everyone! Now that you know the important concepts of interest in life and how we might end up our hard earned money if we are unaware of these concepts, Let's now dive into understanding concepts and subsequently solving problems.

Section 1: Understanding important terms

30 minutes

- *Interest: Interest is payment from a borrower or deposit-taking financial institution to a lender or depositor of an amount above repayment of the principal sum, at a particular rate.*
- *Rate of Interest: An interest rate is the percentage of principal charged by the lender for the use of its money.*
- *Principal: Principal refers to the original sum of money borrowed in a loan or put into an investment.*
- *Final Amount: Final amount refers to total amount (Principal amount and Interest) to be paid back to the lender.*
- *Let's identify these terms in a problem. An amount of Rs.20000 was lend to a borrower for two years at an interest rate of 3% SI. The borrower paid back Rs.21200 to the lender after two years. Here, amount Rs.20000 refers to the principal amount, Two years refers to time by which loan amount along with interest is to be paid back, 3% refers to the percentage of principal charged by the lender and Rs.21200 refers to final amount liable to be paid back to the lender.*

Section 2: Understanding Simple interest & Compound interest.

Simple Interest: Simple interest is the method of calculating the interest amount for some principal amount of money. Simple interest is calculated on the principal, or original, amount of a loan.

Simple interest formula is given as:

$$SI = (P \times R \times T) / 100$$

Where SI = simple interest

P = principal

R = interest rate (in percentage)

T = time duration (in years)

In order to calculate the total amount, the following formula is used:

$$\text{Amount (A)} = \text{Principal (P)} + \text{Interest (I)}$$

Where,

Amount (A) is the total money paid back at the end of the time period for which it was borrowed.

Compound Interest: Compound interest is the method of calculating the interest amount for some principal amount of money. Compound interest (or compounding interest) is the interest on a loan or deposit calculated based on both the initial principal and the accumulated interest from previous periods. It is different from the simple interest where interest is not added to the principal while calculating the interest during the next period. Compound interest finds its usage in most of the transactions in the banking and finance sectors and also in other areas as well. Some of its applications are:

- Increase or decrease in population.
- The growth of bacteria.
- Rise or depreciation in the value of a product.

Compound interest formula is given by:

Compound interest = (Amount – Principal) Where the amount is given by,

$$A = P\left(1 + \frac{R}{100}\right)^t$$

Where,

A= Amount, P= Principal, R= Rate of interest and T= Time (in years)

Derivation of compound interest formula:

Let, Principal amount = P , Time = n years, Rate = R

Simple Interest (S.I.) for the first year:

$$SI_1 = \frac{P \times R \times T}{100}$$

$$\text{Amount after first year} = P + SI_1 = P + \frac{P \times R \times T}{100} = P\left(1 + \frac{R}{100}\right) = P_2$$

Simple Interest (S.I.) for second year:

$$SI_2 = \frac{P_2 \times R \times T}{100}$$

$$\begin{aligned} \text{Amount after second year} &= P_2 + SI_2 = P_2 + \frac{P_2 \times R \times T}{100} = P_2\left(1 + \frac{R}{100}\right) = P\left(1 + \frac{R}{100}\right)\left(1 + \frac{R}{100}\right) \\ &= P\left(1 + \frac{R}{100}\right)^2 \end{aligned}$$

Similarly if we proceed further to n years, we can deduce:

$$A = P\left(1 + \frac{R}{100}\right)^n$$

$$CI = A - P = P\left[\left(1 + \frac{R}{100}\right)^n - 1\right]$$

Trainer should explain to participants about changes in formula if interest is compounded half yearly and quarterly.

Section 3: Compound Interest VS Simple Interest:

- As we know, the major difference between simple interest and compound interest is that in simple interest, interest is calculated on the principal or original sum every year whereas in compound interest, interest is calculated on the principal and also on the interest earned over the years also called interest on interest. Let's understand the difference between two interests through below example:

		Under Simple Interest	Under Compound Interest
First year	Principal	₹ 100.00	₹ 100.00
	Interest at 10%	₹ 10.00	₹ 10.00
	Year-end amount	₹ 110.00	₹ 110.00
Second year	Principal	₹ 100.00	₹ 110.00
	Interest at 10%	₹ 10.00	₹ 11.00
	Year-end amount	₹(110 + 10) = ₹ 120	₹ 121.00
Third year	Principal	₹ 100.00	₹ 121.00
	Interest at 10%	₹ 10.00	₹ 12.10
	Year-end amount	₹(120 + 10) = ₹ 130	₹ 133.10

Section 4: Understanding calculation of SI & CI though percentages:

- In your previous sessions you have studied the concept of percentages, about multiplying factors etc. now it's time to utilise those concepts in solving SI and CI problems. Let us see some examples.

Example 1: What is SI of Rs.800 on 5% per annum for 3 years?

We can either put formula and calculate as below:

$$SI = (800 \times 5 \times 3) / 100 = 120$$

Or,

As we know that in simple interest, interest is always calculated on principal so we can just calculate 15% (5% for 3 years) of 800 which is 120. Thus, in this way we don't have to remember the formula and we can simply get answers by using the concept of percentages.

Example 2: What will be the CI obtained on an amount of Rs.4800 at the rate of 5% for 3 years?

We can either put formula and calculate as below:

$$\text{Amount} = 4800[1 + (5/100)]^3 = 5556.6 ; CI = (5556.6 - 4800) = 756.6$$

Or,

We can simply use concept of multiplying factor learnt in percentages, since 4800 is increasing by 5% every year for constant 3 years, we can write it as $4800 * (1.05)^3 = 5556.6$; $CI = (5556.6 - 4800) = 756.6$.

Thus, in this way we don't have to remember the complex formula of CI and we easily solve problems based on CI through the concept of multiplying factor learnt in session of percentage.

- Let's solve a few more questions and the groups will be rewarded points based on their answers.
 1. A sum of Rs.15000 amount gave Rs.4500 as interest in 5 years. What is the rate of interest? Answer- 6%
 2. What would be the C.I on Rs.17500 at the rate of 12p.c.pa after 2 years? Answer- 4452
 3. What would be C.I obtained on an amount of 12500 at the rate of 12p.c.pa after 2 years? Answer- 3180
 4. Find the CI on Rs.12500 at 8% per annum for 9 months compounded quarterly. Answer- 765
- Trainer should recap the session of percentages and repeat concepts of multiplying factors taught and help students solve problems through those concepts.

Section 5: Foundation

8 minutes

1. Nutan invests Rs.22400 on SI at rate 12% P.A, How much will she get after seven year?
2. What time will it take for a sum of Rs.7000 to become Rs.10500 at the rate of 5% per annum?
3. If the difference between the C.I compounded half yearly and simple interest on a sum at 10% per annum for one year is Rs.25, Calculate the sum.
4. A sum of money doubles in 3 years at C.I, compounded annually. It will become 4 times itself in?

Section 6: Moderate:

10 minutes

1. Prabhat took a certain amount as a loan from the bank at the rate of 8% S.I per annum and gave the same amount to Ashish as a loan at the rate of 12% per annum on S.I. If at the end of 12 years, he made a profit of Rs.320 in the deal, what was the original amount?
2. Aditya invested a certain amount in two different schemes A and B. Scheme A offers S.I at 12% per annum and scheme B offers C.I at 10% per annum. Interest accrued on the amount invested in scheme A in 2 years was Rs.3600 and the total amount invested was Rs.35000. What was the interest accrued on the amount invested in scheme B?
3. The population of a town in 2009 was Rs.12500. If it increases 10% per year. What is the population after 3 years?

Section 4: HOTS – HIGH ORDER THINKING SKILLS:

15 minutes

1. During the first year, the population of a village is increased by 5% and in the second year it is diminished by 5%. At the end of the second year, its population was 47880. What was the population at the beginning of the first year?
2. A sum of Rs.8448 is to be divided between X and Y who are respectively 18 and 19 year old, in such a way that if their shares be invested at 6.25% per annum at C.I, they will receive equal amounts on attaining the age of 21 year. The present share of X is?
3. A sum of money lent at compound interest for 2 year at 20% per annum would fetch Rs.964 more, if the interest was payable half-yearly than if it was payable annually. What is the sum?

Answers

Foundation

1. 41216 2. 10 3. 10000 4. 6

Moderate

1. 666.6 2. 4200 3. 166375

HOTS

1. 48000 2. 4069 3. 40000

Closing Activity:

1 minute

- Thank you everyone! Now, all of you are clear with your concepts of Simple interest and Compound interest. You will be getting materials for practice that you have to solve by yourself at home and bring doubts, if any. You will be provided handouts with concepts discussed which will help you brush up and revive your concepts any time in future.
- Trainer needs to calculate total points accumulated on the points table and reward the winning group. In case of a tie between two or more groups, reward each of the winning groups.
- Okay, students! We will be ending this session with a famous quote- Compound interest is the eighth wonder of the world. One who understands it, earns it and one who doesn't, pays it.

Closing Protocol: *Post Session*

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*

47

Aptitude(Numeracy & Reasoning)- 21st century literacies

Average

Average

Objective:

- Participants will get to understand basic concepts of average and its practical usage. This session would enable them to analyze the deviations of individual data from the mean of the given set under observation.
- To enable learners to solve questions of any kind related to average. Students will be able to deduce solutions and develop an ability to understand the concept of averages and its practical applications in daily life.

Total Time:

90 Minutes

Instructor Note:

- This unit would deal with the basic nuances of the ever-important topic average. Owing to its importance, it becomes inevitable to form a strong foundation and holistic learning of the same. Learners get to understand basic concepts of average and its practical usage. It would enable them to analyze the deviations of individual data from the mean of the given set under observation. Trainer is required to deliver this unit under an engaging environment by using practical examples and competitive activities.
- (After concept discussion & practice) Display/distribute handout consisting of questions. Foundation section will compromise 4 questions, instruct students that they will be given 8 minutes to discuss among themselves & solve these 4 questions, whichever group solves maximum problems wins maximum points on the points table (refer opening protocol). Award 5 marks for each correct answer given by a group. Move around the class to check procedures used by students to solve problems. Once time is up, provide solutions and explanations for each question.
- Switch to moderate level. This section comprises 3 questions and cumulative time allotted will be 10 minutes. All other instructions remain the same.
- Switch to HOTS. This section comprises 3 questions and cumulative time allotted will be 15 minutes. All other instructions remain the same.

Opening Protocol: 3 minutes

- Greet the participants.
- Take attendance.
- Form groups of participants with each group comprising 4 members. (For entire session)
- Draw points table on board and ask participants to name their group with some fancy names like “Aptitude thunders”, “Knights of Mathematics”, “Fantastic Statisticians” etc.
- Inform the participants that the group which tops the points table will be rewarded at the end of session.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Opening Activity: 15 minutes

- Alright everyone! Let's discuss some unique approaches to calculate average, trust me you will fall in love with calculating averages.
- Before we begin, Look at the image below. Do you recognize him? Tell me something about him? (Quickly get a few answers from class), Now I want you to look at his stats covered in the red box which indicates average runs scored by MSD in respective formats.



MS Dhoni
India

Batting Career Summary

	M	Inn	NO	Runs	HS	Avg
Test	90	144	16	4876	224	38.09
ODI	350	297	84	10773	183	50.58
T20I	98	85	42	1617	56	37.6
IPL	208	185	69	4667	84	40.23

- Now, you have 10 minutes. In groups of 4, each participant has to choose one format and deduce the procedure for reaching the above-mentioned average in their chosen format. You are allowed to help each other.
- Now, one representative from each group has to come and share their calculation on any format (TEST/ODI/T20I/IPL) they wish to and discuss what average reflects about a batsman.

Trainer's role:

- Award points to each group according to their calculations and definitions (Perfect or close).

Consider step marking and close definitions.

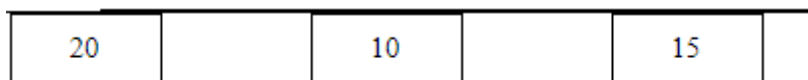
- Explain the calculation and definition.

Section 1:

25 minutes

- Let's understand the concept of averages with an example.

Case I: If there are three rooms such that A has 20 students, B has 10 students and C has 15 students.



Then the average number of students in the rooms is calculated as $[(20+10+15)/3] = 15$.

So, average refers to the sum of observations divided by the number of observations.

We got 15 as the average number of students in three rooms, what does that mean? What is "15" trying to say? Let's have a look.

We had three numbers (20, 10, 15) whose average is 15. Let's say below is a line representing "15" (Average value).



In this figure you can see that 20 is above the average, 10 is below the average and 15 is on the average line. Let us see how much deviation 20 & 10 has from the average number.

- 20 has +5 deviation (Positive deviation)
- 10 has -5 deviation (negative deviation)

Net deviation = Positive deviation + Negative deviation i.e. $[(+5) + (-5)] = 0$

Oh! Did we get a zero? Isn't that interesting? Yes, it is! Average of an observation is such a number which equals the net deviation of the whole observation to "zero".

So, if there is no deviation in any of the numbers in an observation, then what does that mean? It means that the whole set of observations has the same value. So, in the above case when you got 15 as the average number of students in three rooms, you can consider that each room has 15 students. This statement can also be represented as:



Now, if I tell you to calculate the sum of observations in the above figure, what will you do?

Since you have to sum 15 three times so you will directly write $15 \times 3 = 45$ or you can rearrange this equation to $15 = 45/3$. Can you observe this equation? This is exactly what you write as formula:

Average = Sum of observations/total number of observations

Now did you get an idea that if you know the concept, there is no need to memorize formulas because ultimately these formulas were derived from the concepts. Also, average has many practical applications in our daily life, so if we understand the concept, we can utilize them.

Section 2:

Let's understand the approach towards solving a problem on average.

- Case 2: The average of five numbers is 29. If one number is excluded, the average becomes 27. What is the excluded number?

Solution: According to the question, the average of five numbers is 29. Now, using the concepts learnt above, Let's suppose that the value of all five numbers is 29 as shown in the figure below.



Now, if one number is excluded, the average becomes 27 (or 4 numbers, all 27!), or like –



Now in the second arrangement, the numbers become 27. Originally, they were 29, now how do we calculate the lost/excluded number?

- Here is our observation: Looking at both the figures we can clearly deduce that initially we had five boxes with value 29 and now we have four boxes with value 27, so we have clearly lost a number/box with value "29". But Is 29 my excluded number? No, try to find other changes

between two arrangements.

- Can you see that apart from one missing box of value “29”, now every box has lost two units each. So, total number of units lost from all the four remaining boxes will be $4 \times 2 = 8$. So, now you can say that the total number excluded/lost is $29 + 8 = 37$.

What is the textual method to solve the above problem by using formulas?

Average of five numbers = 29, Let us consider five numbers be A, B, C, D, E. Now according to the formula, Average = Sum of observations / Total number of observations. Applying formula, we can write

$$(A+B+C+D+E)/5=29$$

or

$$A+B+C+D+E= 145 \text{---Eq-1,}$$

Since one number is excluded, we can write

$$(A+B+C+D)/4=27$$

or

$$A+B+C+D=108 \text{--- Eq-2.}$$

Putting value of Eq-2 in Eq-1

$$\text{we get } A = (145 - 108) = 37.$$

Now, tell me, is it required to perform the above mathematical operation to reach a solution? Leave back your traditional approaches and start visualizing these problems. This will help you solve real life problems based on averages quickly without using pen & paper.

