

# Kushal Yuva Program: Manual for Learning Facilitators

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2017-2018



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## Section 1: KYP Academics

### BS-CLS and BS-CSS

#### 1 Objectives of Syllabus

Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center has concluded that **85%** of job success comes from having well-developed **soft skills and people skills**, and only **15%** of job success comes from technical skills and knowledge (**hard**) skills.  
(Ref. <http://www.nationalsoftskills.org/research-publications>)

In view of this, syllabus and learning experiences of learning and assessment process have been framed with a goal to ensure learner's attainment of Hindi and English Language Skills, Soft Skills including Communication Skills at the globally accepted beginner/basic level.

Development of Language Skills – Hindi and English, is the focus of the course. Further the 'Job Success' indicates not just success in job retention, but the success in job acquisition at the first place. Job readiness is the first step towards job acquisition. Hence, the courses aims at ensuring **job readiness or workplace readiness** of the learner.

Following objectives of the syllabus are set:

- a. To make the learner proficient in Hindi and English Language at a basic level as per the globally accepted standards.
- b. To help the learner internalize soft skills necessary for job success with an exposure to verbal, non-verbal and written communication in various contextual situations in daily life with continuous practice and drills through eLearning for ensuring accuracy.
- c. To offer an exposure to soft skills and communication skills in job / workplace situations involving thought provoking exercises with a continuous practice through eLearning so as to make him/her job ready and attain job success eventually.

#### 2 Strategies

##### 2.1 Hindi and English Language Skills

There has been a lot of research done at the international level in second language acquisition strategies for English language.

##### 2.1.1 Normal Phenomena in Second Language Acquisition

In one of the researches various normal phenomena of second language acquisition are mentioned including:

**Interference:** It means a person may make an English error due to the direct influence of his/her mother tongue. This is a normal phenomenon-a sign of a language difference, not a language disorder.

**Silent Period:** It means when a person is first exposed to a second language, frequently s/he focuses on listening and comprehension. They are often very quiet, speaking little as they focus more on understanding the new language. Adults may remain in the silent period for a few weeks or a few months.

**Code Switching:** This involves changing languages over phrases or sentences.

**Language Loss:** As people learn English, they lose skills and fluency in first language if it is not reinforced and maintained. This is called *subtractive bilingualism*. Ideally, a person should experience *additive bilingualism*, where s/he learns English while the first language and culture are maintained and reinforced.

(Ref. <http://www.asha.org/public/speech/development/easl/>)

### 2.1.2 Meaning to structures:

While one attempts second language acquisition, it is observed that 'one goes for meaning first, and as a result, one acquires structure'. (Ref: *Principles and Practice in Second Language Acquisition*, Stephen D Krashen, University of Southern California)

### 2.1.3 Words to phrases and phrases to sentences:

Further, the structure is to be unfolded progressively, i.e. from simple to complex. This means that first simple words are to be introduced, followed by a group of words or phrases and then the sentences.

### 2.1.4 Constructive approach for language acquisition for ensuring continuity of practice:

The process of second language acquisition has to be necessarily a learning process leading to continuous quest to upgrade proficiency of the second language. It is, therefore, required to ensure that the person has to be involved actively in language acquisition by using various tools and techniques to enable him/her have a continuity of practice for life long.

### 2.1.5 Skill based mastery and levels:

Language acquisition involves various skills: Listening (with clear understanding of the meaning and making sense out of it), Speaking, Conversation, Reading, Writing and Grammar. (L,S,C,R,W,G) Grammar i.e. the language structure is applicable for all other skills. Referring to the phenomena of first language acquisition, wherein a child first listens to the language and starts comprehending the meaning by establishing correlation between the visual and the sound / audio. Exposure to first order symbols in form of images/ pictures helps attainment of Listening and Speaking skills (e.g. showing the picture of an Apple and associating a spoken word 'Apple' with the picture). Introduction of second order symbols in form of alphabets, numerals, etc. leads to skill of reading and writing (e.g. A for Apple). Hence, a progressive approach is helpful for second language acquisition. For example, progression of skills like L, L+S L+S+R, L+S+R+C, L+S+C+R+W.

### 2.1.6 Use of Technology:

State of the art tools are introduced in the flow of interactivities that ensure continuity of practice. Tools introduced are as follows: Dictionary, Thesaurus, Apps, Google Translate, Voice Note, other Artificial Intelligence (AI) based tools for speech to text, text to speech, etc.

## 2.2 Soft Skills

Further, there has been a lot of research done at the international level in internalization of soft skills including communication skills. Lot of emphasis has been given on self-actualization and self-development skills. Being sensitive to oneself, others, society and the nature is found to be the core competency in attaining soft skills.

In view of this, following strategies are adopted in designing syllabus of soft skills including communication skills:

- i. Exposure to various situations from personal, professional and social life of an individual demonstrating use of soft skills as against lack of them.

- ii. Detailed analysis of situations so as to help learner relate to his/her own personal /professional /social life
- iii. Emphasis on being sensitive towards self, others, society and nature
- iv. Emphasis on workplace situations for fresher
- v. Focus on activities to help learners internalize and practice communication skills and soft skills

### 3 Parity with International Standards

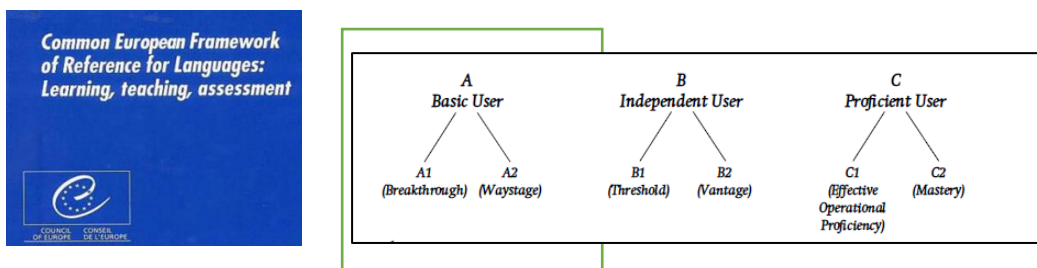
#### 3.1 English Language Skills

Following standards at international level are referred for designing the curriculum.

Compliance is established with Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR standard) – Level A1 and A2.



Curriculum for English Language Skills complies with CEFR standards – Level A1 and A2.



#### 3.2 Soft Skills

Curriculum for Soft Skills is at par with following national and international standards for Soft Skills and Life Skills.

- National Skills Qualification Framework: Employability and Entrepreneurship: MODULAR EMPLOYABLE SKILLS (MES) / SKILL DEVELOPMENT INITIATIVE SCHEME (SDIS) Skills"
- Workplace Employability Skills (ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA)
- City & Guilds: Skills for Work and Life
- European Qualification Framework

## 4 List of Skills / Competencies in Syllabus

### 4.1 Hindi and English Language Skills

Following skills are covered in the syllabus:

- Listening, Speaking, Conversing, Reading, Writing

Skill	Sub-skills
Listening (L)	<ul style="list-style-type: none"><li>• Concentration</li><li>• Interest in the topic</li><li>• Meaning and concept understanding</li><li>• Sense making</li><li>• Understanding</li><li>• Memorization and recall</li></ul>
Speaking (S)	<ul style="list-style-type: none"><li>• Pronunciation</li><li>• Fluency</li><li>• Speed</li><li>• Intonation</li><li>• Clarity</li><li>• Sentence construction</li></ul>
Conversing (C )	<ul style="list-style-type: none"><li>• Active Listening</li><li>• Responding</li></ul>
Reading (R )	<ul style="list-style-type: none"><li>• Concentration</li><li>• Meaning and concept understanding</li><li>• Follow up reading</li><li>• Loud reading</li><li>• Silent reading</li></ul>
Writing (W)	<ul style="list-style-type: none"><li>• Understanding and clarity</li><li>• Layout</li><li>• Planning according to meaning</li><li>• Use of language appropriate to content</li><li>• Note making</li></ul>



#### 4.1.1 English Language Competency levels: A1 and A2

Skill		A1 Level	A2 Level
	Listening	<ol style="list-style-type: none"> <li>1. I can understand familiar words when my family and common people speak.</li> <li>2. I can use very basic phrases concerning myself, my family when people speak slowly and clearly.</li> <li>3. I can understand simple conversation over phone.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>2. I can catch the main point in short, clear, simple messages and announcements.</li> <li>3. I can identify topics of TV programs, especially if helped by visual clues.</li> </ol>
	Reading	<ol style="list-style-type: none"> <li>1. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can read very short, simple texts.</li> <li>2. I can understand short simple personal letters.</li> <li>3. I can extract basic information from newspaper, magazines etc.</li> </ol>
	Spoken Interaction	<ol style="list-style-type: none"> <li>1. I can ask and answer simple questions on very familiar topics.</li> <li>2. I can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> </ol>
	Spoken Production	<ol style="list-style-type: none"> <li>1. I can use simple phrases and sentences to describe where I live and people I know.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use a series of phrases and sentences to describe my family.</li> <li>2. I can use a series of phrases and sentences to describe other people.</li> <li>3. I can use a series of sentences to describe my educational background and my present or most recent job.</li> </ol>

#### 4.1.2 Level wise syllabus

Level	Competencies	Context Topics *	Skills		Vocabulary (No. of words)  (Words, Prepositions, Verbs)
			Grammar Elements	Tenses	
1.	L	1) Home and surrounding 2) Food	Verbs - Auxiliary & Action with Prepositions & Nouns and Demonstrative Determiners like This, That	Present Simple & Continuous Tense	69
2.	L+ S	1) Home and surrounding 2) Food	Verbs - Auxiliary & Action with Prepositions & Nouns and Demonstrative Determiners like This, That	Present Simple & Continuous Tense	67
3.	L+ S	1) Greetings- Routine, seasonal 2) Requests	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like This, That	Present Simple & Continuous Tense	52
4.	L+ S	1) Health/Healthy Habits 2) Dressing/clothing	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like This, That	Present Simple & Continuous Tense	64
5.	L+ S	1) Health/Healthy Habits 2) Farms/Farmers	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like This, That	Present Simple & Continuous Tense	61
6.	L+ S	1) Garden 2) Farms/Farmers	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like This, That	Present Simple & Continuous Tense	56

7.	L+ S	1) Occupations 2) Animals –Birds	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like This, That	Present Perfect Tense	48
8.	L+ S	1) Occupations 2) Animals –Birds	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like Here/There, These/Those	Present Perfect Tense	70
9.	L+ S	1) Travelling/Transportations 2) Directions and addresses	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like Here/There, These/Those	Present Perfect Tense	61
		Practice, Recap and Exploration			
10.	L+ S	1) Travelling/Transportations 2) Directions and addresses	Verbs - Auxiliary & Action with Prepositions & Pronouns and Demonstrative Determiners like Here/There, These/Those	Present Perfect Tense	61
11.	L+R+S	1) Family/Relatives/ Neighbors 2) Personal information	Articles & Nouns (Countable- Plurals) AND Apostrophe There-Their- They're Conjunctions - with Hyphen & Dash	Present Perfect Continuous Tense	68
12.	L+R+S	1) Telling time 2) Games and sports	Conjunctions + me, him, her, us	Past Simple	57
13.	L+R+S	1) Friends 2) Home town	WH-Interrogative with WORDS that are Both Nouns & Verbs + mine, yours, his, hers, ours, theirs	Past Simple	53
14.	L+R+S+C	1) Describing people/places 2) Personal information	WH-Interrogative with Articles+ nouns (Uncountable) with Hyphen & Dash	Past Continuous	60
15.	L+R+S+C	1) Describing people/places 2) Hobbies	WH-Interrogative with	Past Continuous	63

			Articles+ nouns (Uncountable) with Hyphen & Dash		
16.	L+R+S+C	1) Accommodation 2) Science/Technology	Concrete & Abstract Nouns with Conjunctions Collective Nouns with Conjunctions	Past Perfect	68
17.	L+R+S+C	1) Home town 2) Safety	Proper Nouns & Possessives & Modal Verbs (Can, could) Nouns & Adjectives Homophones	Past Perfect Continuous	52
18.	L+R+S+C	1) Dreams 2) Future plans/Savings	Nouns & Adjectives & Modal Verbs (May, Might) Nouns+ Adjectives & Modal Verbs (Should, ought to)	Future Simple	60
19.	L+R+S+C	1) Dreams 2) Future plans/Savings	Nouns & Adjectives & Modal Verbs (May, Might) Nouns+ Adjectives & Modal Verbs (Should, ought to)	Future Simple	64
		Practice, Recap and Exploration			
20.	L+R+S+C	1) Numbers/Prices 2) Computers	Verbs & Adverbs & Modal Verbs (Shall, Used to)	Future Continuous	50
21.	L+R+S+C	1) Giving gifts 2) Telling time	Verbs & Adverbs	Future Perfect	51
22.	L+R+S+C	1) Hobbies 2) Numbers/Prices	Gerunds+ Participles+ Infinitive With Phrasal Verbs 1	Future Perfect	55
23.	L+R+S+C	1) Education/Schooling 2) Friends	Nouns+ Adjectives with Much-Many	Future Perfect Continuous	56
24.	L+R+S+C	1) Education/Schooling 2) Work and jobs	Nouns+ Adjectives with Much-Many	Future Perfect Continuous	44

25.	L+R+S+C	1) Competitions 2) Public services: Bank, Post office etc.	Types of Sentences - Positive to Negative & Question tags Types of Sentences - Imperative & Exclamatory	Future Perfect Continuous	58
26.	L+R+S+C	1) Competitions 2) Public services: Bank, Post office etc.	Types of Sentences - Positive to Negative & Question tags Types of Sentences - Imperative & Exclamatory	Future Perfect Continuous	47
27.	L+R+S+C	1) City /Village life 2) Shops/ Market places	Punctuation & Interjections With Phrasal Verbs Gerunds+ Participles+ Infinitive		54
28.	L+R+S+C	1) City /Village life 2) Shops/ Market places	Punctuation & Interjections With Phrasal Verbs Gerunds+ Participles+ Infinitive		53
29.	L+R+S+C	1) Holidays/Picnics 2) Family traditions/Festivals	Types of Sentences - Positive to Negative & Question tags Types of Sentences - Assertive & Interrogative		49
		Practice, Recap and Exploration			
30.	L+R+S+C	1) Holidays/Picnics 2) Family traditions/Festivals	Types of Sentences - Positive to Negative & Question tags Types of Sentences - Assertive & Interrogative		44
31.	L+R+S+C	1) Safety 2) Nationalities/Countries	Either-or, Neither-nor With Phrasal Verbs		66
32.	L+R+S+C	1) Natural disasters 2) Meetings /Presentations	Prefix & Suffix & Phrasal Verbs		56
33.	L+R+S+C	1) Environment 2) Weather/Seasons	Possessives & WH-Interrogative with Conjunctions Verbs & Adverbs with Compound Words		55

34.	L+R+S+C	1) Environment 2) Weather/Seasons	Possessives & WH-Interrogative with Conjunctions Verbs & Adverbs with Compound Words		61
35.	L+R+S+C	1) Television/Films 2) Social media	Conditional (Zero & First) Phrases with Synonyms-Antonyms		70
36.	L+R+S+C	1) Television/Films 2) Social media	Conditional (Zero & First) Phrases with Synonyms-Antonyms		65
37.	L+R+W+S+C	1) Remembering past 2) Current Affairs	Phrases with So-such		72
38.	L+R+W+S+C	1) Remembering past 2) Current Affairs	Phrases with So-such		70
39.	L+R+W+S+C	1) Nationalities/Countries 2) Soldiers/Army	Conditional (First & Second) Prefix-Suffix		68
		Practice, Recap and Exploration			
40.	L+R+W+S+C	1) Work and jobs 2) Natural disasters	Direct - Indirect Speech with Hyphen & Dash		62
41.	L+R+W+S+C	1) Office/workplace 2) Workplace ethics	Direct - Indirect Speech Subjunctive		46
42.	L+R+W+S+C	1) Office/workplace 2) Workplace ethics	Direct - Indirect Speech Subjunctive		65
43.	L+R+W+S+C	1) Meetings /Presentations 2) Accommodation	Comparatives and Superlatives		55
44.	L+R+W+S+C	1) Computers 2) Soldiers/Army	Active-passive voice (Transitive- Intransitive Verbs)		55

45.	L+R+W+S+C	1) Science/Technology 2) Giving gifts	Active-passive voice (Transitive- Intransitive Verbs)		60
					Total 2641*
This is approximate no. of words and it may increase.					
<p>Note:</p> <p>Ideally for an average learner, it is expected that one level be completed in one day. Hence minimum 45 sessions are to be consumed for 45 levels. Additional 15 sessions are planned as recap and practice sessions.</p>					

## 4.2 Soft Skills

Following soft skills necessary for job success are included in the syllabus:

Soft Skills	
1.	Psychology of Success
2.	Self-Awareness
3.	Goals and Obstacles
4.	Self Esteem
5.	Positive Thinking
6.	Self-Discipline
7.	Self-Motivation
8.	Managing Your Resources
9.	Communication and Relationships

### 4.2.1 I statements on Soft Skills

1.	I will be proud of my strengths and will always put them to use
2.	I will never allow negativity to get the better of me
3.	I will not let my anger take the better of me
4.	I will always strive to better my performance
5.	I know being organized saves time
6.	I will be careful of what I say
7.	I will be conscious of positive body language
8.	I will always listen with attention
9.	I will always be keen to find solutions to issues
10.	I will try to identify the real problem
11.	I know even if I am right I need not say so if it builds friendship
12.	I will never compromise on values and will be assertive
13.	I will prepare for my presentation
14.	I will never take opportunities to present casually
15.	I will be conscious of presentation, clothes, make up and body language
16.	I will make an effort to know more about the audience
17.	I will ensure my content is in keeping with the subject
18.	I will be well versed with the technology to be used
19.	I will practice my delivery till I am confident



20.	I will ensure all my submissions are presentable
21.	I will not shy away from presenting my ideas
22.	I can keep time
23.	I can make check lists
24.	I understand purpose of check/to-do list
25.	I can prioritize
26.	I will set realistic goals for myself
27.	I will set goals for self-improvement
28.	I will keep sight of current opportunities for current goals
29.	I will not let changes disturb me
30.	I will take decisions considering current affairs at home, and work place
31.	I will take responsibility of my goals and never blame anybody else for non-achievement
32.	I will be open to change
33.	I will treat my organizational ego above my own ego
34.	I will try to read between the lines of what is said
35.	I will always be willing to hear different opinions
36.	I will not be stressed when my views are not accepted
37.	I will value team decisions
38.	I will follow the leader and give the project my best
39.	I will look beyond looks and colour and gender
40.	I will always treat all genders as equal
41.	I will be conscious of quality in my work
42.	I like being disciplined
43.	I will follow team rules
44.	I will build team ego and let go of my ego
45.	I will develop the skill to listen
46.	I will try to understand what the real issue is
47.	I will not carry pre conceived ideas before listening
48.	I will control my temper
49.	I will not be adamant
50.	I will be open to options for resolution
51.	I will try to find solutions quickly
52.	I will develop skills to convince
53.	I believe sorrow is temporary
54.	I understand that being untruthful can cost stress
55.	I will not ignore illness but will take medicine when necessary
56.	I will develop hobbies

57.	I will share my thoughts with family and friends
58.	I will develop comradeship
59.	I will always remember health is wealth
60.	I will always remember customers are always right
61.	Even my colleagues are my customers
62.	I will not feel shy if I do not know something
63.	I will keep all appointments and schedules
64.	I will always be considerate and sympathetic to customer needs
65.	I will try to do a bit more and beyond my responsibility
66.	I understand customer loyalty
67.	I know it is difficult to get a lost customer

#### 4.2.2 Soft Skills Session Plan

BS-CSS Curriculum	
Session No	Topics
SS1	Psychology and Success
SS2	Psychology and Success
SS3	Self Awareness
SS4	Self Awareness
SS5	Goals and Obstacles
SS6	Goals and Obstacles
SS7	Goals and Obstacles
SS8	Self Esteem
SS9	Self Esteem
SS10	Positive Thinking
SS11	Positive Thinking
SS12	Self Discipline
SS13	Self Discipline
SS14	Self Discipline
SS15	Self-Motivation
SS16	Self-Motivation
SS17	Managing Your Resources
SS18	Managing Your Resources
SS19	Communication and Relationships
SS20	Communication and Relationships

#### 4.2.3 Comparative Analysis of Curriculum and Learning methodology with standards

Following table explains comparative analysis of BS-CSS with other skills courses.