Section 3:

- *How to visualize solutions to a problem related to average? Let's solve a problem to learn this.*

- *Case 3: The average weight of the teacher and six students is 12 kg which is reduced by 5 kg if the weight of the teacher is excluded. How much does the teacher weigh?*

- *Solution: Just visualize along. There are 7 people whose average weight is 12 kg, so we can consider that each of them weighs 12 kg. If the weight of the teacher is excluded, the average weight is reduced by 5 kg, so now there are 6 people who weigh 7 kg each. Now, let's calculate total weight loss = [12 kg (teacher's weight which was excluded)] + [30kg (5kgs each of 6 students)]. So, the excluded weight was $30 + 12 = 42$ kg and whose weight was excluded? It was the teacher. Thus, the teacher weighed 42 kg.*

Section 4: Foundation**8 minutes**

1. The average of runs of a cricket player of 10 innings was 32. How many runs must he score in his next innings so as to increase his average of runs by 4?
2. The average salary of 15 persons is Rs.5500. If the salary of one person is added, the average increases to Rs.5700. What is the salary of this one person?
3. The average weight of a group of 20 boys was calculated to be 89.4 kg and it was later discovered that one weight was misread as 78kg instead of the correct one of 87kg. The correct average weight is?
4. A class has 20 boys and 30 girls. The average age of boys is 11 years and that of girls is 12 years. What is the average age of the whole class?

Section 5: Moderate:**10 minutes**

1. The mean weight of 150 students in a class is 60 kg. The mean weight of boys is 70kg and that of girls is 55kg. How many boys are there in the class?
2. The average marks of 120 students are 35. If the average of passed students was 39 and failed students was 15, then Find the number of students who have passed?
3. The average age of 5 sisters is 20 year. If the age of the youngest sister is 4 year, what was the average age of the group of sisters at the birth of the youngest sister?

**Section 6: HOTS –
HIGH ORDER THINKING SKILLS:****15 minutes**

1. A cricketer gives 12.4 runs per wicket. He gives 26 runs and takes 5 wicket. He gave 26 runs and takes 5 wicket in a match after which his average becomes 12 runs per wicket. How many wickets had been taken till the last match?
2. The average age of 8 members of a group is 40 years. The age of 1 member is 55 years. After his retirement a new member comes in his place of age 39. What is the effect of his retirement on the average age of group?
3. 19 persons went to a hotel for a combined dinner party. 13 of them spent Rs.79 each on their dinner and the rest spent Rs.4 more than the average expenditure of all the 19. What was the total money spent by them?

Answers**Foundation**

(1) 76 (2) 8700 (3) 89.85 (4) 11.6

Moderate

1. 50 2. 100 3. 20

HOTS

1. 85 2. 2 3. 1536.07

Closing Activity:**1 minute**

- Thank you everyone! Now, all of you are clear with your concepts of average. You will be getting materials for practice that you have to solve by yourself at home and bring doubts, if any. You will be provided handouts with concepts discussed which will help you brush up and revive your concepts any time in future.
- Trainer needs to calculate total points accumulated on the points table and reward the winning group. In case of a tie between two or more groups, reward each of the winning groups.
- Okay, Students! We will be ending our session with a joke. Let's see how many of you get this. Three statisticians went out hunting, and came across a large deer. The first statistician fired, but missed, by a meter to the left. The second statistician fired, but also missed, by a meter to the right. The third statistician didn't fire, but shouted in triumph, "On an average we got it"!!

Closing Protocol: *Post Session*

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



48

Aptitude (Numeracy & Reasoning)- 21st Century Literacies

Statement, Assumption & Conclusion

Statement, Assumption & Conclusion

Objective:

- To help students understand statements they encounter in daily life while having conversations, reading newspapers, listening to speeches through analytical reasoning. Students would be able to deduce assumptions and conclusions from a statement. At the end of this unit, participants would be in a sound position enough to analyse the given set of statements and assumptions and deduct a rational and feasible conclusion out of the same.
- To enable learners to solve problems of any kind related to statement, assumption and conclusion. Participants will be able to practice deduction of an assumption and conclusion from a statement by using critical thinking and logical reasoning skills. To enable students take decisions in their life logically.

Total Time:

90 Minutes

Instructor Note:

- This unit deals with critical thinking skills. Students should be in a sound position enough to analyse the given set of statements and assumptions and deduct a rational and feasible conclusion out of the same by the end of the session. Trainer is required to deliver this unit under an engaging environment by using practical examples and competitive activities.

Opening Protocol: 3 minutes

- Greet the participants.
- Take attendance.
- Form groups of participants with each group comprising of 4 members.(For entire session)
- Draw points table on board and ask participants to name their group with some fancy names.
- Inform the participants that the group which tops the points table will be rewarded at the end of session.
- Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.

Opening Activity: 10 minutes

- Alright everyone! Before we begin, Let me ask you, how many of you think that you can solve a case of robbery? Let me see how many of you are having that detective instinct and can use your critical thinking to solve the following case.



- Here is your case. A couple reported a robbery. The husband told the policeman that jewellery worth Rs.10 lakh was missing from his house. The wife took the policeman to the room and said that she thinks that the burglar presumably entered the house by breaking through the window, pointing to the broken window glasses on the floor and outside the house.



Policeman's observation:

- The policeman noticed that only a few tiny pieces of the broken window glass were scattered inside the room whereas a large amount of glasses were scattered outside the house. The policeman turned towards the couple and asked if anyone else lived with them. The couple answered that only they resided in the house. The policeman after searching the house, finds a newspaper with few handwritten markings on it and asks the couple, who made these markings? The wife answered that the handwriting was of her husband. The policeman then dialled a number from the newspaper, walked back to the couple, smiled and said that there was no robbery at their house and it was the husband who stole the jewellery. The policeman then provided the evidence and the husband accepted that it was him and surrendered himself.
- How did the policeman catch the culprit? How did he know looking at the window that it was not burglary instead someone from the house has committed theft? Based on the case study, what possibly do you think policeman would have seen marked in the newspaper? Deduce your theories/assumptions based on above given statements and reach out to conclusion. Your team will be marked points based on your answers.

(Trainer should instruct students to read the case study carefully to deduce theories. Trainer should motivate students to push themselves towards thinking critically on this case with various perspectives.)

- Let's now see how the policeman solved the case. When the policeman noticed the window, he saw only few tiny pieces of the broken window glass scattered inside the room whereas a large amount of pieces were scattered outside the house. He thought that if someone breaks the window glass, the glasses will be scattered towards the direction of force applied which means if force was applied from outside the house then large amount of broken pieces of window glass would have been there inside the room, however in this case broken glasses were found outside the house which meant that someone from inside the house broke the window glass. This assumption made the policeman suspect either of the couple, he further searched the house and found a newspaper on which advertisement of a jewellery shop was published with new rates of gold. He noticed markings done on the newspaper which was clarified by the wife that it was of her husband. Policeman now deduced that the husband had stolen jewellery however given information was not enough to reach out to the conclusion, so he dialled the jewellery shop and inquired whether the husband had come to their shop with jewellery. The jeweller answered the policeman that last evening he had bought jewellery worth Rs.10 lakh from the same man he was enquiring about. Case solved!

So, what skills did the policeman use to solve this case?

- Critical thinking.
- Drawing assumptions from a given situation.
- Converting his assumptions to conclusion only after concrete evidence.
- These skills help a person think in a unique way. We often compliment a person by calling him/her intelligent. What makes them intelligent? Their response, actions, decisions, thought process in a given situation makes them intelligent and one can give effective response, take right actions & decisions, control thought process in a right way only when he/she possesses above captioned skills.

- So, Now that you understand the importance of these skills in our life, In today's session we will be learning about these skills, you will get to know how to align your thought process to perceive a given situation in a unique way, how to read/understand and deduce a statement, how to create assumptions from a statement and how to draw conclusions from a given statement and we will be doing this by practicing problems based on statement, assumptions and conclusions.

Section 1: What is reasoning?

Reasoning is defined as a process of critical thinking that evaluates a situation in a logical manner to come to a conclusion.

Examples:

- An HR person uses reasoning skills to find out the cause of dissent in a team.
- A team lead uses reasoning skills to allocate and prioritize work in the team.
- A common man uses his reasoning skills to plan his day.
- A businessman uses his reasoning skills to close a deal in his favor.

Section 2: What is critical thinking?

- Critical thinking involves looking at different perspectives of a situation, observing the situation and its effect and then coming up with a solution. Critical thinking is closely related to problem solving and decision making. The reason critical thinking is a skill and not just an automatic thought process is because most people think "uncritically", making decisions based on personal biases, self-interest or irrational emotions.

Examples of critical thinking:

- A financial planner uses his critical thinking skills while assessing the budget and projecting the costs for the next financial year.
- A manager analyzing a client's feedback to prepare quality metrics or process training programs uses his critical thinking skills.
- A business analyst uses his critical thinking to analyze data and make informed decisions regarding a company's performance.

How to think critically? Here are some ways to improve your critical thinking skills:

- Keep the goal in mind.
- Know your biases and try to look past them.
- Ask questions and gather information.
- Evaluate the facts of the situation and all available data.
- Collaborate and get feedback from others- especially people with different backgrounds to your own.
- Generate possible solutions, particularly out of the box ideas.
- Consider the short and long term consequences of implementing each solution.

Section 3: What is Statement and assumptions?

- **Statement:** Statement is variously understood to mean either a meaningful declarative sentence that is true or false or the assertion that is made by a true or false declarative sentence.
- **Assumption:** An assumption is that hidden part of the statement which is assumed/supposed and taken for granted. Something that is not clearly mentioned, but is an integral part of it. For example: Let's take an example of a four storey building made of glass and steel pillars. Now, the glass, the steel pillars can be clearly seen, but the foundation or base of the building is hidden or not clearly seen. This analogy can be used to explain the question type. The glass, pillars which can be clearly seen are parts of the building. This building is the statement of the question. On the other hand, the foundation is the hidden part, not clearly seen, which is the assumption. So, the assumption is the hidden or the implicit part of the statement without which the statement cannot exist.

Section 4: Examples on statements and assumptions:

- Statement: Amitabh Bachchan says "Today, I have money, fame, property, bank balance. What do you have?" Shashi Kapoor says, "I have mother."

Assumption: Mother is above all materialistic pleasures of life. This assumption is valid as without assuming it, Shashi Kapoor wouldn't have concluded what he said.

- Statement: "If you trouble me, I will slap you." - A mother warns her child.

Assumption: The mother warns her child with the expectation that after warning, the child may stop troubling her.

- Statement: "All the sweets available in our shop are made from pure ingredients." The banner outside a sweet shop.
- Assumption-1: "People can spend any amount of money to buy sweets made from pure ingredients". Now this assumption is invalid because the owner of the sweet shop may have thought about the money factor associated with the sweets, but the assumption cannot be accepted as it is not mentioned in the statement.

Any assumption can be accepted if it is:

- Root cause of a statement, or
- Desired effect of a statement. For the statement discussed above.
- Assumption-2: "People want sweets made from pure ingredients". This assumption is the root cause of the statement. People want sweets made from pure ingredients, that is why banner was put up. Thus, this is a valid statement.
- Assumption-3: "The owner of the shop expected that people would get attracted from the banner and his sales would increase". This is a valid assumption because that is the desired effect of the statement.

- *Statement: The country's overall development has struggled since independence. Government should make every possible step to eradicate corruption.*
- *Assumption-1: Eradicating corruption is the only solution for country's overall development.*
- *Assumption-2: Eradicating corruption is the best solution for country's overall development.*
- *Assumption-3: Eradicating corruption is the definite solution for country's overall development.*
- *Assumption-4: Eradicating corruption would probably help in overall development.*

In 1,2,3 the words only, best, definite are extreme words with no proof from statement. Whereas "probably" is acceptable in context of the statement.

- **Important Notes:**
*Always check whether an assumption is implicit or not, by "keeping yourself in the shoes of the subject". Think from the perspective of the person saying the line in the statement.
 Always be careful of the extreme words used in the sentence, such as, most, only, all, best, definitely etc. Such statements are supposed to be read very carefully to pick the right assumption.*

Important points to remember:

- *Always remember that assumption is always indefinite and positive.*
- *Some words like only, each, any, every, all, Questions indicating words like why, these, what, Answers indicating words like therefore, definitely, but, certainly exist in the assumption and that assumption will always be explicit (false).*
- *Some words like some, to large extent, many, much exist in the assumption and that assumption will always be implicit (True).*
- *Any assumption that is conveying the message of advertisement, notice and appeal, that assumption will always be implicit (True).*
- *Any assumption that is talking about the social welfare (positive), govt. policies that assumption will always be implicit (True).*
- *If any assumption is talking about past and future that assumption will always be explicit (False).*
- *If any assumption showing the word like suggestion, order, request that will always be implicit (True).*
- *Remember that restatement is never implicit.*
- *Comparison are always wrong*
- *By keeping all above points in mind you can solve questions of assumptions easily.*

Section 5: What is statement and conclusion?

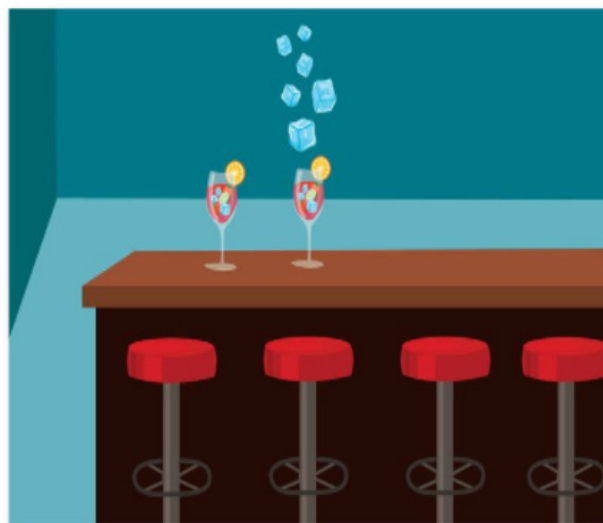
- Conclusion: Dictionary meaning of conclusion is “a proposition concluded or inferred from the premises of an argument.” Conclusions rely on the facts of a situation to make a determination that is not implicitly stated or implied by the information. Essentially, a conclusion is the next logical step in an information series. A statement requires two conditions to serve as a conclusion. First, it must be a logically derived statement from the available information. Second, it must not be stated or inferred from the available information.
- Process of drawing a conclusion:
 1. Collect information
 2. Evaluate information
 3. Evaluate logical conclusions
 4. Draw conclusions (using logic)
- Getting facts: This step includes asking questions like “who”, “how”, “when”, “what”, “where”.
- Evaluating facts: This step includes asking questions like “Is the fact relevant or significant? Does it support the conclusion?”
- Drawing a conclusion: To avoid error ask questions like “Is the conclusion valid or consistent with the given information” and “Are there any logical flaws in the conclusion?”
- Evaluating a conclusion: This step include asking question “Is the conclusion drawn is fair and logical?”