Soft Skills and Life Skills for Workplace Readiness				
Generic Competencies for Soft Skills	Workplace Employability Skills	City & Guilds: Skills for Work and Life	National Skills Qualification Framework: Employability and Entrepreneurship Skills	BS-CSS (MKCL Compliance)
<b>Life Skills</b>				
Adaptation to change, Being Flexible	-	-	Yes	Yes
Self-Awareness	Yes	-	Yes	Yes
Self-Management	-	-	Yes	Yes
Interpersonal Skills	Yes	-	Yes	Yes
Goal Setting and Decision making	Yes	-	Yes	Yes
Positive Health (Stress Management)	-	-	-	Yes
<b>Workplace Skills</b>				
Time Management	Yes	Yes	Yes	Yes
Presentation Skills	Yes	Yes	Yes	Yes
Grooming	-	Yes	Yes	Yes
Workplace Ethics: Equality, Integrity, Diversity	Yes	Yes	-	Yes
Conflict Management	Yes	Yes	No	Yes
Customer Relationship Management		Yes	Yes	Yes

## 5 Duration in No. of Months, Weeks, Days, Hours

Course Duration: 120 hrs

Total duration of BS-CLS course is 80 hours and BS-CSS course is 40 hours, i.e. total 120 hours spread across 3 months.

(i.e. 10 weeks; 6 days a week; 2 hours a day and 2 Weeks of buffer).

Course will be offered in the form of 60 Sessions, wherein, each session will be of 2 hours and distributed in the form of one hour of Classroom and one hour of Lab.

## 6 Medium of Learning:

From Hindi to English

## 7 Eligibility, Previous Knowledge, etc.

The Learner:

1. Should have appeared for secondary school certification (SSC) or equivalent examination with English as one of the languages.
2. Should have a keen desire and interest to learn English language skills and soft skills for job readiness.
3. Should be physically fit to attend the course, and perform hands-on practice in normal conditions w.r.t. hearing, seeing.
4. Should have no physical disability to listen, speak, converse, read and write.
5. Should be able to use keyboard, mouse, ear phones / headphones and understand the terms such as clicking, scrolling, recording, etc. and perform these basic actions correctly.

## 8 Learning Facilitator Approval Process

LF Approval process is based on OnCeT examination for Learning Facilitators.

This will ensure that LFs are completely aware of the course syllabus, skills and tools covered in it, they themselves possess the mastery over skills and competencies expected to be developed in the course and they are competent to conduct this course at the center/s.

## 9 Details of Printed Book

Learning Facilitator of each center shall be given a copy of an internationally acclaimed book: ***Psychology of Success by Denis Waitley***. Soft Skills syllabus has been kept in line with this book.

## BS-CIT

### 1 Objectives of Syllabus

In 21st Century, most of the new actionable knowledge is being digitally born (often through digital collaborations), digitally stored, digitally presented, digitally distributed, digitally accessed, digitally archived and managed. It only seems natural that it has become an essential part of one's personal, professional and social life. It has also transformed the way of living in 21st Century.

BS-CIT attempts to propagate it through IT Awareness, Literacy, Functionality and Applicability among the common people with a view to bridge the Digital Divide and the resultant Knowledge Divide and Development Opportunity Divide.

This surely makes a positive impact on one's job-readiness, social behaviour and ultimately boosts the self-confidence, enabling him/her to work effectively in the 21st Century workplace.

1. **IT Concepts and General Awareness:** As we all know, in 21st Century everything directly or indirectly is linked to Information Technology (IT) e.g. from Use of smartphone to Drone Technology, Google car, from Smart watches, Fit Bit to 3D printing; it's always vital to be updated with IT concepts. It is also interesting to know some great personalities whose inventions and discoveries have made our life simple and easier. This information will definitely motivate and inspire a learner.
2. **Typing Skills:** Learner also gets opportunity to learn scientific method of errorless typing while achieving speed acceptable as per the industry norms.
3. **21st Century Daily Life Skills:** Now-a-days, use of internet, mobile and similar gadgets, and apps available on it have liberated us. 21st Century Life Skills cover such various Apps and Websites that make our daily life easy. e.g.: tasks like cashless transactions, online payments, cyber security, modern ways of communication etc.
4. **21st Century Citizenship Skills:** Being a citizen belonging to 21st Century, everyone should be aware of various online services and facilities made available by central and state government. 21st Century Citizenship Skills help in availing these services effectively. e.g.: services like availing passport, Aadhaar card, PAN card, various certificates like, birth/death/marriage/income certificate etc.
5. **21st Century Study Skills:** The rapidly changing part of life in 21st Century is, mainly the way we learn/study. 21st Century Study Skills helps us to keep up with it, and open new learning avenues. e.g.: using various websites/apps for accessing interactive learning objects, virtual labs, accessing knowledge-banks like, TED Talks, Google Scholar etc.
6. **21st Century Job Skills:** These are the skills that help to work effectively at the workplace, in combination with various Office automation tools as well as the contextual knowledge and professional know-how. e.g.: tasks like: creating Purchase order, Delivery Challan, Meeting agenda and minutes, designing various forms and reports etc.
7. **Go Green:** Go Green section includes knowledge and practices that can lead to more environment friendly and ecologically responsible decisions and lifestyles, which can help protect the environment and sustain its natural resources for current and future generations.
8. **Netiquettes:** Netiquettes are the correct way to use the internet. This includes communicating in a polite manner whether through mail, chat or forums, respecting copyright issues, posting topics, respecting the time of others, etc. All these aspects are covered in this section.
9. **Ergonomics:** Ergonomics is the process of designing or arranging workplaces, products and systems so that they fit the people who use them. Here in this section, a learner will go through a series of videos that help in improving their behavior at workspaces and make them cope up with different environments to minimize risk of injury or harm.
10. **Cyber Security Skills:** Skills that anyone and everyone should be aware about. Skills that educate about vulnerabilities while moving around in the cyber world, and best practices for maintaining safety, securing your digital identity. e.g.: tasks like: I can protect myself from online spoofing, I can secure my net banking account with strong password, I can securely share my data on social media sites etc.

## 2 Strategies

Strategies are based on the following parameters:

1. **Action research focused on earning ability of youth** and the followed analysis indicates the utmost necessity of the target audience: to become job-ready and earning-ready

through application of skills necessary in 21<sup>st</sup> Century. This has lead us to introduce various skills useful in today’s daily life, study, work and become a wise citizen.

2. **Introduction of new IT tools and latest trends in the industry.** MKCL team unceasingly pursuits the latest industry trends, and provides the constant feed for enhancing the courses accordingly.
3. **Mapping with international standards and certifications,** National Occupational Skills and various IT course standards like, Common Core Standards, City and Guild Standards, and other digital literacy standards
4. **Introduction and study of new instructional designs,** learning methods and its compliance with various principles of andragogy and pedagogy
5. **Market research and study of various learner groups** in the context of their personal, professional and social life
6. **Feedback from the learners** to give insight of their needs. We have a special CRM department in place, which continuously keeps in touch with our learners to know their feedback and suggestions.

### 3 Parity with International Standards

The types of skills that are covered in BS-CIT viz. 21<sup>st</sup> Century Life Skills, 21<sup>st</sup> Century Citizenship Skills, 21<sup>st</sup> Century Study Skills, and 21<sup>st</sup> Century Job Skills along with operating system/s, MS Office Tools, LibreOffice Tools, and other useful mobile apps and websites are mapped to the following international IT Literacy Standards:

Sr. No.	International IT Literacy Standards
1	California Common Core Standards (CCCS)
2	Northstar Digital Literacy Standards (NDLS)
3	Microsoft Office Standards (MOS)
4	National Educational Technology Standards for Students (NETS)

### 4 List of Skills / Competencies in Syllabus

Types of skills in the proposed BS-CIT syllabus include total 180 skills, with following division:

Sr. No.	Skills	Count
1	21 <sup>st</sup> Century Life Skills	45
2	21 <sup>st</sup> Century Citizenship Skills	45
3	21 <sup>st</sup> Century Study Skills	45
4	21 <sup>st</sup> Century Job Skills	45

<b>Total Skills</b>	<b>180</b>
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Following is the list of skills:

**21<sup>st</sup> Century Job Skills:**

<b>Sr. No.</b>	<b>21st Century Job Skills</b>
1	I can start a computer I can use mouse comfortably
2	I can connect headset to PC I can use Paint Application I can personalize my desktop
3	I can use keyboard efficiently I can create a file using Notepad application I can enhance my document using WordPad application
4	I can interact with computer I can work with Windows I can log off and hibernate a laptop I can manage multiple programs at a time
5	I can create and manage files and folders I can create and delete shortcuts I can create playlist of marketing videos using Media Player application I can use Calculator, sticky notes I can pin items on taskbar and start menu
6	Overview of Operating System What is Operating System Introduction to Windows OS I can use control panel I can change date and time settings I can change taskbar settings
7	I can design a VISITING CARD
8	I can create a RESUME (PROFILE)
9	I can create a USER MANUAL
10	I can create a PROJECT REPORT
11	I can create a REGISTRATION FORM I can create a professional INVITATION LETTER
12	I can create an ENVELOPE I can create a LETTERHEAD
13	I can create a BLOG POST I can design a BROCHURE
14	I can design a WEB PAGE I can create a NEWSLETTER
15	I can create TO-DO LIST
16	I can prepare an AGENDA

17	I can create a simple TIMESHEET
18	I can design a simple DATABASE
19	I can track EVENT EXPENSES more easily I can prepare personal BUDGET sheet quickly
20	I can create a LOAN CALCULATOR
21	I can create useful ADDRESS BOOK I can create a monthly APPOINTMENT CALENDAR
22	I can manage MEETING MINUTES quickly and easily
23	I can design beautiful GREETING CARD
24	I can make a CERTIFICATE
25	I can design a COMPANY PROFILE
26	I can make a design a creative GIFT VOUCHER
27	I can prepare an effective TRAINING PRESENTATION
28	I can prepare a professional BUSINESS PRESENTATION I can create a digital PRODUCT CATALOGUE
29	I can create a DIGITAL PHOTO ALBUM
30	I can make a SCHEDULE
31	I can design an inspiring MAGAZINE COVER I can create a PERSONAL PORTFOLIO
32	I can upload and view videos online
33	I can create BLOOD STOCK database (Combine Output)
34	I can create and send MAIL MERGE-NOTICE (Combine Output)
35	I can create a GREETING CARD (Combine Output)
36	I can Organize Mail
37	I can include Signature in my outgoing mails I can schedule meets using Outlook's Planner
38	I can create a PROJECT REPORT (Combined Output)
39	I can SCHEDULE seminar (Combined Output)
40	I can create Flyer-Summer Camp using Writer
41	I can create To-Do-List using Calc
42	I can create Donor Database using Calc
43	I can create a greeting card using Impress
44	I can create company profile using Impress
45	I can design beautiful GREETING CARD using PowerPoint

### 21<sup>st</sup> Century Daily Life Skills:

Sr. No.	21st Century Life Skills
1	I can use Internet Explorer to browse web pages
2	I can create and operate an email account
3	I can use paytm for cashless transactions
4	I can reset my email password



5	I can add websites in favorite folder I can use BHIM app
6	I can open my net banking account
7	I can use my credit or debit card for online shopping
8	I can recharge my mobile phone online
9	I can download and use App Lock App
10	I can configure and activate internet connection
11	I can use ShareIt app to share the files with others
13	I can use Hangout to make a voice call
14	I can build my network for professional upgradation
15	I can book movie tickets online
16	I can use GPS Route Finder app
17	I can use Ola Cabs app to book a cab online
18	I can use an app to read newspaper online
19	I can listen to my favorite songs on Saavn app
20	I can use Flipkart app for online shopping
21	I can sell old items online on OLX
22	I can send and receive eFax
23	I can send bulk messages
24	I can use Swasth Bharat App
25	I can use Evernote app to access my notes everywhere
26	I can use Udemy app for learning and teaching online
27	I can participate in a Webinar
28	I can use MakeMyTrip website to organize my trip online
29	I can download images to set up wallpapers
30	I can scan QR code using Barcode Scanner app
31	I can put my important files on a CD or DVD
32	I can search for any location using Google Maps
33	I can enhance the performance of my computer
34	I can transfer data between computer and other devices
35	I can capture a screen using the snipping tool
36	I can compress / decompress files
37	I can connect computer to a projector
38	I can use Bluetooth on mobile I can use Truecaller app
39	I can read Newspaper online: <a href="http://www.jagran.com">www.jagran.com</a>
40	I can use IndiaMart for online shopping
41	I can do online shopping using <a href="http://myntra.com">myntra.com</a>
42	I can use Google Maps app

43	I can recharge mobile using Free Charge app
44	I can use CamScanner app to scan the documents
45	I can use Opera Mini app

### 21<sup>st</sup> Century Citizenship Skills:

Sr. No.	21st Century Citizenship Skills
1	Introductory video: Bihar's Right to Public Services and Grievance Redressal I can apply for Birth Certificate online
2	I can apply for Caste Certificate in Bihar online I can use government helpline services online
3	I can apply for residential Certificate online I can find my Vehicle Details
4	I can visit and explore 'mygov.in'
5	I can book appointment online in Government Hospital
6	I can apply for PAN Card online
7	I can apply for Aadhaar Card
8	I can verify Aadhaar Details I can update Aadhaar Details
9	I can get alerts from Central Government
10	I can apply for Passport online
11	I can track status of my Passport application online
12	I can check my Property Records in the Government record
13	I can apply online for Pradhanmantri Jeevan Jyoti Bima Yojana
14	I can use Digilocker to store certificates online
15	I can apply for education loan
16	I can apply for Learner's License online
17	I can apply for National Scholarships
18	Get Trained about Disaster Management
19	I can scan documents and store online
20	Online Application for Income Certificate in Bihar
21	I can register my complaints on Consumer Forum
22	I can register on MGNREGA online I can view my details on MGNREGA
23	I can book an appointment with Government officer Online Booking
24	I can file my income tax return
25	I can Online for Pradhanmantri Suraksha Bima Yojana
26	I can make an application for right to information
27	I can use mKisan Portal and Kisan App
28	I can apply online for Pradhanmantri Awas Yojana
29	I can avail ePost Office Service of India Post
30	I can check weather status in my area

31	I can avail LPG services online
32	I can apply Online for Toilet Certificate
33	I can apply online for Pradhanmantri Sukanya Samruddhi Yojana
34	I can locate blood bank nearby me, and know about stock availability
35	I can apply online for Start-up Recognition I can apply online for Registration of Partnership Firm
36	I can track status of the court case online
37	I can register complaints with National Human Rights Commission online
38	I can download forms
39	I can apply online for Pradhanmantri Mudra Yojana
40	I can check my Provident Fund Online
41	I can apply online for Atal Pension Yojana
42	I can calculate my income tax
43	I can get my Soil Health card
44	I can become aware about the Market Price
45	I can apply for Death Certificate online




### 21<sup>st</sup> Century Study Skills:















Sr. No.	21st Century Study Skills
1	I can use Google to search more information about study topics
2	I can listen to Online Stories / Classic Literature in any language
3	I can use Wikipedia to search the information
4	I can watch educational videos online (YouTube)
5	I can search synonyms, antonyms, and thesaurus on dictionary.com
6	I can improve my vocabulary using VOLT
7	I can organize my day/ Notes, important points using Google Keep
8	I can keep track of my important events/ classes all in one place (Google Calendar)
9	I can Google Docs to share notes
10	I can watch educational talks on TED Talks
11	I can participate in Live Discussions (Facebook Live)
12	I can learn a new language by interacting with my phone with the duLingo App
13	I can join Massive Open Online Courses (MOOCs)
14	I can join online courses on Coursera.org I can learn any subject online for free on edx
15	I can learn from Best Colleges in the World - NPTEL I want to learn through videos on Khan Academy
16	I can find information about The World via <a href="https://knoema.com/atlas">https://knoema.com/atlas</a>
17	I can improve my productivity using StayFocusd app
18	I want to learn about the stars by using <a href="http://stars.chromeexperiments.com/">http://stars.chromeexperiments.com/</a>
19	I can learn by playing games & improve my abilities - Elevate
20	I can do science experiments – Physics

21	I can do science experiments – Chemistry
22	I can test my IQ
23	I can share information using Slide Share
24	I can make a presentation on my research & take real time feedback via Google Slides
25	I can do clustered search
26	I know about the History of India, using India History App chronologically
27	I can share my knowledge of technology by making a blog via Tumblr
28	I can access online Research Papers (Google Scholar)
29	I can collaborate with peers to practice for competitive exams like IIT JEE
30	I can understand my personality type - <a href="https://www.16personalities.com/">https://www.16personalities.com/</a>
31	I can explore <a href="http://planner5d.com/">http://planner5d.com/</a>
32	I can draw art on a tablet using an app
33	I can listen to a podcast and learn cool science facts in 60 seconds
34	I can test my EQ
35	I can learn by playing games & improve my abilities - NeuroNation
36	I want to improve my Social Learning/General Knowledge using Facebook
37	I can learn programming/coding with peers on <a href="http://www.codecademy.com">www.codecademy.com</a>
38	I can express my Ideas using Mindmap tool
39	I can use Discovery Science for studying in a better way
40	I can use Quickr app for posting free ad
41	I can learn by discussions in forums (quora.com)
42	I can conduct a Poll/survey/research using Google Forms
43	I can do Math Experiments
44	I can use JustDial to find an online tutor
45	I can listen to music, watch videos and share online

### **Software Tools:**

Following are the tools that are covered in the course:

Sr. No.	Tools	
<b>Operating System and Internet</b>		
1	Windows 10	
2	Internet	
3	Google Chrome	
<b>Word Processor</b>		

4	MS Word 2013	
5	LibreOffice Writer	
6	Google Docs	
<b>Spreadsheet</b>		
7	MS Excel 2013	
8	LibreOffice Calc	
9	Google Calc	
<b>Presentation Graphics</b>		
10	MS PowerPoint 2013	
11	LibreOffice Impress	
12	Google Slides	
<b>Personal Information Manager</b>		
13	MS Outlook 2013	
14	Gmail Inbox	
<b>Essentials</b>		
15	Ergonomics	
16	Go Green	
17	Netiquettes	

#### 4.1 Comparative Analysis of Curriculum and Learning methodology with standards

Following table explains comparative analysis of BS-CIT with other skills courses.