Section 6- Examples on statement and conclusion:

- Statement: The sale of television sets of company X has increased.
 - Conclusion: 1. The sale of television sets of other companies has decreased 2. The sale of television sets of company X was nil in the past
 - Explanation: In the given statement, nothing is given about the sale of television sets of other companies. Hence, conclusion 1 is not valid while the second conclusion is not related to the statement. Hence, it is also not a valid conclusion.
- Statement: If you are skilful IT engineer, we want to engage you in our organization - An advertisement of company X.
 - Conclusion: 1. The company X thinks that an engineer is a good worker.
2. The company X is in need of engineers.
 - Explanation: Both the conclusion are valid because the company thinks that an engineer is a good worker and also they are in need of engineers, because it is given in advertisement.

Important points to remember:

- Consider only the matter which is given in the statement. Do not add anything in the statement from your side.
- You should avoid the presumption and it should be minded that the conclusion may not be converted into a course of action.
- Generally the past statement is not valid.
- If some law or any correction is talked about in the statement then things related to it will be taken as conclusion because the idea of making a law or correction is that people will follow it. But always remember that conclusion should be directly connected to the statement.
- If in the conclusion words like: definitely, quickly, cent-percent, only one, only forever, all, always, every etc. are linked then those are not considered. But if the conclusion is the direct result of the statement, then it is considered.
- By keeping all above points in mind you can solve problems based on statement and conclusions easily.
- Now, all of us are aware about critical thinking, its impact on our social, work and personal life. We have understood how to improve our critical thinking, we have learnt about ways to draw assumptions and conclusions out of a statement. Let's now do a quick activity to see how many of you are now able to use your logical reasoning to deduce and solve this riddle. Groups will be rewarded points based on their answers.



- Riddle: Two girls went for a dinner together and both ordered iced tea. The first girl drank five drinks in the time that the second girl took to drink one. All of the drinks were poisoned but the girl who drank one died whereas the girl who drank five survived. How is this possible?
- Answer: The poison was in the ice. The ice melted in the second girl's drink as she was drinking slowly while the first girl drank her tea so fast that the ice couldn't get melted in her tea.

Closing Activity:**2 minutes**

- Alright, everyone! Now that we are equipped with concepts of statements, assumptions & conclusions. Let's now dive into solving some problems.
- We will be solving questions of three categories namely Foundation (base level questions), moderate level & HOTS (High order thinking skills- Difficult). This will be a practice session and after this you will be able to solve questions of any kind related to Statement-assumption and conclusion, also, you will be able to deduce solutions in your daily life by using your critical thinking skills and logical reasoning skills.

Closing Protocol: **Post Session**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Calculate total points accumulated on points table for each group and let participants know that we will be starting from the same point where we ended today. Tell them to read and come in the next session to help their respective groups win on the points table.*

Instructor Note:**8 minutes**

- Display/distribute handout consisting of questions. Foundation section will comprise 5 questions, instruct students that they will be given 10 minutes to discuss among themselves and solve these questions, whichever group solves maximum problems wins maximum points on the points table (as drawn earlier). Award 5 marks for each correct answer given by a group. Move around the class to understand the thought process used by students to solve problems. Once time is up, provide solutions and explanations for each question.
- Switch to moderate level. This section comprises 5 questions and cumulative time allotted will be 10 minutes. All other instructions remain the same.
- Switch to HOTS. This section comprises 5 questions and cumulative time allotted will be 10 minutes. All other instructions remain same.

Opening Protocol:**1 minutes**

- *Greet the participants.*
- *Take attendance.*
- *Form groups of participants with each group comprising of 4 members.(For entire session)*
- *Draw points table on board and ask participants to name their group with some fancy names.*
- *Inform the participants that the group which tops the points table will be rewarded at the end of session.*
- *Recap the previous session by asking 1-2 participants to share with the class what they learnt and did in the previous session.*

Directions

- *In each of the following questions, a statement is given, followed by two conclusions/assumptions.*
- *Give answer:*

A) if only conclusion/assumption 1 follows,

B) if only conclusion/assumption 2 follows,

C) if either 1 or 2 follows,

D) if neither 1 or 2 follows,

E) if both 1 or 2 follows.

Section 7: Foundation

10 minutes

1. Statement: Modern man influences his destiny by the choice he makes unlike his past.
Conclusions:
 1. Earlier there were fewer options available to man.
 2. There was no desire in the past to influence destiny.
2. Statements: Company X has marketed the product. Go ahead, purchase it if price and quality are your considerations.
Conclusions:
 1. The product must be good in quality.
 2. The price of product must be reasonable.
3. Statement: Nation X faced growing international opposition for its decision to explode eight nuclear weapons, as it tests them.
Conclusions:
 1. The citizens of the nation favoured the decision.
 2. Some powerful countries do not want other nations to become as powerful as they are.
4. Statement: "We deal in used cars. Contact us at phone number XYZ, at the earliest possible."- an advertisement.
Assumptions:
 1. Some people want to sell old cars.
 2. The advertisement will be read by the needy people.
5. Statement: The government has decided to hold the employers responsible for deducting tax at source for all its employees.
Assumptions:
 1. The employees may still not arrange to deduct tax at source for its employees.
 2. The employees may not allow the employers to deduct tax at source.

Section 8: Moderate

10 minutes

1. Statement: The government has decided to pay compensation to the tune of Rs.1 lakh to the family members of those who are killed in railway accidents.
Assumptions:
 1. The government has enough funds to meet the expenses due to compensation.
 2. There may be reduction in incidents of railway accidents in near future.
2. Statement: Why don't you go to the court if the employer does not pay you the provident fund contribution?
Assumptions:
 1. Courts can intervene in matters of dispute between employer and employees.
 2. It is obligatory for the employer to pay the PF contribution to the employees.

3. Statement: The Parent Teacher Association (PTA) of a school informed the principal that they will not send their children to the school unless the school authority reduces the fees with immediate effect.
Assumptions:
 1. Majority of the parents may agree with the PTA and not send their wards to the school.
 2. The school authority may accede to the demand of the PTA and reduce the fees.
4. Statement: The percentage of the national income shared by the top 10 percent of households in India is 35.
Conclusions:
 1. When an economy grows fast, concentration of wealth in certain pockets of population takes place.
 2. The national income is unevenly distributed in India.
5. Statement: The prime minister emphatically stated that his government will make every possible effort for the upliftment of poor farmers and farmlands.
Conclusions:
 1. Except poor farmers and farmlands, all others have got benefits of fruits of development.
 2. No serious efforts have been made in the past for upliftment of any section of the society.

Section 9: HOTS- High order thinking skills.

13 minutes

1. Statement: The serious accident in which a person was run down by a car yesterday, again focused attention on the most unsatisfactory state of roads.
Conclusions:
 1. The accident that occurred was fatal.
 2. Several accidents have so far taken place because of unsatisfactory state of roads.
2. Statement: Although we have rating agencies like CRISIL, ICRA, there is demand to have a separate rating agency for IT companies to protect investors.
Conclusions:
 1. Assessment of financial worth of IT companies calls for separate set of skills, insight and competencies.
 2. Now the investors investing in IT companies will get protection of their investment.
3. Statement: The best evidence of India's glorious past is the growing popularity of Ayurvedic medicines in the west.
Conclusions:
 1. Ayurvedic medicines are not popular in India.
 2. Allopathic medicines are more popular in India.
4. Statement: Let us appoint Mr. X as the CEO of our company so that the company's products are also perceived to be genuine.
Assumptions:
 1. CEO can change the perception of products.

2. Perception is the same as the actual reality.
5. Statement: All existing inequalities can be reduced, if not utterly eradicated, by action of governments or by revolutionary change of government.
Assumptions:
 1. Inequality is a man-made phenomenon.
 2. No person would voluntarily part with what he possesses.

Trainer should explain the above questions from each section to the participants and share tips to help participants enhance their thought process.

Answers

Explanation time
13 minute

Foundation

(1) A (2) E (3) D (4) E (5) D

Moderate

1. A 2. E 3. E 4. D 5. B

HOTS

1. E 2. A 3. D 4. A 5. A

Closing Activity:

1 minute

- Thank you everyone! Now, all of you are clear with your concepts of statement, assumption and conclusion. You will be getting materials for practice that you have to solve by yourself at home and bring doubts, if any. You will be provided handouts with concepts discussed which will help you brush up and revive your concepts any time in future.
- Trainer needs to calculate total points accumulated on points table and reward the winning group. In case of tie between two or more groups, reward each of the winning group.
- So, after what we have learnt today, from now on we will be evaluating a situation or a statement in a logical manner before coming to a conclusion or before taking any action. We will use our reasoning skills to handle any situation.

Closing Protocol:

Post Session

- Thank the participants for their time.
- Announce the next time you will be visiting them.
- Share the topic of next session.
- Share the names of reward winning students with nodal officer and institution head after session.



49

Aptitude (Numeracy & Reasoning)- 21st century literacies

Assessment and feedback session

Assessment & Feedback

Objective:

To assess participants' understanding of Numeracy and reasoning and to guide them with further tips and suggestions

Total Time:

90 Minutes

Materials Required:

Assessment printout for each student/google form link or any other platform where the assessment has been published (to be decided by programme management team)

Instructor Note:

This mentorship session will ensure that each student is aligned with the importance and objective of basic Aptitude related to Numeracy and Reasoning. Making it clear that it's not a subject to learn but a skill to practice. Check with the programme management team whether the assessment will be conducted on paper or online through google form/any mobile app.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Activity 1: Assessment-Digital Literacy 5 minutes

- Trainer will ask students to take the Aptitude assessment
- Explain the assessment format i.e. multiple choice questions are there, they have to mark on the right answer, these questions covers topics that they have learned in Aptitude
- Give them clear instructions about timing, how to mark answer
- Tell them that there is no negative marking

Activity 2: Guidance by Trainer 20 minutes

- Ask students to sit in the same groups of buddies that they had created on Day 5
- Give them 5 minutes to share their experience of assessment with each other
- Ask groups to share topics that they still need guidance on. Write the topics on the board
- Take the common topics and explain/demonstrate those topics again
- Share common observations, suggestions, tips to follow for practicing Aptitude

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation

Assessment Questions For Students

- Time: 60 minutes
- There is no negative marking
- Each correct answer carries 1 score
- This assessment carries total 25 scores
- To be done individually by each student

1) A/B in terms of ratio can be written as?

- a) $A \& B$
- b) $A : B$
- c) $A \# B$

2) Find the ratio of 25 to 40 ?

- a) 5:8
- b) 10:2
- c) 4:7

3) Find the ratio of 90 cm to 1.5 m?

- a) 6:0.1
- b) 3:5
- c) 8:3

4) Rajat earns Rs. 14, 000 as his monthly salary and Pranay earns Rs. 18,000 as his monthly salary, calculate the ratio of their salaries.

- a) 1:9
- b) 3:5
- c) 7:9

5) In an office there are a total of 144 employees. Out of them 56 are mens and the rest are women. Calculate the ratio of women to men.

- a) 11:7
- b) 7:11
- c) 10:7

6) The term percentage is the fraction with denominator _____?

- a) Hundred (100)
- b) Five Hundred (500)
- c) Thousand (1000)

7) $\frac{1}{4}$ represents _____ %?

- a) 10%
- b) 40%

- c) 60%
- d) 25%

8) In a school there are 1000 students, out of which 42% are boys. Find the number of boys in the school?

- a) 400
- b) 420
- c) 440
- d) 460

9) Abdul scored 85% marks. The total marks were 400. How much did Abdul score?

- a) 310
- b) 320
- c) 330
- d) 340

10) Kiara spends 15% of her salary on shopping. She earns Rs. 50,000 per month. How much of amount is she left with after shopping?

- a) Rs. 42,500
- b) Rs. 7,500
- c) Rs. 10,000

11) Abhijeet's salary was Rs. 10,000 in the year 2020, in 2021 his salary was Rs. 12,000. What is the percentage increase in Abhijeet's salary?

- a) 10%
- b) 20%
- c) 30%

12) In a store if the selling price is greater than the cost price. The store manager will get a _____?

- a) Profit
- b) Loss

13) Kumar purchased 100 eggs at Rs. 1.20 per piece. But in transportation 4 eggs got damaged & spoiled. Kumar sold the remaining eggs at Rs. 15 per dozen. Find Kumar's profit or loss?

- a) Profit
- b) Loss
- c) No Profit No Loss

14) If the cost price of 15 T-shirts is the same as the selling price of 20 pants. Calculate the Profit or Loss Percentage?

- a) Profit 25%
- b) Loss 25%
- c) No Profit - No Loss

15) The market price of an Item in a mall is Rs. 660. There is a discount of 10% on the item. Calculate the

selling price of the item.

- a) 500
- b) 550
- c) 594

16) What do you mean by Principal in terms of Investment?

- a) Final Amount
- b) Original Amount
- c) Interest Rate

17) Find the simple interest on Rs. 1000 at 12% per annum for 5 years?

- a) Rs. 600
- b) Rs. 700
- c) Rs. 800

18) Rupesh deposited Rs. 10,000 in bank at 10% per annum compounded annually for 3 years. Calculate the amount rupesh will have after 3 years?

- a) 13300
- b) 13310
- c) 13320

19) Rahul purchased a car 3 years ago for Rs. 2 lac. The value of car decreased by 25% each year. What is the present value of the car?

- a) 84,375
- b) 85,460
- c) 86, 280

20) In how much time, Rs. 8000 will become Rs. 12,000 with a simple interest of 20% per annum.

- a) 1.5 years
- b) 2.5 years
- c) 3.5 years
- d) 15 Months

21) Arjun has 8 pencils, Bindiya has 10 pencils & Chaman has 15 pencils. The average number of pencils with them is:

- a) 9
- b) 10
- c) 11
- d) 12

22) The ratio of the ages of Chintu & Mintu at present is 3:1. Four years ago the ratio was 4:1. The average age of Chintu & Mintu 2 years hence will be?

- a) 24
- b) 26
- c) 28

d) 30

23) The average salary of A, B & C is Rs. 8,000. The average expenditure of A, B & C is Rs. 5,000. Find the average savings of A, B & C.

- a) Rs. 1000
- b) Rs. 2000
- c) Rs. 3000
- d) Rs. 4000

24) The average salary of Atul & Bharat is Rs. 6,000 and that of Chaman, Disha and Eshan is Rs. 8000. The average salary of all the 5 people is

- a) 6900
- b) 7000
- c) 7100
- d) 7200

25) Donald Trump goes from Ahmedabad to Delhi at a speed of 40 Kmph and returns at the speed of 60 kmph. The average speed of Donald Trump in his whole journey is ?