Digital Literacy & Technology Skills for Job Readiness				
Technology Skills	California Common Core Standards	Microsoft's Digital Literacy Standards	Northstar Standards	BS-CIT (MKCL Compliance)
Typewriting	-	-	-	Yes
Basic Operations	Yes	Yes	Yes	Yes
<b>21<sup>st</sup> Century Job Skills</b>				
Word Processing	Yes	Yes	Yes	Yes
Spreadsheet	Yes	Yes	-	Yes
Presentation Tools	Yes	Yes	-	Yes
<b>21<sup>st</sup> Century Daily Life Skills</b>				
Internet & Communication	Yes	Yes	Yes	Yes
Mobile Apps	-	-	-	Yes
Online Collaboration	Yes	-	-	Yes
<b>21<sup>st</sup> Century Citizenship Skills</b>				
Online Services	-	-	-	Yes

Digital Literacy & Technology Skills for Job Readiness				
21 <sup>st</sup> Century Study Skills				
Study Tools and Technology	Yes	-	-	Yes
Ethics	Yes	-	-	Yes
Health & Safety	Yes	-	-	Yes

### 5 Course Duration in No. of Months, Weeks, Days, Hours

Total duration of BS-CIT course is 120 hours spread across 3 months (i.e. 10 weeks; 6 days a week; 2 hours a day and 2 Weeks of buffer).

Course will be offered in the form of 60 Sessions, wherein, each session will be of 2 hours and distributed in the form of one hour of Classroom and one hour of Lab.

### 6 Medium of Learning

Medium of Learning BS-CIT course: English and Hindi

### 7 Eligibility

All Candidates belonging to the age group of 15-25 years, who have minimum qualification as SSC (10th) pass; irrespective of the fact that the candidate is pursuing /completed any Higher Education Course/Degree will be eligible to undertake training under Kushal Yuva Program.

### 8 Learning Facilitator Approval Process

LF Approval process is based on OnCeT examination for Learning Facilitators.

This will ensure that LFs are completely aware of the course syllabus, skills and tools covered in it, they themselves possess the mastery over skills and competencies expected to be developed in the course and they are competent to conduct this course at the center/s.

## 9 Details of Printed Book with AR Elements



BS-CIT book unlocks an expansive library of resources available to learners through Augmented Reality technologies. It harnesses the technology to create a more wholesome learning environment, fit for the 21<sup>st</sup> Century.

All the learners are given the book on Computing Essentials at the time of admission. Learners are to download the Learner App on their smartphone and scan the images in the book to access informational YouTube videos on relevant topics.

These videos are constantly updated to ensure that the learners get the latest information. There are more than 200 videos linked to the images in the book to explore and the topics range from 3D printing to e-Commerce to information on drones. Learners can even share these videos with their family and friends so everyone can learn together.



## Section 2: KYP Courses- Session Structure

### 1 BS-CLS

Classroom Hour	Purpose	Content / Treatment/ Expected Outcome
C: Introduction	Giving brief idea about the Session.	<ul style="list-style-type: none"> <li>• Video</li> </ul>
C: Turning Point	Preparing positive mind-set of the Learner towards Soft Skills and English Language Learning and job/workplace readiness	<ul style="list-style-type: none"> <li>• Video</li> <li>• Questions</li> </ul>
C:Story Time	Giving Immersive English Language Experience	<ol style="list-style-type: none"> <li>1. English Story</li> <li>2. Processfolio</li> <li>3. Questions</li> <li>4. Hindi Story</li> <li>5. Question – Self Rating</li> </ol>
C: Context Topic from English Language Learning	Selecting one context topic marked as “C” i.e. Classroom, and solving activities in group in the presence of LF.	Level wise skill attainment (LSCRW*)
C:Translation Exercises	Enabling comparative language learning of the learner: Hindi to English and English to Hindi Exercises.	Clicker Based Questions
Lab Hour	Purpose	Content / Treatment/ Expected Outcome
English Language Learning	Level wise skill attainment (LSCRW*)	Fork and Join Treatment for selecting one of the many context topics available for each session.
	Context Topic(s)	Learning Content
		Questions (Orange i.e. Sequential)
		<ul style="list-style-type: none"> <li>• Voice Note2 Processfolio (Sequential)</li> <li>• Assignment Processfolio (Sequential)</li> </ul>
Take A Challenge	Hindi to English and English to Hindi Exercises. Grammar.	Grammar Exercises (Practice) Questions (Blue Challenges 5 Per Session) Questions (Red Challenges 5 Per Session)
Self Study	Home work / Group work <ul style="list-style-type: none"> <li>• News paper</li> <li>• TV headlines</li> <li>• Dictionary</li> <li>• Crossword</li> <li>• Edutainment</li> </ul>	
	Aptitude Test	22 <sup>nd</sup> Session onwards , every alternate session – Total 10
	Interview Practice	25 <sup>th</sup> Session onwards, after every 3 <sup>rd</sup> sessions – Total 5 (Sequential – Assignment form)

## 2 BS-CSS

<b>Classroom Hour</b>	<b>Purpose</b>	<b>Content / Treatment/ Expected Outcome</b>
C: Introduction	Giving brief idea about the Session.	<ul style="list-style-type: none"> <li>• Video</li> </ul>
C: Story	Making the learner aware about the soft skills.	<ul style="list-style-type: none"> <li>• Video</li> </ul>
C: Group Activity	Offering practice of group interaction to the Learners.	<ul style="list-style-type: none"> <li>• Video</li> <li>• Group Discussion session in a Classroom based on assignments.</li> </ul>
<b>Lab Hour</b>	<b>Purpose</b>	<b>Content / Treatment/ Expected Outcome</b>
Story	Making the learner aware about the soft skills.	<ul style="list-style-type: none"> <li>• Video</li> </ul>
Self Study	For practice	<ul style="list-style-type: none"> <li>• Video</li> <li>• Assignment(s)</li> </ul>
Take a Challenge	Questions	Questions (Blue Challenges 5 Per Session) Questions (Red Challenges 5 Per Session)
Processfolio	For Practice	<ul style="list-style-type: none"> <li>• Processfolio</li> </ul>
Session Summary	Review of the session.	<ul style="list-style-type: none"> <li>• Video</li> </ul>



	Ergonomics					
	Typing Lesson				Typing Practice	10 Minutes
	IT Concepts and General Awareness	Advancements due to IT happening in 21st Century and its impact on human life and environment			Take-A-Challenge	2 challenges on IT Concepts and General Awareness
	21 <sup>st</sup> Century Daily Life Skills	5W (Inform type content)	<ul style="list-style-type: none"> <li>• <b>What</b> is it? Who has created/invented it?</li> <li>• <b>Why</b> to learn it? Importance in work. What would one gain?</li> <li>• <b>Where</b> is it useful?</li> <li>• <b>When</b> to use this skill?</li> <li>• <b>Who</b> may use it? For whom it is beneficial?</li> </ul>		21 <sup>st</sup> Century Daily Life Skills	1 challenge + 4 Clicker based Questions / interactivities
					21 <sup>st</sup> Century Study Skills	1 challenge + 3 Clicker based Questions / interactivities
					21st Century Citizenship Skills	1 challenge + 3 Interactive sessions
					Cyber Security Skills	

		5W (Inform type content)	<ul style="list-style-type: none"> <li>• <b>Why</b> to learn it? Importance in work. What would one gain?</li> <li>• <b>Where</b> is it useful?</li> <li>• <b>When</b> to use this skill?</li> <li>• <b>Who</b> may use it? For whom it is beneficial?</li> </ul>		Session Completion Test	4 Objective and 3 Practical Questions	10 Minutes
	Home Work	Recommendation of reading book topics for next day's online test					

## Section 3: KYP OnCeT Pattern and Curriculum

### 1 KYP OnCeT Pattern

Test	Name and Description	Purpose	Total Marks
Test 1	Process Test	To ensure that the Learning Facilitator (LF) is aware of the <ul style="list-style-type: none"> <li>• KYP Academics,</li> <li>• Course and Session Structure and</li> <li>• Role of LF in Classroom and Lab</li> </ul>	50
Test 2	Proficiency Test	To ensure that the Learning Facilitator (LF) is proficient in <ul style="list-style-type: none"> <li>• English Language at B1 and B2 Levels stipulated by CEFR International Standards</li> <li>• IT Skills               <ul style="list-style-type: none"> <li>○ Typing Skills</li> <li>○ IT Concepts and general awareness</li> <li>○ 21<sup>st</sup> Century Job Skills</li> <li>○ 21<sup>st</sup> Century Daily Life Skills</li> <li>○ 21<sup>st</sup> Century Study Skills</li> <li>○ 21<sup>st</sup> Century Citizenship Skills</li> <li>○ Go Green</li> <li>○ Ergonomics</li> <li>○ Netiquettes</li> <li>○ Cyber Security Skills</li> </ul> </li> </ul>	50
		<b>Total</b>	100
		<b>Min Passing</b>	60

### 2 KYP OnCeT Curriculum

#### 2.1 Process Test

Sr. No.	Topic	No. of Questions	Duration
1.	KYP Course Content: (BS-CLS, BS-CSS and BS-CIT)	10	
2.	LF Role in Classroom	10	
3.	LF Role in Lab	10	
4.	ERA framework, Processfolios and DIY, Learning Strategies	20	
	<b>Total</b>	<b>50</b>	

## 2.2 Proficiency Test

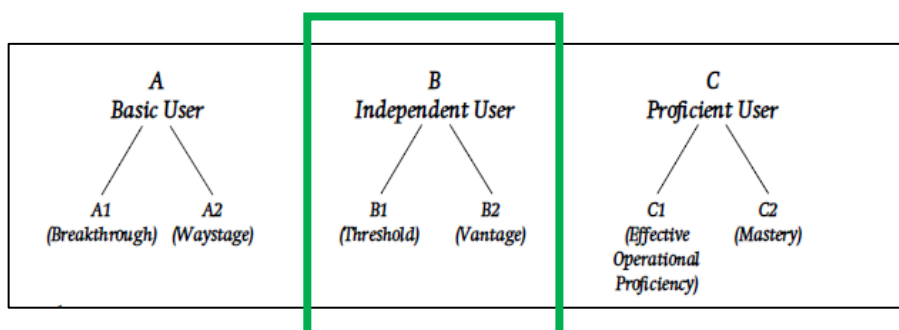
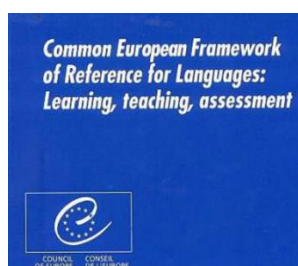
Proficiency Test is designed to ensure that the Learning Facilitator (LF) is proficient in English Language at B1 and B2 Levels stipulated by CEFR International Standards. Details of these levels and expected competencies are given below.

Sr. No.	Topic	No. of Questions	Duration
1	English Proficiency at Level B1	25	
2	English Proficiency at Level B2	25	
3	IT Skills 1 Word Processing 2 Spreadsheets 3 Presentation tools 4 internet	50	
<b>Total</b>		<b>100</b>	

### 2.2.1 CEFR International Standards for English Language Skills

Following standards at international level are referred for designing the curriculum for KYP OnCeT for English Language and Soft Skills.

Curriculum for English Communication Skills complies with CEFR standards – Level B1 and B2.



### 2.2.2 B1 Level Expectancy - Communication:

A person can / should be able to:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

### 2.2.3 B2 Level Expectancy - Communication:

A person can / should be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### 2.2.4 Language Skills

In B1 and B2 Level, the skills included are as follows:

- **Understanding**
  - Listening
  - Reading
- **Speaking**
  - Speaking Interaction
  - Speaking Production
- **Writing**
  - Writing

### 2.2.5 I Statements as per the skills and competency level

I-statements as per the skills and competency level are listed below:

Level : B1			
Skills	Parameters	"I Statements" on Communication Skills	
		1. I can understand the main points of clear, standard speech on familiar matters, regularly encountered in work, school, leisure, etc.	
		2. I can understand the main point of many radio or TV programmes, on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	
		1. I can understand texts that consist mainly of high frequency everyday language.	
		2. I can understand texts that consist mainly of job-related language.	
		3. I can understand the description of events.	
		4. I can understand the feelings and wishes in personal letters.	
			1. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
			2. I can enter unprepared into conversation on topics that are familiar, of personal interest (e.g. family, hobbies, etc.)



		3. I can enter unprepared into conversation on topics that are pertinent to everyday life (work, travel and current events, etc.)
		1. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
		2. I can briefly give reasons of my opinions and plans.
		3. I can explain my opinions and plans.
		4. I can narrate a story or relate the plot of a book or film.
		5. I can describe my reactions on a story or a book or film.
		1. I can write simple connected text on topics which are familiar or of personal interest.
		2. I can write personal letters describing experiences and impressions.
<b>Level: B2</b>		
		1. I can understand extended speech and lectures provided that the topic is reasonably familiar.
		2. I can follow even complex lines of argument provided the topic is reasonably familiar.
		3. I can understand most TV news.
		4. I can understand most current affairs programmes on TV (report, live talk show, etc.).
		5. I can understand the majority of films in standard dialect.
		1. I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
		2. I can understand contemporary literary prose.
		1. I can interact spontaneously during regular interactions.
		2. I can interact with a degree of fluency that makes regular interaction with native speakers quite possible.
		3. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
		1. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.
		2. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
		1. I can write clear, detailed text on a wide range of subjects related to my interests.
		2. I can write an essay or report.
		3. I can pass on the information in support of or against a particular point of view.
		3. I can give reasons in support of or against a particular point of view.
		4. I can write letters highlighting the personal significance of events and experiences.

### 2.2.6 Grammar Elements and Levels

The grammar elements to be focused and the topics considered for B1-B2 level course are:

Sr. No.	Level	Grammar
1	B1	Past simple
2	B1	Wh- questions in the past
3	B1	Past continuous
4	B1	Adverbs
5	B1	Present perfect/past simple
6	B1	Modals - must/can't deduction
7	B1	Comparatives and superlatives
8	B1	Present perfect continuous
9	B1	Past tense responses
10	B1	Complex question tags
11	B1	Modals – might, may, will, probably
12	B1	Broader range of intensifiers such as too, enough
13	B1	Phrasal verbs, extended
14	B1	Modals – should have/might have/etc.
15	B1	Connecting words expressing cause and effect, contrast etc.
16	B1	Future continuous
17	B1	Simple passive
18	B1	Reported speech(range of tenses)
19	B1	Modals: must/have to
20	B1	Past perfect
21	B1	Conditionals, 2nd and 3rd
22	B1	Will and going to, for prediction
23	B2	Adjectives and adverbs
24	B2	Narrative tenses
25	B2	Modals – can't have, needn't have
26	B2	Future continuous
27	B2	Phrasal verbs, extended
28	B2	Future perfect
29	B2	Relative clauses
30	B2	Future perfect continuous
31	B2	Would expressing habits, in the past
32	B2	Past perfect
33	B2	Modals of deduction and speculation
34	B2	NOT Present Wishes, but - For, Since, When & How long
35	B2	Reported speech
36	B2	Passives
37	B2	Past perfect continuous
38	B2	Will and going to, for prediction
39	B2	Wish & If only
40	B2	Mixed conditionals

## Section 4: Reference Material for OnCeT Preparation

### 1 Process Test

#### 1.1 The programme and the learner:

Every young person needs some mental preparation, a set of skills and the ability to communicate well to start a working life. In addition to a certain level of formal education of course.

Starting a working life or a career is neither very simple nor an easy thing to do. To begin with, one has to get a job. Then one has to keep it. And then also grow in that job - on both personal and professional levels.

This programme is meant to create a person who is ready for a working life. That means get a job, keep it and grow in and with it.

The job may be anywhere - from a small shop to a BPO. The programme is created to ensure job readiness or workplace readiness of the learner.

As an essential element of it, the programme offers getting proficient in Hindi too. Fluency and usage of standard Hindi as well as learning to speak the basic form of English Language confidently and as per the globally accepted standards is the aim of the programme.

Along with Hindi and English a supremely important skill is also learned by the participants; and that is communication skill.

#### 1.2 How does the programme help the learner to learn?

The course helps the learner internalize language skills and soft skills necessary for job success with an exposure to verbal, non-verbal and written communication. Learning about the soft skills is planned to be experiential through eLearning in various contextual situations of daily life. Continuous practice is ensured – again through eLearning - so that the learner becomes gradually more accurate in language and communication skills as well as soft skills.

Along with communication skills a set of soft skills is a vital requirement in job / workplace situations. This is done with exercises aimed at making the learners think and then internalize them so that the learners are effective in what they practice and say. This is how they become job ready and attain job success eventually.

#### 1.3 So what is expected of a Learning Facilitator?

After having proved your eligibility to be a facilitator, you are to serve the learners as true facilitators. For that you need to study this document thoroughly. That is vitally important for you to be effective. This will certainly help you to keep in mind the line of thought running through the entire programme.

The course takes the learner from simple concepts to complex rules and usage customs that unfold progressively.

All through the course there is a consistent element of practicing what is learnt along with new learning.

As a professional you all are already familiar with the tenet that true efficacy and proficiency comes from lifelong continuity of practice of what is learnt. This is true for language skills as well as soft skills. So your job is to start them off on the right path so that they keep learning and getting better all their lives at whatever they strive to do.

#### 1.4 Pre-requisite expectations on you as the “Learning facilitator”:

You MUST have taken the same course that you are facilitating.

You MUST have read this document from start to finish and keep it as a record that is handy for quick reference if needed.

## 2 Topic 1: KYP Course Content: (BS-CLS, BS-CSS and BS-CIT)

LFs can access the course content through their login

## 3 Topic 2: LF Role in Classroom

### 3.1 BS-CSS & BS-CLS

#### 3.1.1 Your role and responsibilities in the Classroom session:

Now that quite a few markers are laid down for your role in the lab session, you already must be quite clear about how to be a great learning facilitator. All you need to keep in mind is that learning will certainly happen when a learner takes the course and completes it; your value addition is to make them feel high level of interest in whatever happens. This is true even if and when they make a mistake and correct it or when they find something very simple and easy to do. All you are doing is letting the joy of learning stay high, keep peace and discipline in your batch and to make everyone feel comfortable being themselves while learning.

#### 3.1.2 Learning facilitation in the Classroom session:

Classroom sessions are also filled with highly engaging, audio-visually appealing and pleasant elements. There are many animated story boards and the learner is bound to get drawn to the novelty of it all. You are to ensure that serious participation group discussion and activities is occurring throughout the session by everyone in the batch. Step in if you see even if a hint of intimidation or aggressiveness. Similarly step in when you see discouraged or disheartened presence of a learner.

Such a skillful intervention on the part of the facilitator would be excellent to drive home the value of being sensitive towards self and others. This is exactly what they will reconnect when they come across the statement that I can be sensitive to even society around me and the nature during the soft skill learning section.

When learning soft skills various personal, professional situations and situations from everyday life or social scenarios are available to learners where an individual demonstrating successful use of soft skills as against lack of them. This is great opportunity for the facilitator to encourage speaking in a group. An effective facilitator can be the inspiration as well as the guiding light for the learner with the help of such experiences in learning.

#### 3.1.3 Interactions with the learner:

There is a lot of room for interactions, discussions and individual contributions of speaking their minds in these sessions. As a learning facilitator you can show how opinions are valued not judged. You must see that there is a good and clear understanding about how every opinion or statement made by a learner in a batch is an essential and respected element for the learning process for every participant.

You can also emphasize the importance of fully participating in all activities because they help the learner to not only internalize the learning done but also practice what is learned.

When discussing a situation from the soft skills, a group discussion can be artfully and very nicely led to discover the truth of the skill and the merit of it. This is a great teaching tool in the hands of a facilitator.