- a) 48kmph
- b) 49kmph
- c) 50 kmph
- d) 51 kmph



50

Collaboration Skills

Empathy- Understanding each Other better

Empathy- Understanding each Other better

Objective:

To instill a sense of Empathy in students

Total Time:

90 Minutes

Materials Required:

A4 sheets (equal to the number of students), white board and marker

Instructor Note:

With this session, participants are starting the collaboration module where they will learn about being empathetic, the advantages of teamwork, techniques of negotiation and conflict management. They have already worked in teams in all the previous sessions but this module should help them reflect on their collaboration skills

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Concept Discussion and Demonstration: *10 minutes*

- Write the word "Empathy" on the board
- Ask, "Can anyone define the word or provide examples of empathy"
- Take 2-3 responses
- Ask everyone to open their handbooks
- Ask one volunteer to come in front and read the story "Empathy"
- After the student has read the story, ask them, "why do we need other people to empathise with us" and "how can we empathise with others"

Activity 1: Let's empathise

30 minutes

- Divide the class into 4 groups
- Ask them to read “Steps for practising Empathy” and discuss them with each other to understand the concept better
- Then tell everyone that they will be doing a role play to demonstrate empathetic and un-empathetic behaviour
- Group 1 will take scenario 1, Group 2 will take scenario 2, Group 3 will take scenario 3 and Group 4 will take scenario 4
- Give the groups 7 minutes to prepare their role play. Then, have each group perform in front of the class, each group will end the role play within 4 minutes

After each scenario, ask the participants for their thoughts.

- What parts of the 5 steps did they do well?
- How would they show empathy to someone if this happens to them in real life?
- Have they experienced similar situations in the past?

Ask :

- Why is empathy important?
- How can being empathetic make us different?
- How can we share the steps to practicing empathy with others?

Activity 2: Diversity and Inclusivity

15 minutes

- Divide the class into 3-4 participants.
- Give each team a handful of random objects. For example, you can distribute office supplies, buttons, household items, etc.
- Instruct the groups to discuss the different characteristics of the items. How would they separate the objects into smaller sub-groups? For example, would they separate the items by shape, color, form, texture, etc.?(Let them decide as a group)
- On the whiteboard, record all of the ways the group characterized the objects.
- When the participants are done sorting the items, review the list of characteristics. Discuss how the list is related to how we categorize human beings.
- Use the categories listed as questions. For example: How do we categorize or identify each other according to our shape? How do we categorize or identify each other when it comes to color or gender?

Note for the Facilitator:

- Thick vs. Thin: Thick or thin-skinned.
- Old vs. New: Out of date, wisdom and experience vs. alive, immature or inexperienced.
- Concave vs. Convex: Open, accepting of new ideas and views vs. guarded, holding people at arms' lengths.

Ask :

How does this activity help you understand diversity?

Why is diversity important?

How can we teach others the importance of diversity?

What could you do to make your community or school a more diverse or inclusive place?

Explain: Reiterate that people, like the objects they worked with earlier, each have a diverse array of qualities and traits. Those differences offer a unique set of perspectives, opinions and skills to every community. But to work as a team, we focus on inclusion of diversity, that means creating a welcoming culture for making the good use of diversity. And that can be possible only when we understand people through empathy.

Activity 3: Support Desk

10 minutes

Say: In order to be more empathetic, we need to create a safe space for everyone, which means we make people comfortable in sharing how they feel or reach out for support when they need it. To do this we will now do a very interesting thing.

- Select a bench (Or a spot) in a class.
- Ideally this place should be the one that the students design and make their own, but any bench will work as long as everyone understands its purpose.
- Explain to students that if someone does not have a friend to play with/talk to, he or she can sit on the buddy bench, and another student will come help that student.
- This will show an open platform for everyone to come and communicate with others when they need support and others will be more consciously empathetic towards each other
- Tell them that this bench/spot/place is designated as "Support Desk" and everyone should use it during or after the session to seek and give support

Activity 4: A sweet message

15 minutes

- Get students to fall in a circle and ask students to reflect on their learning of the entire session by closing their eyes. The facilitator should highlight the major learning slowly.
- Ask students to take a sheet of paper and a pen
- Ask them to write a message "something nice about them" to the person standing next to them.
- Once everyone has done so, ask students to read the messages they have got.
- End the activity by reiterating that a little support, care can really make our relationships better and that is possible only when we try to understand others. And that is what Empathy is!

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



51

Collaboration Skills

Team Work

Team Work

Objective:

To enhance Team Work in Trainees

Total Time:

90 Minutes

Materials Required:

chartpapers, newspapers, staplers, tap, scissors, thermocol sheets and open space

Instructor Note:

This session will give participants opportunities to practise teamwork and an open space to reflect on advantages and disadvantages of teamwork. In the previous modules, participants have already worked in teams but this session should mold their experience in a more structured and learned way of working in teams for a common goal

Opening Protocol:

5 minutes

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Concept Discussion and Demonstration: 10 minutes

- Write the word “Team and Teamwork” on the board
- **Ask**, “Can anyone define the word or provide examples of empathy”
- Take 2-3 responses
- Ask everyone to open their handbooks
- Ask one volunteer to come in front and read the story “The Football Game”
- After the student has read the story, ask them to share their views on the story.

Activity: Teamwork 50 minutes

- Divide trainees into two groups and give them chart papers, newspapers, sketch pens, thermocol sheets, staplers etc.
- Ask them to create a model of a house using all the resources they have got
- Give them 30 minutes to plan and create the model
- When teams are creating the model, trainer will observe them on the following skills:-
Effective communication
Teamwork Agreement
Project management
Conflict management
- After 30 minutes a client will come to see the model and both the teams have to sell their model to the client. Trainer will become the client. It will be great to invite external guests as well (other trainers, college principal, model officer etc)
- After the activity and the presentation of the model, the trainer will ask groups to evaluate the performance of their own team. Did their team work according to what they discussed in the introduction of the topic? The trainer will also give his/her observations and suggestions.

Concept discussion: Advantages and disadvantages 20 minutes

- Ask students to open their handbooks and go to the activity “Teamwork-advantages and disadvantages”
- Give them 5-7 minutes to fill the table based on their experience
- After they have made notes, take responses and discuss how despite of some challenges, teamwork can help in resourcefulness, support, division of work and achieving more

Closing Protocol: 5 minutes

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



52

Collaboration Skills

Conflict Management

Conflict Management

Objective:

Participants will be able to recognise and understand conflicts, their reasons and conflict resolution strategy

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

While working with each other in this course, participants would have encountered conflicts but they sometimes fail to recognise them. This session will give them awareness so they can consciously recognise any conflicts they come across in the future. The session will also give them the opportunity to practice better communication for making conflict resolution strategies.

Opening Protocol: *5 minutes*

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Opening Activity:**10 minutes**

Ask students-

- What do relationships mean to them
- Why team work, collaboration are important
- What do they think about conflicts

Through discussion, tell them that conflicts may happen while working in teams but we should have healthy debates not conflicts

Activity 1: Reflection**10 minutes**

- Ask students to open their handbooks and go to the activity “My conflict resolution strategy”
- Tell them to reflect and think about any person that they have conflict with. It can be recent or old, small or big conflict. They need to write about that conflict in the handbook emphasising on the reason of that conflict
- Tell them that we will think about the resolution strategy at the end of the session, they just have to write the reason for now. Give them 10 minutes for this

Activity 2: Case study and Conflict evaluation**40 minutes**

- Ask the participants to sit in circles. A circle can have a maximum of 6 people
- Ask them to open the handbook and read the case “**KM NANAVATI V STATE OF MAHARASHTRA (1959)**”. Give them 15 minutes to read and understand the case
- Then signal the discussion time and let the groups argue to prove their opinion about the case right
- After 10 minutes ask them to go through the “Conflict evaluation” questions. Ask them to sit separately and answer them
- Now ask them to spend 10 minutes to have a conversation with groups again and reach to a common opinion of the group
- Spend 5 minutes in discussing how different groups resolved opinions

Closing Activity:**20 minutes**

- Ask students to open the handbooks and read their own conflict story that they had written at the winning of the session
- Ask them to sit with people they are most comfortable with and take suggestions on how you can resolve your conflict
- After they have talked to each other for 10 minutes, give them 10 more minutes to write their final plan to write the conflict resolution strategy in the handbook

Closing Protocol:**5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



53

Collaboration Skills

Negotiation

Negotiation

Objective:

Participants will be able to understand and practice the Negotiation skills

Total Time:

90 Minutes

Materials Required:

NA

Instructor Note:

5 minutes

After understanding conflicts and conflict management in the previous session, participants will now understand and practice negotiation skills and process. Practising the use of right words in the right tone at the right time will make them successful negotiators.

Opening Protocol:

- *Greet the participants*
- *Take attendance*
- *In pairs, ask participants to share with each other how they are feeling*
- *Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session*

Activity 1: Push your opinion

10 minutes

- In pairs, get each person to stand facing each other. They put their arms straight out in front of them to shoulder level and touch palms with the other person. They are going to push as hard as they can against each other so get them to stand in a way that is safe.
- Once they have pushed and felt what it was like – keep them pushing and then tell them suddenly to stop pushing and feel how much of a relief it is.
- This is what happens when we are in conflict with someone. Each of us tries to push our message.

Debrief:

- Ask them if they tried to talk to each other to convince them not to push hard. If yes, then were they able to convince their partner. What strategy did they use to convince their partner? With the help of their discussion points, introduce the topic- Negotiation skills.
- Engage them in a brief discussion by asking them to share with the class a time when they tried to negotiate for something; maybe they tried to negotiate with their parents for a later curfew, they tried to negotiate with a teacher for additional time to hand in an assignment, they negotiated with their colleague from other department to get the work done as per his own department's time availability.

Concept discussion:

20 minutes

- Divide the class in 2 groups, ask them to open their handbooks and take one topic for reading:-
 - What are negotiation skills, what are the things we should keep in mind while negotiating with others
 - Phrases we can use while negotiating
- Give them 10 minutes for reading the concept and discussing that within groups
- Then use 10 minutes to call group representatives in front to explain the topics
- Help everyone understand these concepts and ask them to use these concepts in the next activity

Activity 2: Role Play- Negotiation

45 minutes

Situation Discussion

- Divide the class in 4 groups
- Ask them to open the situations given in the Negotiation lesson and give them 10 minutes to read the situation and discuss what they will do in that particular situation
- After 10 minutes, ask group representatives to come in front and share their views
- Give feedback to the groups real time

Role Play

- Ask each group to pick one role play situation and create a role play to demonstrate a successful negotiation
- Give them 10 minutes to prepare their role play and 5 minutes each to perform
- When groups do the role plays, give them real time feedback on how they can make the process better

Debrief:**5 minutes**

- Ask how did they feel after negotiating with each other
- Ask if they were heard or left out during negotiation
- Were they able to inculcate the negotiation strategies and phrases
- Do they feel confident to handle negotiation peacefully now
- End the session by tying session objectives with their learning outcome.

Closing Protocol: **5 minutes**

- *Thank the participants for their time*
- *Announce the next time you will be visiting them*
- *Share the topic of the next session*
- *Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session*
- *Click pictures of the artefacts for documentation*



54

Collaboration Skills

Group Project Day 1- Discussing Problem and Finding Common Goal

Group Project Day 1- Discussing Problem and Finding Common Goal

Objective:

Participants will practise collaboration skills in a real environment by identifying a common problem

Total Time:

90 minutes

Materials Required:

Computer lab (for students to do the research, if required)

Instructor Note:

After learning the collaboration skills in class through activities, our participants will now practise these skills in real life through project based learning. Trainer should support and observe the participants to ensure that they apply everything they have learned in the class. Throughout the session, observe students on their collaboration skills and make notes with evidence to be shared in feedback session

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 20 minutes

- Divide students in groups of 5
- Ask them to write down their 5 biggest learnings from previous sessions on empathy, teamwork, negotiation, conflict management
- Each group will take 5 minutes to discuss internally
- Each group will then come in front one by one to present their 5 learnings
- End the activity by filling the gaps if students would have missed any important learnings

Project Announcement: 10 minutes

Announce the start of “Social Project” and the plan-

Day 1(today) students will work together to identify one problem that their school/college/society/community/town is facing

Day 2: students will work on the solution

Day 3: students will present the solution in class

Day 4: Students will be given time to execute that solution

Announce the things to consider-

- Project should be executable on Day 4 (examples- they can decide to spend some time in the old age homes, or they can decide to deliver an interesting session to students in nearby school or to their juniors, they can decide to renovate an area in their campus to make it better)
- Each group will make notes to give it a shape of a small project report at the end of the project
- Groups have to keep the learnings from the previous sessions in mind to make it a collaborative effort for a common goal

Activity: 50 minutes

- Let students work on identifying the problem
- They can discuss with the trainer, call other people or do some research to find out the problem
- Encourage them to use creative methods of making the problem statement real and objective. Give them examples of doing surveys or focused group discussions to identify the most common problems
- Roam around and help students process their own thoughts well. Don't give them ideas but help and encourage them to be innovative and specific with their thoughts
- Close the activity by telling them that they have to present the problem statement in front of the class in the next session. If they want to do any survey, they should do that before the next session

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



55

Collaboration Skills

Group Project Day 2 - Working on Solution

Group Project Day 2 - Working on Solution

Objective:

Participants will practise collaboration skills in a real environment by working on the solution to a common problem

Total Time:

90 minutes

Materials Required:

Computer lab (for students to do the research, if required)

Instructor Note:

Day 2 of the project will be used to think about the solution the students had identified in the previous session. Participants will use the power of using each other's strengths for solving a common problem. Throughout the session, observe students on their collaboration skills and make notes with evidence to be shared in feedback session

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 20 minutes

- Ask each group to come in front and share the problem they are going to solve
- Ask other groups to share suggestions
- Identify the gaps in identifying, understanding and articulating the problem. Help participants polish their thoughts and work on a real and specific problem

Activity: 60 minutes

- Give time to groups of participants to work on the solution
- Be there to help students refine their ideas
- Allow students to go outside, make calls, do research to take guidance
- Tell students that they will present their solutions to the class the next day, using PPT or any other material to make their solution impressive and relevant

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation.



56

Collaboration Skills

Group Project Day 3 - Presenting Solution

Group Project Day 3 - Presenting Solution

Objective:

Participants will practise collaboration skills in a real environment by presenting the outcome of the work they have done as a team

Total Time:

90 minutes

Materials Required:

Projector with screen

Instructor Note:

Participants are going to present the outcome of the team work they have done in previous sessions. Their solution, the way they present, the way they answer questions, will be a reflection of the collaboration skills they have learned. Throughout the session, observe students on their collaboration skills and make notes with evidence to be shared in feedback session

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 5 minutes

Encourage students to keep teamwork, social issues & impact in mind while presenting.