#### 3.1.4 Empowering learners to learn:

Everyone needs a slight push or a good word so that they feel happy speaking up and thereby learning. Encourage them to participate and to relate the learning to their own lives and life experiences. The video segments of “Turning Point” are designed to not only make them think but also to speak. So ensure that everyone speaks, offers their opinion and allows participation from others without judgment. You must remember that also convey to them the fact that if they speak up in your class discussions then they will find it easy to speak in the real world. You can explain how this can be the best possible learning place and a practicing ground for them to learn the skills that they essentially need for their careers and life. You can stress as often as needed the fact that the workplace situations included in the programme are the best ways for the learners to relate to and imagine how they would cope with their future working situations. Most of the learners would be young and so fresh to working life or on the threshold of it so this would be perfect to make them feel safe and confident.

### 3.2 BS-CIT

#### 3.2.1 Role in classroom

The role of a LF in a classroom is basically to manage the various activities inside a class. This includes various roles such as:

1. **Planner** – LF should be a good planner. LF should plan the session in a systematic manner that s/he is going to take, well in advance. S/he should have at least gone through the portions prior to the session. E.g. If the content for the session has a skill like “I can design a BROCHURE”, then the LF should first learn various aspects of designing a brochure using the respective Office tool and should practice designing a brochure himself prior to the session. S/he must find out a collection of some good attractive Brochure samples that can be displayed in the classroom to make the learners feel the quality of brochures that can be designed using the skills. This will create interest in the mind of the learners to learn that skill that can lead to productive learning.
2. **Domain Expert** – LF should act as a domain expert in a classroom. Here, domain indicates, the LF should have a good background knowledge of MS Office tools like MS Word, MS Excel, MS PowerPoint, Internet, etc. S/he should have basic ideas of the implementation of these tools for creation of various useful items like visiting card, checklists, greeting card, Brochure, etc. S/he should also be aware of all the skills that are in the course. S/he should be well acquainted with use of various websites, apps, etc. This will surely help him/her to represent it better in the class.
3. **Manager** – The LF should be able manage the whole class effectively. While sharing knowledge in the class it may happen that some learners react to it in many ways. S/he should be able to manage it properly inside a class. If some matters cannot be solved inside a class session, the LF should try to solve it outside the class with the respective learner. S/he should be more cautious while the batch is a mixture of boys and girls. There shouldn't arise any situation which can lead to hurting the sentiments of any of the learner. E.g. while a learner speaks something, LF should ensure that

no one should make a mock/fun of it. If a learner doesn't behave properly inside a class, LF should try to make him/her understand it in the class itself. If the situation cannot be solved inside the class the LF should to short out the matter after the class gets over. S/he should call the learner personally and discuss on that. This will lead to proper management of learners.

4. **Pedagogue** – The job of the pedagogue is to bring all learners to a common platform of learning and make sure none feels left out. So the LF should always try that all the learners are provided with the same amount of knowledge without discriminating among the learners. S/he shouldn't treat the learners differently. All should be same for him/her. When any learner asks any doubts inside a class session, the LF should reply him immediately if possible so that everyone in the class should listen to it. The LF should always encourage the learners to discuss their opinions inside the class so that the session becomes more interactive leading to making the class more interesting.
5. **Scholar** – LF should have profound knowledge of a particular subject. Since IT course is considered here s/he should have knowledge regarding various developments in the field of Information Technology. E.g. If in a class, a day's curriculum is related to Edutainment section and the topic is Google's Self-Driving Car then the LF should always do a research on the same topic. S/he should be aware of the recent developments in the field of Google's Self-Driving Car. S/he can also give examples of developments of similar technologies of other products/devices like Flying car in this case. Similarly for every session, LF should research and find out the trends and recent developments in the same and the sector so that the learners can find it interesting and will always try to learn extra on such innovative products/devices.
6. **Resource Person** – The LF should contribute information and opinions to learners in a learning situation. For this the LF needs to continuous research on the topics that s/he is going to discuss in the class. E.g. If the LF is going to have a discussion on the Edutainment section and the topic of discussion is based on Drone Technology, then s/he needs to do thorough research on it. After thorough research only the LF will get clear idea about the technology and can think of some new ideas and share opinions in the class.
7. **Teacher** – A LF should help others to acquire knowledge, competences or values like a teacher. While delivering something in a classroom session, the LF should deliver correct information on the topic of discussion so that the learners gain correct knowledge about that topic. S/he should also encourage the learners to implement the learnings in their various day to day activities so that they can gain competencies. LF should also teach values to the learners so that they can use those values in this 21<sup>st</sup> Century to lead a peaceful personal life as well as work life.
8. **Curriculum Designer** – LF should also act as a curriculum designer. S/he should always have a check on the implementation of the curriculum and the process s/he is following to deliver knowledge in the class. S/he should also evaluate how well it's the process is working. E.g. If in a session the LF is teaching regarding a study skill such as "I can join online courses on Coursera.org", then while having discussion in the session, the LF should recommend some good courses on Coursera that are beneficial for the learners. S/he should also check in the due course of time that the learners are utilizing his/her shared ideas and are learning something on Coursera website. Then only the learners will develop new skills.

9. **Instructional Designer** – LF should also act as an instructional designer. As ID, s/he should focus on designing a better way of learning. S/he should plan the methodology that needs to be followed in the class so that the learners can gain as much knowledge as possible and benefit from this IT course. The approach will not only help the LF to plan the sessions accordingly but also will help in deciding better and improved delivery approach.
10. **Demonstrator** – A LF should also be a good demonstrator. S/he should be able to demonstrate every activity in a planned manner so that it can be easily understandable by all the learners. The demonstration should be more creative with live examples so that it can strike the mind of the learners quickly and make a positive impact on him/her. The more practical the examples are the more quickly the learners gain it. E.g. if the LF is going to teach on an edutainment section with the topic Smart Watches then the LF can demonstrate it with some interesting facts about the technology, its current trends, about its manufacturers and using some beautiful and colorful images. This will always create a positive impact on the mind of the learner.
11. **Coach** – A LF should also act as a coach. S/he should always give learners professional advice on how to attain their goals. This will ultimately help the learners in achieving it correctly.

### 3.2.2 Best practices in Classroom

1. LF should follow ethical practices in class like dealing considerately and justly with each student, and seek to resolve problems, including discipline in the class
2. LF should treat all learners equally while delivering any knowledge in the classroom. S/he should not make any discriminations on the basis on age, race, sex, etc.
3. LF should deliver correct information and knowledge in class so that the learners can gain correct information
4. LF should offer encouragement to the learners like sharing their personal opinions of a topic of discussion, asking doubts whenever they feel like, etc.
5. LF should monitor learner's learning. S/he should focus more on those learners who are weak in grasping things so as to make them match up with their peers.
6. LF should provide help to understand and practice new knowledge whenever and wherever possible
7. LF should allow learners to ask questions during the course. This will not only increase confidence in learner but also will make the session more interactive
8. LF should allow Classroom Discussion. This will also lead to sharing of knowledge from peer to peer.

9. LF should try to keep learners engaged else the learners might feel the session to be boring. When engaged their interest grows and they start linking it.

## 4 Topic 3: LF Role in Lab

### 4.1 BS-CLS & BS-CSS

#### 4.1.1 Your role and responsibilities in the lab session:

You must keep yourself informed of your batch members, their general curriculum vitae, personal background, attendance and any other detail that may concern your batch.

You must daily update your knowledge of individual and correct progress of each learner with respect to every session of the course.

You must be highly familiar with the layout of the programme so that you ensure smooth transition from simple to complex and tackle any obstacles a learner may experience.

You must know the exact flow of the unfolding of the course in every session of every batch that you facilitate learning for.

You must ensure that the two sections of the learning experience every day, viz. the lab session and the classroom session are conducted in specific and separate manner.

#### 4.1.2 Learning facilitation in the Lab session –

Your role is very simple and yet highly responsible. You are to make the learning easy, joyful and complete.

For this you must:

- Be well informed of all the aspects of the session that you monitor start every time.
- Know each student enough to have a comfort level with you. You also need to try and get to know them more with each passing day so that you can bond with them to help them achieve best learning form the course.
- Be honest and open with confidence if there is something you don't know and need to search or study. Your students will learn to accept themselves from this "self-acceptance but ready to correct whatever is needed" attitude of yours.

#### 4.1.3 Interactions with the learner in lab session:

In the lab session the students have the freedom to choose any one or both the context topics for each session. Most students may not need much help or assistance. But you must be alert and watch them learn.

This serves two purposes: One is that you are tuned to the body language and facial expressions that indicate the level of clarity and energy of the student individually. This only you can perceive by observing actively when they do the lab session. The second advantage you derive form this is that if and when the student seems even mildly discouraged or due to whatever reason may be losing focus/concentration, you would be ready to step in with some personal encouraging remark that would set the young mind on the course quickly and happily.

Next possible event when you may be needed to step in for help or assistance is when they create text by using voice note tool.



There is a likelihood that they read out some text passage on the relevant topic instead of attempting to speak on their own. Or it is also possible that someone may be wasting time in erasing mistakes manually.

Another possible scenario is that they keep asking for help from other students or just give up. In every one of these situations and in any other situation not quoted here, the learning facilitator is expected to be watchful and quick to assist.

It would be useful to keep in mind that they will be shy or awkward asking for help. You are the facilitator and so you must be tuned fine to such reservations of your students at all times. Just because they are sitting with a computer does not mean we can leave them to it.

Your role is for aiding their learning. By being an observant, ready to assist kind of a helper, you can be highly effective in their learning in the lab session.

However, it does not mean you help them do their job. They must speak and answer the questions on their own. You are to encourage them to do exactly this.

#### 4.1.4 Empowering learners to learn:

It will help you to always keep in mind that the learners in your batches are young persons who are easily distracted and discouraged. It is your responsibility to keep their energy and the motivation high. For this you necessarily must have good energy and motivation to facilitate their learning.