Activity 1: 65 minutes

- Each group will come in front one by one to present their solution
- Allocate the time in a way that all the groups complete their presentations in 65 minutes
- Note down the feedback and share it at the end
- When one group is presenting, ask other groups to observe and make notes

Closing/Debrief: 10 minutes

Trainer will share generic feedback (not group wise) on the presentation skills the groups demonstrated. Appreciate if you see a positive change since the time they started speaking and give guidance on the improvement areas

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



57

Collaboration Skills

Group Project Day 4 - Executing Solution

Group Project Day 4 - Executing Solution

Objective:

Participants will practise collaboration skills in real environment by executing the plans they have made as a team

Total Time:

90 minutes

Materials Required:

NA

Instructor Note:

This session is the final destination of the group project the participants have been working on in previous sessions. Throughout the session, observe students on their collaboration skills and make notes with evidence to be shared in the feedback session. If any guests need to be invited, the trainer should do that in advance with the help of students.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 5 minutes

- Encourage and appreciate students for working on a problem and solution that affects a group of people.
- Tell them that the impact they are going to create is huge.
- Ask them how they are feeling

Activity 1: 75 minutes

- Let all the groups to go and execute the project as per plan
- Each group has to click photos, videos of them executing the solution for the presentation to the class next day
- Visit different sites to see how the groups are executing the project. If possible, involve more trainers so every group can have 1 train with them when they are executing

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



58

Collaboration Skills

Feedback and Mentorship for Collaboration Skills

Feedback and Mentorship for Collaboration Skills

Objective:

Participants will get feedback from trainer on collaboration skills

Total Time:

90 minutes

Materials Required:

Observation notes from the collaboration sessions and group project.

Instructor Note:

After learning and practising collaboration skills like teamwork, empathy, negotiation, conflict management under trainer's guidance, participants will now receive feedback from the trainer and peer group. This session will close the collaboration module with a lot of appreciation. The trainer should use this opportunity to emphasise the importance of working together.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: *20 minutes*

- Ask each group to come in front one by one to share their learnings
- Trainer will ask the following questions to help groups reflect-
 - What advantages or disadvantages did you face while working in a group?
 - Were there any conflicts? How did you deal with them?
 - What would you like to say about your team-mates

Activity 1: *60 minutes*

- Trainer will spend at least 10 minutes with each group separately to share feedback and improvement tips. This can be done in class or on a video call.
- When the trainer is talking to one group, other groups will create a project report on MS Word or Google Doc mentioning everything they have done and learned in the collaboration module. Group representatives will send the group project report to the trainer via email.

Closing/Debrief: *5 minutes*

Trainer will end the collaboration module by soliciting feedback, taking questions and reiterating the importance of collaboration

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



59

Learning Agility & Grit

Being Resilient

Being Resilient

Objective:

Participants will be able to understand resilience and will be able to positivity and confidence to bounce back from tough situations.

Total Time:

90 minutes

Materials Required:

500 Rupee note, white board, marker

Instructor Note:

As professionals our participants will face success as well as failures in life. Before they get into those situations, they should learn to be more resilient. Trainer should use this session to make participants understand that resilience is not something they are born with but it is a skill they can learn by practicing and habit making.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 500 rupee note 5 minutes

- Take out a 500 rupee note and ask them what all they can do with this note.
- After they reply, ask them, “if this note gets dust on it and becomes really old, will you still want this note?” Participants may say that if it’s not torn then yes because a dirty note will not lose its value.
- Connect it with the value of life and how we shouldn’t give up amidst failures, disappointments, heartbreaks

Activity 1: Stories to understand Resilience 25 minutes**Story of Thomas Edison**

- Ask participants to look at the bulb and ask them what and who it reminds them of. If they happen to say the name of the scientist Thomas Alva Edison, ask them whether they know more about it.
- Trainer needs to tell them that Edison was a master of trial and error. Someone who wasn’t afraid to make lots of mistakes in order to succeed. When asked about the thousands of failures he had faced while trying to create the light bulb he famously said, “I haven’t failed, I’ve just found 10,000 ways that won’t work”.
- Ask Students what they have understood or extracted from the story.

Story of a Butterfly

- Ask students to open their handbooks and read the story of the butterfly in the Resilience lesson. Trainer can ask one student to come in front to narrate the story and others can listen
- After reading the story, give 10 minutes to students to write the answers to two questions given in the handbook-
 - what they have learnt from the story
 - their definition of resilience
- After 10 minutes, ask some students to share how they have defined Resilience. Involve everyone in the discussion to ensure that they understand what is resilience and why it’s important for living a happy and successful life

Activity 2: How to become more Resilient *40 minutes*

- Ask participants to open their handbooks and go to the worksheet “how to become more Resilient”

Section 1: Advising others

- Ask each participant to think about the most resilient person they have seen/met in life, that means any person they know who has survived and succeeded despite having faced problems, failures and struggles in life.
- Quickly divide participants in pairs and tell them to name themselves as A and B
- Ask them to share the stories with each other
- When A shares the story, B will conclude the learnings. When B shares the story, A will conclude the learnings
- Now ask everyone to complete section 1 questions in their handbook i.e. the story of the most resilient person and the learnings from that story

Section 2: Advising ourselves

- Ask participants to recall the most difficult period of their life when they faced failure and disappointment
- Ask 2-3 people to share those moments of their life, only if they are comfortable sharing them in front of the class
- Ask them to complete section 2 in their handbooks by writing how they would deal with the same situation differently if given a chance. Ask participants if they want to share their answer with their group members or with everyone in class

Debrief:

- Ask participants to sit in their original groups for 5 minutes and decide some habits which can make them resilient for future
- Take 2 suggestions from each group and write them on the white board
- Ask participants to pick any 2-3 suggestions from the white board to follow in their lives to become more resilient

Closing Activity: Power of Visualisation *10 minutes* and Affirmations

- Ask the students to close their eyes and try to visualise what the trainer says.
- Once students close their eyes tell them to visualize that they can talk to anyone confidently, they are getting appreciation from everyone, they are preparing well for the interview and they are achieving their goals, they are happy and successful. And ask them to say I am confident, I am successful, I am the best, I am getting better everyday...
- After that ask them to open their eyes. Ask them to share how they felt while visualizing. Give them an example of how we get emotionally engrossed while watching any movie even when we know that nothing is happening in reality.
- Discuss the takeaways first and then tell them the importance of positivity, visualization, and how every great or successful person has had failures in life before becoming successful.

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation

Home Assignment:

- Find out stories of two successful people who had failures in life and raised after that.
- Write down about your strengths and weaknesses (Areas of Improvement)
- How Can you overcome your Weakness



60

Learning Agility & Grit

Stress and Anger Management

Stress and Anger Management

Objective:

Participants will be able to understand the reasons of stress & anger, and will decide solutions to manage situations that cause stress or anger

Total Time:

90 minutes

Materials Required:

Deck of cards(equal to number of groups formed), and 2 balls of yarn

Instructor Note:

While working on becoming more resilient in life, our participants need to learn to deal with stress and emotions like anger. This session will help participants observe how they respond in a stressful situation. Trainer needs to make them recognise strategies for dealing with stressful situations and anger in their future.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Activity 1: Stress test 20 minutes

- Divide students in groups of 5
- First, explain to students that they are going to participate in a group activity where they will be expected to perform at their best the entire time. Any failure to perform well, will mean that their entire team fails. Tell them that succeeding in this activity is necessary for their
- Then, explain the task. In groups, students need to build a house of cards using a deck of cards. The team that builds the tallest house will win
- Next, tell students that no one has ever completed this task well before and that you are doubtful that they will be able to do it.
- A few minutes into the task, start introducing some obstacles.
 1. Turn on the fans in the room to blow the cards over
 2. Take away cards from one group and give them to another
 3. Shake a table so one group's cards fall over
 4. Go over to one group and start telling them everything that they are doing wrong.
- End the activity after 15 minutes and ask the students to sit down.

Debrief (5 Minutes):

- Ask students how they felt before, during and after the activity? How did they react to the stressors? How could they have managed stress better in this situation?
- If participants are not able to articulate their thoughts, help them connect the dots of how you had given them doubt, pressure, obstacles before and during the activity. These inputs from the trainer worked as stressors and triggered frustration, confusion, disappointment and anger
- Tell them that they are going to talk about stress and anger management today which will help them becoming more Resilient

Concept Discussion and Reflection: 30 minutes**Concept**

- Ask participants to sit with their group members
- Ask them to open their handbooks and read the definition of stress and stress management, tips for stress management and stress prevention. Give them 10 minutes to read and discuss.
- Use quiz questions in the handbook to check for their understanding

Worksheet exercise

- Ask groups to discuss and decide symptoms and reasons of stress in the people in their class. They can use 5 minutes to make notes in their handbooks and then discuss
- Then ask each group to decide some suggestions that they would like to give to the people who are going through the stress. Group members can use handbooks to make notes
- After 10 minutes, ask each group to come in front and share their suggestions with everyone
- End the activity by motivating everyone to be strong and use stress prevention suggestions in their life

Activity 2: Spider Web 25 minutes

- Divide the class into two teams. At a time, Team A will play & team B will give instructions. Team A has to tangle the yarn web following instructions of team B in 5 minutes, and then they have to untangle the web in 5 minutes.
- Ensure that teams have understood the following instructions:-
 - Team A will stand in a circle with a ball of yarn.
 - Team B will create a circle outside the circle of the playing team ensuring that there is one person standing behind each person of the playing team.
 - The players of team A will follow the instructions of the person standing behind them
 - Team B will give instructions mentioning where they need to throw the ball of yarn now. Example- the ball is with person A at the beginning, A receives instructions to throw it to person D, A will tie the string of yarn in finger and will throw the ball to D as per the instructions of the opponent team.
 - Team A will keep following the instructions till the time the entire ball or yarn is finished or 5 minutes time is over
 - Objective of team B will be to make the web difficult to untangle
 - Team B will try to create stressful situation for team A, but team A has to work together well to win
 - Then team A will be required to untangle their web within a duration of 5 minutes.
 - The same is replicated by the other team. The team which untangles the ball of yarn faster is the winner.
- Give 5 minutes to each team for planning
- Team A plays for 10 minutes and then team B
- Trainer will observe both the teams and share feedback at the end of the activity

Closing/Debrief: 5 minutes

- Ask and encourage participants to review what they have learnt and then tell them about the errors they made and ways to manage stress and anger with the help of positive attitude
- Speak about the application of a positive attitude in managing stress and anger in real life by sharing any anecdote from your life. And close the session by soliciting feedback from the students.

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



61

Professional Reliability

Time Management

Time Management

Objective:

Participants will be able understand how to prioritize time and resources by planning and organizing well

Total Time:

90 minutes

Materials Required:

White board and marker, Newspapers

Instructor Note:

Learning agility, Grit and professional reliability will need our participants to be disciplined and use their resources well. This session will make them understand and use some important techniques to manage time. The session should just act as a starting point for habit development.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Activity 1: Time Lap (15 Minutes) 15 minutes

- Divide students in pairs and ask them to name each other A and B
- Tell them that A is an employee and B is the boss
- A has to do all the tasks that the trainer is writing on the board and B will observe that A is doing all the tasks well
- Write 3 tasks on the board and ask them to start while you are writing more tasks on the board
- Let students feel tired and confused following the tasks you are given. Keep writing tasks for 10 minutes.
- At the end of 10-15 minutes, allow them to sit and reflect on what they were doing. Help them connect the dots that they were following a never ending to-do list. Tell them that they will be able to understand this concept of a To-do list now.

Here are some tasks you can write:-

- Using newspapers, create something for the trainer to wear, such as a hat or tie
- Sing a song for 1 minute
- Make a paper airplane and throw it from one end of the room to another
- Get everyone in the room to sign a single piece of paper
- Move from one end of the room to another end of the room doing your favourite dance step, 5 times

Concept Discussion: 20 minutes**Sisyphus effect**

- Give 5 minutes to students to read the sisyphus effect in their handbooks
- Help them connect the concept with the “time lap” activity they have done and ensure that they understand the right way of creating and maintaining To-do list

Eisenhower Matrix

- Divide the students in 4 groups.
- Allot each group one quadrant as mentioned in the Eisenhower box in the student handbook.
- Ask each group to read and understand the quadrant in 5 minutes and then present in front of the class.
- Tell the students to introduce the quadrant, its importance and support with various examples.
- This will help every student to understand each quadrant in a detailed manner.

Activity 3: My Matrix *30 minutes*

My To-Do list

- Ask participants to create their To-Do lists in 10 minutes
- Encourage them to make a long list mentioning all the tasks that they have to do or they wish to do
- Now ask participants to sit with their group members
- Ask them to open their handbook and go to the activity “My Matrix”
- Give 10 minutes to students to fill the matrix in their handbook
- Ask a few volunteers to come up and share their matrix.
- Trainers will correct them wherever required so as to make sure that everyone learns to use the matrix correctly.

Closing Activity: Timetable *15 minutes*

- Ask students to create a default timetable that they would like to follow for the coming week. Encourage them to use Google Calendar App for this
- Timetables should have slots for every important task like homework, hobby, college/school, travel, helping parents etc.
- Ask them to share their timetable with each other so they can hold each other accountable for following the timetable

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



62

Learning Agility & Grit + Professional Reliability

**Mentorship for Resilience, Stress & Anger and Time
Management**

Mentorship for Resilience, Stress & Anger and Time Management

Objective:

Participants will be able to get a safe space to reflect on their emotions and take guidance from the trainer

Total Time:

90 minutes

Materials Required:

observation notes from previous sessions about students' ability to manage emotions and failures

Instructor Note:

Having spent so many days with students, there will be plenty of observations about students' ability to identify and manage their emotions. Trainer will use today's session to help students reflect on their own emotional intelligence and will also share observations and suggestions.

Opening Protocol: *5 minutes*

- Greet the participants
- Take attendance
- Ask participants to share with each other how they are feeling
- Make everyone feel comfortable

Activity 1: Peer feedback *15 minutes*

- Ask students to sit in their groups
- Appreciate them for supporting each other throughout the journey till here
- Tell them that while self-discipline, self-management and emotional intelligence play the most important role in managing good & bad situations, having buddies alongside can really make it easy to handle situations as well as own emotions
- Tell them that the groups have 15 minutes to share observations and suggestions with each other on
 - Resilience
 - Stress Management
 - Anger Management
 - Time Management
- Tell them that they will rotate in circle and each pair will get 3 minutes and that's how they will be able to share and get feedback from each member of the group

Activity 2: Group Mentorship *55 minutes*

- Ask each group to one by one to you for mentorship
- Spend 10 minutes with each group

This is what the trainer can do in 10 minutes

- First, ask students about their experience of giving feedback to each other
- Share your observations of them handling the situations and emotions
- Ask students if they have any problems or difficult emotions or situations that they want to discuss. Give them suggestions. If you don't have answers to their questions, tell that you will go back and find some solution after discussing with programme management team
- If there any sensitive observations or if there are some students who you think need one one one time then speak to them separately

Activity 3: Open House *10 minutes*

Spend this time to

- talk to some students one-one-one
or
- have a repeat conversation with some groups who want to speak once again
or
- have a motivational conversation with the entire class

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Close the session with a lot of encouragement and tips that students can follow on a daily basis to become better at interview skills
- Announce the next time you will be visiting them
- Share the topic of the next session



68

Financial Literacy - 21st Century Literacies

Opening a Bank Account

Opening a Bank Account

Objective:

Participants will be able to know the logic of opening a Bank Account, it's process and various associated services

Total Time:

90 minutes

Materials Required:

Printout of Account opening form to be distributed to every student, white board and marker

Instructor Note:

This session is a starting point for the Financial literacy module. The purpose of the module is to make the participants understand and practice basic concepts related to finance in life. This session will make them more aware about opening a bank account and using the basic banking services.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling.

Concept Discussion: 10 minutes

- Ask students, have they ever been to a bank? Counter question the students who respond with a Yes about their experience.
- Ask students if they have a bank account. Ask them to share their experience of visiting banks or using banking services with the class. Take 2-3 responses.
- Tell students that today we will be learning basic banking services and also the procedure to open a bank account
- Ask students to sit in groups of 3-5 to ensure each group has people who have used banking services and the ones who haven't used bank accounts. This will ensure peer learning and will make the session relevant for everyone
- Ask participants to open their handbooks and go through the concepts given in the "Opening bank account" lesson
- Give them 10 minutes to go through the concept and help each other. Tell them that you will check for understanding after 10 minutes by asking any student to explain any concept
- Randomly ask 2-3 students to explain the following concepts-
- Why should we open a bank account?
- What are some common services the bank offers?
- What is the difference between current and saving counts?
- Help students in understanding the basics of banking

Activity 1: Opening a bank Account 20 minutes

- Distribute the printouts of bank account opening forms to students. Ask students to fill the form in 15 minutes. Help them if they feel stuck. Ask students to help each other as well

Once they are done, tell them the basic etiquettes of filling a bank account opening form.

- Avoid using Gel Pen
- Keep your details the same as mentioned in the document
- Stay focused to avoid any mistakes
- Ask for another form if there is a major mistake
- Tell students how to give space in boxes while entering details
- Bring your own pen, passport size photos and documents

Activity 2: Cash receipt *15 minutes*

- Ask students what they understand by “Cash receipt”. Ask students to open their handbooks and see the format of cash receipt
- Tell them that cash receipt is used when you go to deposit cash in your bank account
- Ask them to fill the receipt assuming that they are going to deposit Rs. 10,000 in their bank accounts. Students who don’t have bank accounts can use an imaginary account number
- Tell students to help their group members
- Give them 10 minutes to fill the receipt
- Roam around and check some receipts to ensure students are filling in the correct details. If students are facing common issues, address them in front of the class
- After 10 minutes, randomly ask 3 students to come in front and present their cash receipt
- End the activity with a debrief by asking these questions:-
 - why do we use cash receipt
 - what are the details we fill in a cash receipt
 - where do we give the filled cash receipt in the bank

Activity 3: Cheque *15 minutes*

- Ask students if they have ever used a Cheque. If students respond with “yes”, ask them why and how they used the Cheque.
- Ask students to open their handbooks and see the format of Cheque. Ask one student to come in front and explain different parts of a cheque
- Ask everyone to fill the blank Cheque format that they have in the handbook assuming that they are paying Rs. 20,000 to one of their group members. Tell students to help their group members
- Give them 10 minutes to fill the Cheque
- Roam around and check some Cheques to ensure students are filling in the correct details. If students are facing common issues, address them in front of the class
- After 10 minutes, randomly ask 3 students to come in front and present their Cheque
- End the activity with a debrief by asking these questions:-
 - why do we use a Cheque
 - what are the details we fill in a Cheque
 - where are the Do’s and Don’ts of using a Cheque book

Activity 4: My Bank *15 minutes*

- Divide all the students in 3 groups
- Ask each group to stand in separate corners of the room so they can concentrate on their group and don’t get distracted by other groups
- Tell them that they are going to create “My Bank”, that means they will create the set-up of a bank showing different departments, people, signages etc. Tell them that this activity will help them know different people and departments in a bank so they can go to the right department/desk whenever they go for taking any service
- Give them 10 minutes to create their banks using the space they have got in the classroom.
- After 10 minutes, each group will present their bank in 2 minutes each. They need to emphasise on different departments/people and their role in the bank

Closing: 5 minutes

- Use 5 minutes to answer the questions students may have
- Encourage them to get their bank accounts opened

Closing Protocol 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to
- Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



64

Financial Literacy - 21st Century Literacies

Financial Planning

Financial Planning

Objective:

Participants will be able to understand why and how they should do financial planning

Total Time:

90 minutes

Materials Required:

NA

Instructor Note:

Having financial skills help the person plan his/her life in such a way that they are able to make the best use of opportunities and have money saved with them in times of difficulty.

It is proper financial planning which helps the person to have a happy life. Trainers are requested to read about current interest rates and other details of all the basic saving schemes that banks, insurance companies and post offices offer. Make the session focused on building a habit of saving money and using the best options to have the better returns.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

- Ask students how they save money? Take a few answers from students. Discuss various ways of savings done by students and their family.
- Introduce them to the topic of Financial Planning and explain the concepts mentioned in the student's handout.
- Ask students what Insurance is and do they have any insurance. Ask if their parents working in government and private firms have insurance. Keep a discussion and then explain to students about Insurance (refer handout). Make sure to explain all the information given in the students handout.

Activity 1: BoardRoom Presentation 35 minutes

- Divide the class in 5 groups
- Group 1 to be the family of customers. Other 4 groups will be the sales teams of various financial institutions:-
 - Group 2- Bank
 - Group 3- Insurance
 - Group 4- Mutual Funds
 - Group 5- Post office
- Each group will have to come in front and present their saving schemes to convince the customer group to invest in their plans
- Each group will get 5 minutes to present. Customer group will take another 10 minutes at the end of all 4 presentations to ask questions to be able to make a decision
- Customer group will then decide which schemes they will go for and why
- Trainer will guide the customer group to ask relevant questions and make a good decision
- Customer group will come in front at the end to justify their decision.

Activity 2: Financial Forecast 30 minutes

- Divide the class in groups of 3-4
- Tell everyone that they have a hypothetical amount of Rs. 10,000 in their account and they have to find the best way to increase this amount to the maximum
- The time period for the investment will be 5 years
- Let groups do the research, if they want. Give them 15 minutes to do the calculations
- After 15 minutes, ask each group to just tell the amount they can have after 5 years using 10,000 as the base amount today
- Pick 3 groups who are mentioning the highest amounts and ask them to present their financial planning
- Appreciate/ Reward the group that is showing the highest feasible returns.

Closing/Debrief: 5 minutes

Use these 5 minutes to motivate participants to use financial planning in their life irrespective of what they are doing. Encourage them to save money. Also, take their questions, if any.

Closing Protocol 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



65

Financial Literacy - 21st Century Literacies

Income Tax

Income Tax

Objective:

Participants will be able to understand Income Tax and various concepts associated with it.

Total Time:

90 minutes

Materials Required:

Printout of Board Game Format, White board and marker

Instructor Note:

Taxation is the general instrument used to regulate the economy, and it serves as the national budget's main source of income, which, in turn, allows the budget to stabilise the society and develop the national economy. Our participants have to be aware of the importance of the taxation system, it's norms and basics of calculating and saving tax. Trainers are required to understand the current norms, slabs etc. to be able to give accurate information.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling.

Concept discussion: 25 minutes

- Ask participants, “what do you understand by Tax?”
- Take 2-3 responses. Check their understanding about taxes by asking them to share their experiences with paying tax at any moment
- Then divide the class in 3 groups. Tell them that each group will go through some concepts in the handbook in 10 minutes and then 2-3 people from the group will come forward to explain that concept to the class in 5 minutes each
- Group 1:- Direct and Indirect Taxes
- Group 2:- Income Tax Slabs and How to save tax
- Group 3:- How to calculate income tax
- Help the participants understand the concept correctly by taking their questions, if any

Activity 1: Board Game (40 Minutes) 20 minutes

- Divide the students in teams. Make sure each team has 4 or 6 members.
- Distribute the board game printout to each group.
- Students can use virtual dice (search freeonlinedice.com on google) and can make eraser, sharpener, any other belonging as their pawn.

Rules:

- Every member will keep their pawn on the start location. They can use the virtual dice to select the order as to who will go first and so on.
- As soon as the game starts, the first person who'll roll the dice will move forward.
- In whichever box he/she gets in, the participant has to speak its one to two liner definition.
- This will be followed by the next student.
- The student who had the first turn will get time only until the turns take a full circle and it's his/her chance again to roll the dice.
- The box whose definition is spoken by a student will be marked with a cross (X).
- If a student has reached the stop position he/she can move back to the start button and play again until all definitions are covered.
- The student who has spoken the most number of definitions will win.

Note: Trainers training in regional language must help the students if they don't understand any word mentioned in the board game.

Activity 2: Calculating Income tax *25 minutes*

- Students will stay in the same groups.
- Tell them that they are a team of tax associates. Allot them a salary amount of their client and ask them to calculate the income tax. They can refer to the example given in the handout. Also the tax exemption values can be self-assumed.
- Give them 15 minutes to calculate the tax and then ask each group to come in front and present their calculations. When one group presents, ask other groups to share feedback
- Award and appreciate the group that has tried more complex income tax calculation

Debrief: *10 minutes*

Use reflection and quiz questions given in the handbook to check for understanding

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Share the topic of the next session
- Collect 1-2 most interesting feedback from the students pertaining to today's class.
- Click pictures of their work for documentation



66

Financial Literacy - 21st Century Literacies

Sources of Funds

Sources of Funds

Objective:

Participants will be able to understand various sources of funds and some important government schemes they can avail to start their venture.

Total Time:

90 minutes

Materials Required:

Computer lab with internet connection, White board and marker

Instructor Note:

After getting basic financial literacy, participants will now learn about sources of funds. This session will create a base for the Entrepreneurship module. Encourage participants to keep an eye on the schemes the central or state government starts to encourage entrepreneurship. Ensure that you know the current status of the schemes mentioned in the participant handbook so you can guide the learners correctly. Participants will do the research themselves and the trainer will guide them.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share how they are feeling.
- Recap the previous sessions by asking 1-2 participants to share with the class, what all we have learned?

Opening Activity: Discussion 5 minutes

- Open a discussion by asking students who among them are interested in starting their own business
- Ask students where they can source the funds from
- Get them to a point where they imagine the need of funds for starting their business

Activity: Research- Sources of Funds 20 minutes

- Divide the class in two groups
- Ask group 1 to read and understand all the major sources of funds, and group 2 to read the details of taking loan from bank
- Give them 10 minutes to read these concepts from handbook
- After 10 minutes, involve the entire class in discussion to ensure everyone understands the concepts of loan and other sources of funds

Activity: Research- Government Schemes 45 minutes

- Divide the class in 6 groups
- Ask them to scan the QR code given in their handbook in “Sources of funds” lesson
- When all the groups reach the page, assign them one scheme each
- Ask them to read in detail about those schemes in 15 minutes and then present them in front of other groups
- Each group can spend 3 minutes for sharing information and 2 minutes for answering questions from other groups

The objective is to make the participants understand the current schemes.

Debrief: 5 minutes

- Ask students, “did this session give them more options for availing funds as compared to the options they had before?”
- Ask the key-takeaway from this module.
- Take 4-5 answers.
- Answer their questions, if any
- Encourage them to stay informed about these schemes so they can use them in need

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Share that next time we will continue the same topic
- Collect 1-2 most interesting activity sheets/artefacts from students
- Click pictures of the artefacts for documentation



67

Financial Literacy- 21st Century Literacies

Assessment and Mentorship for Financial Literacy

Assessment and Mentorship for Financial Literacy

Objective:

To assess participants' understanding of financial literacy and to guide them with further tips

Total Time:

90 minutes

Materials Required:

Assessment printout for each student/google form link or any other platform where the assessment has been published (to be decided by programme management team)

Instructor Note:

This assessment and mentorship session will ensure that each student is aligned with the importance and objective of financial literacy. Making it clear that it's not a subject to learn but a skill to practice in day to day life to have a financially secure future. Check with the programme management team whether the assessment will be conducted on paper or online through google form/any mobile app.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- Ask participants to share with each other how they are feeling
- Make everyone feel comfortable

Activity 1: Assessment-Financial Literacy 25 minutes

- Trainer will ask students to take the Financial Literacy assessment
- Explain the assessment format i.e. multiple choice questions are there, they have to mark on the right answer, these questions covers things that they have learned in digital literacy
- Give them clear instructions about timing, how to mark answer
- Tell them that there is no negative marking

Activity 2: Guidance by Trainer 10 minutes

- Ask students to sit in the same groups of buddies that they had created on Day 5
- Give them 5 minutes to share their experience of assessment with each other
- Ask groups to share topics that they need guidance on. Write the topics on the board
- Take the common topics and explain/demonstrate those topics again

Activity 3: Group Mentorship 45 minutes

- Ask each group to come to you one by one for mentorship
- Spend 10 minutes with each group (decide the duration as per the number of groups that have to be done in the given time)
- While one group will come for mentorship, other groups can revisit the concepts in their handbooks to ensure they are ready to move to the next module

This is what the trainer can do in mentorship meeting

- Ask them about their biggest takeaways from Financial literacy module and how they are planning to use the concepts in their life
- Tell them their scores and share your observation for their group, give them tips to become better at it, explain the topics that this group is finding difficult
- Tell them that the financial module has been completed but the practice has to continue. They should use the things they have learned.
- Tell them how financial literacy will help them in their life

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session

Assessment Questions For Students

- Time: 25 minutes
- There is no negative marking
- Each correct answer carries 1 score
- This assessment carries total 25 scores
- To be done individually by each student

1) What is the full form of an ATM?

- a) Any Time Money
- b) Automated Teller Machine

2) Liquidity in terms of banking means?

- a) How easily we get the cash
- b) How easily we get the liquid
- c) How easily we get the loan

3) What is a Passbook?

- a) A rough book given by bank
- b) A book through which we can track our transactions
- c) A pass that allows us to enter the bank

4) Which of the following accounts is also called a deposit account?

- a) Current Account
- b) Savings Account

5) Which account does not give you interest?

- a) Savings Account
- b) Deposit Account
- c) Current Account

6) What is overdraft?

- a) Money paid through draft
- b) Withdrawing more money than available in account
- c) Doing transactions beyond the allowed limit

7) Income - Expense = _____?

- a) Savings
- b) Spending

8) What is the meaning of Capital in Finance?

- a) Equity
- b) Money
- c) Debt

9) A premium can be paid in which of the following options?

- a) Monthly
- b) Quarterly
- c) Annually
- d) All of the above

10) Insurance gives you _____?

- a) Financial Stability
- b) Interest returns
- c) Profit Shares

11) SIP Stands for?

- a) Systematic Insurance Plan
- b) Systematic Implementation Plan
- c) Systematic Investment Plan

12) Is term insurance compulsory insurance?

- a) Yes
- b) No

13) _____ is a compulsory contribution to the government's revenue through income, commodity or business profit.

- a) Bond
- b) Interest
- c) Tax

14) Section 80C gives you a tax benefit on?

- a) Medicine
- b) Income
- c) Investment

15) Section 80E gives you a Tax benefit on _____?

- a) Interest of Education Loan
- b) Principal of House Loan
- c) Interest from Fixed Deposit

16) Individuals & Businesses that help to grow small businesses are called as _____?

- a) Moneylenders
- b) Angel Investors

17) Coir Udyami Yojna aims for?

- a) To set up rice units
- b) To set up coir units
- c) To set up farming business units

18) NABARD is a lending institution major focuses on ?

- a) Rural Area
- b) Urban Area

19) Through Atal Incubation Center, the selected startups get funding from?

- a) Rs. 1 Cr
- b) Rs. 5 Cr
- c) Rs. 10 Cr

20) In which type of loan the person doesn't pay interest for the first 9-15 months?

- a) Term Loan
- b) Line of Credit
- c) Installment Loan

21) The time frame for clearing a Cheque is?

- a) Instant Deposit
- b) 2-3 working days
- c) 10-15 working days

22) In a Cheque, who is supposed to sign under authorised signatory?

- a) Issuer
- b) Receiver
- c) Bank Official

23) What should you do, you fall into the trap of Phishing?

- a) Lodge a police complaint
- b) Leave it as you'll be made fun of

24) A cash deposit slip is divided in how many parts?

- a) One
- b) Four
- c) Three
- d) Two

25) What is the highest percentage (%) of Tax Slab defined by the government?

- a) 20%
- b) 25%
- c) 30%
- d) 35%

Ans: 1-b, 2-a, 3-b, 4-b, 5-c, 6-b, 7-a, 8-b, 9-d, 10-a, 11-c, 12-b, 13-c, 14-c 15-a, 16-b, 17-b 18-a, 19-c, 20-b, 21-c, 22-a, 23-a, 24-d, 25-c



68

Creative Problem Solving- Entrepreneureship

Entrepreneurial Mindset

Entrepreneurial Mindset

Objective:

Participants will be able to understand entrepreneurship, entrepreneur and skills a person needs to become an entrepreneur

Total Time:

90 minutes

Materials Required:

White board, English letters/ alphabets written on post-its or paper slips(5 sets)

Instructor Note:

This session is the beginning of the core entrepreneurship curriculum. The generic skills our participants need to become an entrepreneur have already been covered till here. Now is the time that they understand the concepts related to Entrepreneurship. Read up on what entrepreneurship is and what it means to have an entrepreneurial mindset.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: Discussion 15 minutes

- Open the session with a discussion on what learners understand about entrepreneurship and entrepreneur
- Ask participants to open the activity “Entrepreneur I admire the most” in the “Entrepreneurial mindset” lesson
- Give them 10 minutes to think about their favourite entrepreneur and to write their common habits, skills, characteristics
- Ask 2-3 participants to share what they have written in the handbook
- Make a list of common skills and qualities on the white board
- Tell them that this is the start of the Entrepreneurship module and they will understand the core concepts in the next few days. Announce that they will be doing some tasks everyday in groups to be able to present their business pitch at the end of the module

Concept discussion: 20 minutes

- Divide the class in 6 groups and ask them to open their handbooks
- Give 10 minutes to each group to read and understand the following topics:-
 - Who is an Entrepreneur
 - Myths about entrepreneurs
 - What is Entrepreneurship
 - Entrepreneurial mindset
 - Skills an entrepreneur can learn
 - Managerial vs Entrepreneurial thinking
- After 10 minutes, ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts
- Explain: One of the greatest assets of an entrepreneur is that they think differently. This thinking drives entrepreneurs towards innovation.

Activity 1: Entrepreneur’s Scramble 20 minutes

This exercise is designed to help learners understand the unique “entrepreneurial thinking process”. It is done to make them aware how entrepreneurs think differently from managers, even if both play a leadership role. It introduces the role of uncertainty in the entrepreneurial process.

- Divide learners in 5 groups.
- Pull out one volunteer from each group and give them 10 scrabble letters each
- Tell volunteers, “your task is easy but you do not have a lot of time. You are now the leaders for this task. Your goal is to make the maximum number of words using all the scrabble letters. You have 10 scrabble letters now. Pick an area of the room and start making your words. Others will join you in a bit.”
- Take subsequent volunteers from groups in every one to two minute interval
- Ask them to pick three scrabble letters each and instruct them to join any leader or team who is in the process of making words.
- Every time you send volunteers to a task, tell them, “Your new task is easy but you do not have a lot of time. Join any one of the groups or leaders in the room. You do not have to stay with the team members of your original group. You are given three scrabble letters. Your goal is to make maximum words using all the scrabble letters. Use your own and the letters of the team members that you choose to join to achieve the goal as a team. Have fun!”
- Once all the participants have started playing a scrabble game, allow three to five minutes to complete the task and reach the goal.
- At the end, let the groups present the words they were able to create. Appreciate the group that made maximum words.
- End the activity by asking participants, “How was your experience in doing this exercise?”
- Explain, you experienced what is called “entrepreneurial thinking”. You started with what you had and not with what you needed. You did not exactly know what to do, so you just chose to take action by joining a group and getting to work. You did not start with a plan; rather you went along with things at hand because things kept changing. This change is referred to as uncertainty. As an entrepreneur, the first thing you must understand is that this uncertainty is always there and you have to deal with it. Finally, though you were given a goal, you did not exactly know when your task was finished. If you were given all the letters in a set and all the group members at the beginning, you would have planned for it as a manager.
- In conclusion, managerial thinking is more about linear problem solving but entrepreneurial thinking is about iteration. It is about making improvements as you go.

Project time: 15 minutes

- Tell learners that they have to work on a business plan over the course of the entrepreneurship module and they have to decide the group today
- Give them 5 minutes to form groups of 5
- Give 10 minutes to come up with maximum business ideas they would like to work on. Encourage them to not judge any idea and just discuss and note down maximum ideas as groups.
- Tell them that we will refine these ideas in the following sessions

Closing Activity: 10 minutes

- Ask group members to do a self evaluation keeping the skills that they have read in the handbook
- Let them reflect on their learnings from previous sessions and encourage them to use all the skills they have learned so far

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



Creative Problem Solving- Entrepreneureship

Creative Ideation

Creative Ideation

Objective:

Participants will be able to create new ideas and connect those ideas to problem solving and innovation

Total Time:

90 minutes

Materials Required:

5 Chart Papers

Instructor Note:

After understanding the basics of entrepreneurship, participants will now start giving a formal shape to their wild ideas. This session will focus on refining their ideas.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 100 uses 10 minutes

- Set the Agenda “Today we will have some fun by unleashing our creativity”
- Divide learners in 5 groups
- Let each group use 1 chart paper
- Each group will be assigned an object and together the group has to come up with 100 unconventional uses of the object.
- Some objects that can be assigned are: Ball, Feather, Hanger, Pencil, Paper Clip, Safety Pin, Bulb, Cap
- For example, if the object is a safety pin, then apart from it being used to pin something, think of some other uses of it. Maybe an earring/necklace can be made from many safety pins?

After 10 minutes, end the activity by telling them that no idea is a bad idea and how easy it can be to come up with ideas if we just change our perspective slightly.

Concept discussion: 25 minutes

- Divide the class in three groups and ask them to open their handbooks
- Give 10 minutes to each group to read and understand the following topics:-
 - Sources of ideas
 - Creativity techniques
 - Problem identification
- After 10 minutes, randomly ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts
- Now spend 10 minutes discussing some ideas that became the foundation of some really interesting businesses like Zomato.

Activity 1: Practicing creativity techniques 25 minutes**Brainstorming**

- Divide the class in groups of 5
- Tell them that they have to consider themselves as product development teams
- Tell them, “your task is to develop a solution (product/service) that improves the experience of using any object such as an umbrella, bottle, wallet etc. Follow these steps to do the task. Example- you have picked bag as an object that you want to improve”

Step 0: Understand the Opportunity

Each team member will conduct each other's interviews

Some questions that you can ask during interviewing are "What do you like/dislike about your bag?

Where do you carry your backpack? How do you store things in it? How often do you buy a new one?

What is the most annoying thing that has happened when you were using your bag?

After the interviews, write down the "user needs" that you identified

Step 1: Create the right starting point

Synthesize group discoveries and select one user need, and articulate a problem statement

Step 2: Brainstorm individually and then in groups

Generate as many ideas as possible and write them down

Step 3: Categorize them from most crazy ones to most realistic ones**Step 4: Share the best idea that you and your team like**

Put all the business ideas submitted/shared by learners and write them on a blackboard – Ask learners to vote for the top 2 ideas. Tell them that they have used "brainstorming" as a creativity technique

SCAMPER

- Ask groups to open their handbook and go to the activity "SCAMPER"
- Give them 10 minutes to apply SCAMPER technique on Zomato
- Take a few responses to check that students are using the technique well

Project time: 15 minutes

- Ask participants to sit with their groups as they are going to use 15 minutes to work on their business plan project
- Ask them to take a stock of all the ideas they had come up with yesterday and define them now
- Tell them to frame the problem statement and the business idea

Debrief: 5 minutes

- Ask any one group to come in front and share their problem statement and business idea in front of everyone
- Trainer can use this group's idea as an example to share feedback and suggestions to guide participants

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



70

Creative Problem Solving- Entrepreneureship

Decoding Customers

Decoding Customers

Objective:

Participants will be able to understand and apply the tools to target the right customer

Total Time:

90 minutes

Materials Required:

Whiteboard

Instructor Note:

In the previous sessions, participants have refined a business idea they are working on. This session will make them think about the target customer. They will understand and practice tools and techniques to create a customer persona in the form of an empathy map. Trainer is requested to read about empathy map and customer persona to guide participants

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: Guess the Customer 10 minutes

Write a list of different types of products and services on the board and let participants guess who are the possible customers for it. Some possible products/services:

- Pedigree
- Everest Masala
- Gaana.com
- Monopoly Board Game
- Gillette Razor
- Mc. Donald's Burger

Ask questions so that learners are able to answer the following about the customers they have guessed – Gender, Age, Spending Power, Location, Occupation, Marital Status etc. Tell them the difference between a customer and user.

Concept Discussion: 20 minutes

- Divide the class in 4 groups and ask them to open their handbooks
- Give 10 minutes to each group to read and understand the following topics:-
 - What do you need to learn about your customers?
 - Empathy map
 - Design thinking
 - Conducting surveys or interviews for understanding customer
- After 10 minutes, randomly ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts

Activity 2: Mock Survey and Empathy Mapping 25 minutes

- Tell learners that they will be doing a mock customer survey with each other to test the business idea they had come up with their groups in the previous session
- Ask them to sit in pairs in a way that they are not sitting with the members of their group
- Each partner will get 5 minutes each to interview the other person using the questions from the handbook
- After 10 minutes are over, ask everyone to create an empathy map in their handbooks using the steps mentioned there. Give them 10 minutes for this
- Roam around when students are doing this activity to ensure that they are doing the empathy mapping correctly
- Spend 5 minutes to discuss one example by asking 1 pair to come in front

Project Time: 20 minutes

- Tell participants to sit with business idea groups
- Tell them that now they have to make a plan to find the right customer for the business idea they are working on
- Ask them to create a list of questions for the survey and decide a list of people they know for the survey. Give them 10 minutes to do that
- After 10 minutes, ask all the groups to present their survey questions to another group. This way all the groups will check each other's questions
- Ensure that all the groups have taken feedback from another group
- Trainer can roam around and share his/her suggestions

Closing activity: 5 minutes

- Close the session by asking the groups about their plans for doing customer surveys. Motivate them to learn the most while doing this exercise

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



71

Creative Problem Solving- Entrepreneureship

Business Model

Business Model

Objective:

Participants will be able to understand and create business model

Total Time:

90 minutes

Materials Required:

Whiteboard

Instructor Note:

After framing the business idea and decoding the target customer, participants will now work on their business model. This session will help them understand the components of a business model and will give them practice time to use the learned concepts. Trainer should read up about “Business Model Canvas” & Revenue Models/Streams:

<https://strategyzer.com/books/business-model-generation>

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: Business Model 15 minutes

- Write examples of some companies and ask learners “How do these businesses earn money?”.
- Let participants use internet if they don't know about these companies' business models
- Some possible examples:
 - Saavn
 - Ola
 - Zoom (Video Conferencing)
 - Boeing
 - YouTube
 - Keventers

Concept Discussion: 20 minutes

- Divide the class in 9 groups and ask them to open their handbooks
- Involve them in a discussion by checking their understanding of business model
- Give 10 minutes to each group to read and understand 9 parts of Business Model Canvas. Each group will get to read and understand 1 part each
- After 10 minutes, ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts
- Explain: One of the greatest assets of an entrepreneur is that they think differently. This thinking drives entrepreneurs towards innovation.

Activity: Business Model 25 minutes

- Draw the Business Model canvas format on the whiteboard
- Tell the participants that they have to remain in the same 9 groups
- Tell the participants, “Before we go to use the business model canvas for our business ideas, let us try to handle a challenge. I am one of the founders of Flyrobe, an online rental service of designer clothes. I want to be a service that runs across India, such that my customers rent clothes only from me. I am trying to figure out my business model and you are my team members. So now, I need your help. You have already understood the parts of the business model canvas in detail, now you have to define the assigned part of the canvas for me.”
 - You have 10 minutes for the exercise.
 - You may also choose to interact with any of the teams working on other components to get more ideas.
 - After ten minutes, each team has to come and present the answers they came up with for their component
 - Feel free to ask me if you have any questions or doubts.”
- Give real time feedback to participants to ensure that they are doing the exercise correctly

Project Time *15 minutes*

- Tell participants to sit with their “business idea” groups
- Give them 10 minutes to decide 9 components of business model for the business idea they are working on
- After 10 minutes, ask them to present their canvas to other groups to get feedback and suggestions from each other

Closing activity: *5 minutes*

- Ask any one group to come in front and share their business model in front of everyone
- Trainer can use this group’s business model as an example to share feedback and suggestions to guide participants

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



72

Creative Problem Solving- Entrepreneureship

Tools for Prototyping

Tools for Prototyping

Objective:

Participants will be able to give a visual shape to their ideas with the help of prototyping

Total Time:

90 minutes

Materials Required:

Chart Paper or A4 size sheets equal to the number of groups.

Optional material- thread, thermocol, cardboard, craft knife, scissors, tape, colours, pencil/pen etc.

Instructor Note:

Prototyping is an interesting way to get the sample solution created and tested. While participants will learn the concepts related to Prototyping, the trainer should also be able to guide and help them create/ plan prototyping for their business ideas. Based on the business ideas the teams are working on, the trainer needs to think how each team's business idea can be prototyped (physical vs. digital prototype? – recommend tools for each idea)

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

- Pose these questions-
 - How can you show the working of a non-existent product without spending a lot of time, money and effort?
 - If a business has to showcase their business solution to someone before manufacturing the product or before delivering the service, how would they do that "
- Involve everyone in the discussion and let participants come up with examples of companies and their prototypes

Concept Discussion: 25 minutes

Explain, "Imagine you have finalised your product or service and you are ready with your business plan. Now, you are thinking of pitching your idea, showing your product and discussing your plan with investors to get funding. The investor asks you a question. "How can you say your product or service will succeed?" Here is where the concept of rapid prototyping comes in."

- Divide the class in three groups and ask them to open their handbooks
- Give 15 minutes to each group to read and understand the following topics:-
 - Prototyping and its types
 - Physical and Digital Prototyping
 - Prototype testing
- After 10 minutes, randomly ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts

Project time: Build Your Prototype 35 minutes

- Let participants sit with their business idea groups
- Then give them 10 minutes to actually think about the ideal way to prototype their business idea. For example- What will your website/ app/ garment/ brochure/ menu/ machine etc. look like? The role of instructor is to guide students on how any business can be prototyped. The instructor must be ready with a list of tools/materials that each project team can use to prototype their business idea.
- Give them 20 minutes to create the prototype. They can use any tool available in the class. They can draw their business/product/service idea on a chart paper using pen/pencil/colors etc. Roam around to check groups' work and to guide them.
- Some groups will need more time to create the prototype. Ensure that they atleast finalise their action plan and continue creating the prototype after the session

Closing Activity: *10 minutes*

- Ask any one group to come in front and share their prototype in front of everyone
- Trainer can use this group's prototype as an example to share feedback and suggestions to guide participants

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation

73

Creative Problem Solving- Entrepreneureship

Cost Structure

Cost Structure

Objective:

Learn to calculate the costs required to start a venture

Total Time:

90 minutes

Materials Required:

Print Out of Costing Sheet

Instructor Note:

- Read on basics of costing/pro-forma income statement

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 5 minutes

Introduce the session with the next challenge “How might we evaluate the financial feasibility of our business solution?” Revise the “Entrepreneurial Process” and ask students to reflect on the stage they are at in the process for their business ideas. Emphasise on how it is time to start thinking about the monetary part of their business now. Pose a question “What are some questions you would ask regarding the finances when you are starting a business?”

Key Responses:

- What is the price of all the services or products your business plans to offer?
- How much money are you going to need to start and run the business?
- How will you source the money you need to start the business?
- How much money will you make from the business?
- How much time will it take for your business to become profitable?

Concept Discussion: 20 minutes

- Divide the class in 4 groups and ask them to open their handbooks
- Give 15 minutes to each group to read and understand the following topics:-
 - Startup cost, operational cost, cost vs. expenses
 - How to calculate cost using costing sheet
 - How to prepare income statement
 - How to prepare cash flow projection
- After 15 minutes, randomly ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concepts

Activity 1: Savitha Sari Shop 20 minutes

- Divide participants in 2 groups
- Ask everyone to read the case of “Savitha Sari Shop” in the handbook
- Ask all the participants in group 1 to fill Income Statement
- and group 2 participants to fill cash flow projection sheet in their own handbooks
- Give them 10-15 minutes to do that
- Then ask all the group members to match their statements
- Explain the right way of doing it

Project Time: 25 minutes

- Ask participants to sit with their groups as they are going to use 15 minutes to work on their business plan project
- Ask them to costing sheet, income statement and cash flow projection for their business idea

Debrief: 10 minutes

- Ask any one group to come in front and share their statements and projections in front of everyone
- Trainer can use this group's work as an example to share feedback and suggestions to guide participants

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



74

Creative Problem Solving- Entrepreneureship

Creative Marketing

Creative Marketing

Objective:

Participants will be able to understand and apply marketing strategies for business development

Total Time:

90 minutes

Materials Required:

Whiteboard

Instructor Note:

This session will make participants think about the communication and marketing part of their business idea. Trainer needs to help participants understand and apply the concepts. Trainer should be aware of current marketing trends and examples to share with participants.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: TV Ads That Stick 5 minutes

- Pose a question “Which old Tv Ad do you remember the most? Why?”
- Give examples – Fevicol, Vicco, Dairy Milk, Asian Paints etc.
- Explain, “those TV Ads connected with you well that’s why you still remember them. Today we are going to understand marketing as a broader concept”

Concept Discussion: 15 minutes

- Divide the class in 5 groups and ask them to open their handbooks
- Give 10 minutes to each group to read and understand the following topics:-
 - Marketing and its purpose, Marketing vs Advertising
 - Inbound and Outbound marketing
 - 4 Ps of Marketing
 - Marketing funnel
 - Digital marketing and its types
- After 10 minutes, randomly ask group members to share their learnings
- Involve everyone in the discussion to ensure that all the participants understand all the concept

Activity: Marketing Plan 15 minutes

- Give “imaginary” Rupees 1000 Budget to all business idea teams and ask them to create a social media advertising plan for a week’s time. Give them 10 minutes to make plan
- Take few responses after 10 minutes and give your suggestions

Project Time: 35 minutes

- Ask groups to fill the “Marketing Mix” table in their handbooks for their business in 10 minutes. They have to do this activity in group
- Then give them 20 minutes to create and share a post about their business project on LinkedIn along with a creative/ video
- Check that every group has created and shared the post

Closing: 10 minutes

- Ask any one group to come in front and share their marketing plan, marketing mix and social media post in front of everyone
- Trainer can use this group’s work as an example to share feedback and suggestions to guide participants or 3 groups can present 1 part each (marketing plan, marketing mix and linkedin post)

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



75

Creative Problem Solving- Entrepreneureship

Pricing & Funding

Pricing & Funding

Objective:

Participants will be able to understand and apply different pricing strategies to set competitive prices

Total Time:

90 minutes

Instructor Note:

Setting the right price using the right strategy is an important part of overall marketing and product positioning. This session will make learners understand these strategies with the help of real examples and will allow them time to decide a strategy for their own business plan.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 5 minutes

- Ask participants, “give some names of products that launch on a higher price and then their price reduced after a some time”
- Take few responses
- And now ask, “what are some products that launched on a lower price but then their price was increased”
- Take examples of different brands that show different pricing strategies like and explain the logic behind these pricing strategies

Examples:

Pepsi vs. coke; Uber/Ola; Reliance Jio; Tata Sky; Video Games; Saavn; Central; Indigo Airlines, Apple

Concept discussion: 10 minutes

- Divide the class in pairs and ask them to open their handbooks
- Assign the following topics to pairs and ask them to read and understand these topics from their handbook in 5 minutes-

Penetration pricing

Cost based pricing

Skimming pricing

Variable pricing

- Ask representatives from each group to come in front and present what they have understood
- Ensure that all the participants have understood the pricing strategies

Project Time: 20 minutes

- Ask participants, “How will you price your product/service and why?”
- Ask them to sit with their business idea group and decide the pricing strategy. Give them 10 minutes for this
- After 10 minutes, ask each group to come and present their strategy
- Other groups and trainer can give suggestions

Concept discussion: 20 minutes

- Tell students that they had already understood the sources of funds in the Financial Literacy module. They should now think about generating funds for their startup.
- Divide the class in 5 groups and ask them to read and understand these topics from their handbook in 10 minutes-
- Equity financing and its types
- Stages of equity financing for startups
- Key sources of equity financing
- How does valuation work
- Debt financing
- Ask representatives from each group to come in front and present what they have understood
- Ensure that all the participants have understood all these concepts

Project Time: 20 minutes

- Ask participants, “if you are going to start your business based on the idea you are working on as a group, how will you get funding?”
- Ask them to sit with their business idea group and decide the strategy. Give them 10 minutes for this
- After 10 minutes, ask each group to come and present their strategy
- Other groups and trainer can give suggestions

Debrief: 5 minutes

- Encourage groups to reflect on these learnings, think about the feasibility of ideas they have decided for pricing and funding of their ideas
- Ask them to read more and do research using internet to see how startups are raising funds

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



76

Creative Problem Solving- Entrepreneureship

Pitch Prep

Pitch Prep

Objective:

Participants will be able to understand and use the best way of presenting their business idea

Total Time:

90 minutes

Materials Required:

Laptop/audio/projector set up, internet, computer lab

Instructor Note:

This is the final preparation day when participants will summarise everything they have learned in the entrepreneurship module. They will be able to plan their business idea pitch in the most effective way. Make this session flexible as per participants' needs. The outcome should be met i.e. groups should be ready with their pitch.

Here are some useful links trainers can refer to:-

- <https://www.youtube.com/watch?v=Q-DmBBDREC8&t=17s>
- <https://www.kickstarter.com/projects/peak-design/capture-camera-clip-system>
- https://www.ted.com/talks/david_s_rose_on_pitching_to_vcs
- <https://www.gsb.stanford.edu/insights/10-steps-perfect-your-startup-pitch>
- <https://www.youtube.com/watch?v=08mCf9G9xBU>
- <https://www.youtube.com/watch?v=XvxtC60V6kc>

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling.
- Recap the previous session by asking 1-2 participants to share with the class, what they learnt and did in the previous session

Opening Activity: 10 minutes

Play a video of a good pitch - <https://www.youtube.com/watch?v=D1GTnaFA5gw>

Pose a question to learners: what did you notice?

Let them express their thoughts and move to the concept discussion part.

If the projector is not available, use these 10 minutes to ask participants, "If you have rupees 10 lakh and you want to invest this amount in a startup, what will you look for in a pitch?"

Concept Discussion: 15 minutes

- Divide participants in 3 groups
- Give 10 minutes to groups to read and understand the following concepts. Assign one topic each:-
 - What is a pitch
 - Elements of a pitch
 - Do's and Don'ts for pitch
- Randomly ask any participant from the groups to explain what they have understood
- Involve everyone in the discussion and ensure that each participant has understood the right way of pitching the business idea

Project Time: 50 minutes

- Tell participants that they are getting 50 minutes to plan and prepare their elevator pitch. Announce the venue, time, duration of pitch day.
- Decide the pitch duration in a way that each group gets at least 10 and maximum 20 minutes for the pitch. Let the groups know the time slot they have to prepare for.
- Give them access to a computer lab. Allow them to go to a different place if they want to. Give them flexibility to use these 50 minutes however they want
- Trainer has to give attention to all the groups to help them prepare the best presentation

Closing/Debrief: 5 minutes

- Encourage participants to practice the presentation after the session and give their best on the pitch day.
- Inform them that there may be some external guests on the pitch day.

Closing Protocol: *5 minutes*

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



77

Creative Problem Solving- Entrepreneureship

Pitch Day

Pitch Day

Objective:

Participants will be able to present their business idea in a formal setting

Total Time:

90 Minutes

Instructor Note:

After all the hard work in the entrepreneurship module, participants will now present their business plans. Before the session begins, give them all the support and guidance that they need, help them recall all the best practices they have learned over the course. It's suggested to invite all the stakeholders (college principal, teachers, nodal officers etc.) so they can see their students presenting in a formal manner. Recommended to have another external person as a judge for the pitch day. This will also make this pitching experience formal for participants.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling

Project execution: 75 minutes

- Groups will start executing the presentation as per the plan
- Trainer will be the moderator to welcome the team and thanking them after their presentation gets over
- It's important to keep a track of the time
- After each presentation, there should be enough time for the panel to ask questions
- Trainer will observe and take notes using the handout and feedback will be shared the next day

Closing Protocol: 5 minutes

- Thank the participants for their time.
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation

Scoring sheet:

Use this table to record the scores and feedback for other teams that are presenting their business pitch.

Team Name	The Hook	The Idea	The Prototype	The Revenue Model	Presentation & Communication Skills	Total	Remarks and Suggestions

Rating scale:

Accomplished satisfactorily: 4

Need some improvement: 3

Need major improvement: 2

Unsatisfactory performance: 1

Tips to Give Feedback:

- Follow “Continue, start, stop” – Begin with positive feedback and then move to negative criticism and then again end with positive feedback
- Motivate and appreciate the effort
- Close the loop with what learners can do as next steps for their idea
- Send a detailed feedback email to all teams



78

Creative Problem Solving- Entrepreneureship

Feedback and Mentorship for Entrepreneureship Module

Feedback and Mentorship for Entrepreneurship Module

Objective:

Participants will receive feedback and tips for improvement based on their performance in the Entrepreneurship module

Total Time:

90 minutes

Materials Required:

Scoring sheets that were filled by the trainers and guests on the execution day

Instructor Note:

After observing students on the presentation day, the trainer can use today's session to help them know how they performed and what can be done better next time. Read the remarks and scoring sheets and make the feedback notes ready.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- In pairs, ask participants to share with each other how they are feeling

Activity 1 80 minutes

- Trainer will make group calls (ideally video calls) or will meet in person to share feedback.
- The call should start with ensuring that the students are mentally ready to accept feedback.
- Trainer should first ask students for their feedback for their own performance
- After self feedback by students, the trainer should share his/her own feedback as well as the remarks from the audience. The feedback should be followed by improvement tips and action plans.
- Spend 10 minutes with each group
- Encourage them to ask questions, if they have any
- Ensure that students are leaving with pride, open mindset and will to do even better
- Encourage participants to use their learnings from the programme and achieve the outcome of either an employment opportunity or entrepreneurship in real life

Closing Protocol: 5 minutes

- Thank the participants for their time
- Announce the next time you will be visiting them
- Share the topic of the next session
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the artefacts for documentation



79

Closing

Closing

Objective:

Participants will be able to summarise their learnings from the programme

Total Time:

90 minutes

Materials Required:

8 chart papers, few sketchpens

Instructor Note:

Like debriefing each activity, session and module, it's important to conclude the entire programme so students can reflect on their learnings and can end the journey on a positive note. Ideally all the stakeholders who were involved in the programme should attend the closing session, invitation should be sent to everyone in advance.

Opening Protocol: 5 minutes

- Greet the participants
- Take attendance
- Ask participants to share with each other how they are feeling.

Activity 1: Letter to self 20 minutes

- Tell students that we will do a self-reflection activity
- Students have 15 minutes to write a letter to self giving answers to the following questions-
 - 5 things I learned in this programme
 - What did I like the most about the sessions
 - What is my next step/ action plan after attending this programme
- After 15 minutes, students can take 5 minutes to read that letter and refresh their memory

Activity 2: Sharing journey 35 minutes

- Trainer will divide students in 5 groups
- All the groups will take 15 minutes to share their learnings, experiences of the programme with each other, and to describe their feelings on a chart paper in form of a drawing
- Each group will come in front with their chart and they will all take 3-4 minutes to explain their drawing i.e. what they are feeling at the end of the programme

Activity 3: Message for stakeholders 10 minutes

- Trainer will paste 3 charts on 3 different walls of the classroom. The charts will be titled- "Message For Trainer", "My biggest learning", "Message for my batch mates"
- Students will get 10 minutes to roam around the class and write on the chart papers taking lesser space

Closing/Debrief: 15 minutes

- Trainer will share his/her message that should be full of encouragement and gratitude for students.
- If there are guests in the class (teachers/principal from college or nodal officer etc.), they should also say few words to encourage students
- Students and trainers can click pictures.

Closing Protocol: 5 minutes

- Thank the participants for their time.
- Be available to talk to them for 5 minutes.



**SUSTAINABLE
DEVELOPMENT GOALS**

United Nations Development
Programme (UNDP)
Post Box #3059, 55 Lodhi Estate
New Delhi - 110003, India
Tel: +91-11-46532333
Fax: +91-11-24627612
Email: info.in@undp.org
Website: <http://www.in.undp.org>