To ensure smooth and consistent running of your batch, at the start of every batch you must - very clearly - lay down some basic rules or “Do”s and “Don’t”s so that the learners know which behaviour to expect and what is discouraged and encouraged. These can cover things like attendance, punctuality, treating all members of the batch with respect and being polite and well mannered. This will avoid any personal conflicts or arguments.

If you see anyone struggling with an activity like creating a process folio or feeling lost; you can work to elevate their level of focused attention and confidence. For this a word of caution here: Do not single out an individual for any encouragement or for disciplining them. Always address the whole batch so that no one feels either especially cared for, targeted or left out. All these things can be avoided when you initiate a discussion or an activity to keep the discipline and energy good in your batch.

You can also watch the students and see if anyone is struggling more than expected. In that case you may perhaps suggest extra exercises or resources or practice sessions on their own for them.

## 4.2 BS-CIT

### 4.2.1 Role in Lab

The role of a LF in Lab should basically be to act as a guide who should help learners whenever needed. S/he should monitor the various activities in the lab. The roles includes:

1. **Communicator** –As we all know that communication is the act of conveying intended meanings from one person or group to another through the use of mutually understood signs and semiotic rules, it’s always important for one to be a good communicator. So, a LF need to be a good communicator. S/he should greet the learners in the lab daily. S/he should always showcase a smiling face to the learners in the lab. S/he should behave in a calm manner with learners. All these will result in building a good rapport between a LF and the learners. This will also build confidence inside the learners to open for discussions with their LF whenever necessary.

2. **Helping hand** - LF should help learners in understanding the expectations in lab session. S/he should help learners whenever they face any difficulties with respect to ERA in the lab session. In case any learner has any difficulty in solving the portions in the lab like Do-It-Yourself, Processfolio creation, etc. The LF should guide them in understanding the processes, etc. so that the learner can practice his/her tasks with ease full dedication.
3. **Coordinator** - LF should also act as a coordinator. S/he must ensure that proper hardware and software are installed in each and every system. S/he should also check for proper installation of ERA in each and every system. If learners need of any supportive materials (if not available) like headphone, mouse, etc. the LF should ensure that they are provided with them if required. S/he must also ensure that the updated contents are available so that the learners doesn't miss anything.
4. **Supervisor.** LF should act as a supervisor in lab while the learners solve their challenges, Online Test, Do-It-Yourself, etc. to avoid any malpractice. Generally, the learners try to take help from their friends in order to complete their assignments, other activities, tests, etc. but the LF should always act like a supervisor and keep a check on that. Since the Take a Challenge activities and Online Test contains mark, it is the duty of the LF so be strict while learners are appearing them to avoid any impact on the performance of one learner because of the fault or mischief of other.
5. **Instructor** – A LF should also act as an instructor. Since it is lab, the role of the LF changes from a teacher to instructor. The LF should always instruct the learners whenever some tasks needs to be performed. On the very first day, it is mandatory for any LF to instruct all the processes to the learners as they are new to the system and are unaware of the environment. The LF should also instruct regarding the rules and regulations of a lab. S/he should also instruct and make the learners knowledgeable about the proper use of various external hardware components, like headphone, mouse, etc.
6. **Guide** – A LF should a good guide and should always motivate all the learners. The main purpose of a guide is to focus on behavioral part of the learners. It's always important to have a check on the behaviour of each and every learner. It may happen in the lab that a learner knows every bit of how to solve the assigned tasks like activities, TACs, Online test, etc. and some learner don't know. This can sometime lead to the feeling of superiority among the learners in the mind of the learner who knows everything and the impact can be seen through teasing, behaviour towards peers, etc. But it is the duty of a LF to avoid of such situations and guide them so that they behave in matured manner. If s/he sees any unusual behaviour from any of the learner, s/he should speak to them and understand the cause of the same. LF should try to solve the problem as soon as possible. If not possible in the lab, s/he should call and meet the same learner after the class and discuss with them. Proper guidance from the LF can lead to win-win situation.
7. **Mentor** – A LF should also act as a mentor in the lab. There are many a times when learners need counselling. It might be counselling with respect to grasping of knowledge and its implementation or behaviour of a learner in the sessions, every time it is the LF who needs to deal with this and help the learners overcome this. If a learner is weak in understanding things taught or discussed

in the class, then the LF should focus on such learners and ensure that they get a good practice in lab so that they can understand it better. As we all know Practice always makes a man perfect, it is practice only that can make our ideas clear on a specific subject or area. I.e. practical implementation of knowledge gained in classroom session.

8. **Evaluator, Assessor, Reviewer** – One of the major role of LF is being an Evaluator / Assessor / Reviewer. Since the learners go through many activities like Do-It-Yourself (Processfolio creation), Take A Challenge questions and Online Test, it is always the evaluation or correct review that can help learners to improve. The LF should see the processfolios created by the learners and give them valuable feedbacks so that the learners can understand their mistakes and area of improvement in any. Suggestions and feedback always lead to have a clarity of improvement in the mind of learners. E.g. if a learner doesn't perform any activity in the Do-It-Yourself portion, the LF should understand the difficulty of the learner and guide him/her accordingly. There can be many reasons of not performing it. It can lack of interest of learners, or can be confusion in the mind of learners to understand what needs to be done exactly, or can be any other reason. The LF should always try to understand it from the learners and show the correct path to the learners. The LF should also give reviews based on the marks obtained by learners in the test and challenge sections. This will help them prepare for the topics following a better approach which can lead to improvement in the marks from the succeeding sessions.
9. **Tutor** – The LF should be a good tutor. S/he should schedule tutoring appointments with learners. S/he should create an environment to promote productivity and learning. Also s/he should search for software, equipment, or other learning materials to complement lab sessions. S/he should provide feedback to learners using positive reinforcement techniques to encourage, motivate, or build confidence in learners.

#### 4.2.2 Best practices

1. LF should be following ethical practices like dealing considerately and justly with each student, and seek to resolve problems, including discipline in the lab
2. LF should treat all learners equally inside the lab. Whenever any learner need something inside the lab, s/he should try to help him/her as much as possible. S/he should not make any discriminations on the basis on age, race, sex, etc.
3. LF should offer encouragement to the learners so that they can express their need for anything inside the lab
4. LF should compel learners to keep track of their learning progress as this help the learner to improve. Their learning progress and performance will help them to measure his/her strengths and weakness and understand his/her current position with respect to the knowledge gained and practice done by him/her. This will lead the learner to improve a lot.
5. LF should monitor learners work and guide them with valuable suggestions and feedback. This will help learners to understand the mistakes or improvements that need to be done.
6. LF should provide help to understand and practice new knowledge inside the lab session

7. LF should allow learners to ask questions in the lab whenever they face any difficulties while performing activities related to their practice work
8. LF should try to keep learners engaged by broadening their views on the advantages of solving the assignments and activities

#### 4.2.3 A day in the life of LF

A day in life of a LF starts from preparing for day's 1<sup>st</sup> classroom session till the last lab session of the day.

First the LF needs to look into the content for the day's session earlier. S/he needs to do thorough research on the day's topics to get more ideas and information on the topics. S/he should also search for the current trends of the technologies in the market as well as new developments in them. S/he should find out some good examples, samples, models, etc. that can be helpful for him to conduct the session in an effective manner. Then the LF should go deeper inside the topics of the session and also practice skills whenever and wherever required to get a good hand over the topic. Before starting of a session, s/he should also ensure that the equipment or materials required to run the classroom session are well in place. Also s/he should check the same for the lab, to ensure the proper working of equipment that are involved in the process of learning and practice.

During the classroom session, the LF should teach all the topics of that day to all the learners of a batch at a time. S/he should use the earlier researched knowledge to give a broader idea on the topics of discussion. S/he should also allow the learners to share their ideas or opinions with others in the class. If any learner has any doubt s/he should explain it to the whole class so that everyone can understand that. S/he should always listen to what the learners speak and comment accordingly. LF should also give good examples so that the learners can grasp the concepts in easy manner. S/he should demonstrate various scope of a topic so that interest is created in the mind of learners to know more about the same.

During the lab session, LF should help the learners whenever required. S/he should guide the learners on how to perform the various assignments in the lab. S/he should also monitor the students on various aspects like their understanding of the tasks, their approach towards it, final output, etc. S/he should also focus on the outputs the learners prepare and try to provide feedbacks or suggestions on it so that the learners can understand the gaps and improve on them to make it more effective and correct. S/he should also have a check on the learning progression of the learners and their performance and guide them whenever needed. This will lead to productive learning.

## 5 Topic 4: ERA framework, Processfolios and DIY

The learner will Learn through eLearning at the Center through MKCL's eLearning Framework ERA (eLearning Revolution for All)

### **eLearning Environment: eLearning Revolution for All (ERA)**

ERA eLearning Revolution for All is the framework developed with a view to offer high quality education uniformly to the learners. The framework has been developed to offer high quality, self-paced, personalized learning experience to all the learners.

The state of the art delivery mechanism through ERA includes Learning and Content Management System support to the learners in a personalized manner, Learning Facilitator's resource material, academic support to the Learning Facilitators, day wise monitoring of sequential curriculum schedule, hands-on assignment planning and question banks leading to intermediate formative skill tests. We also offer Continuous Comprehensive Assessment through unique method of Take-A-Challenge activities.

The course is delivered in two hours' session through MKCL's ERA.

**Processfolio:** A Processfolio is an audio visual Learning and Assessment experience that a Learner records while completing an assignment or an activity. These videos are the presentment of the skills supported with audio-visual format. Eventually these videos serve as the learning evidence and can be assessed by the potential employers for assessing the candidates for various job opportunities.

Learners record the complete process of development of the socially useful and productive work outputs in their own voice and video commentary and publish it on CDN (Content Delivery Network) server. As a result, the learner's performance can be viewed and assessed by anybody from anywhere and at any time wherein one can see learner's screen showing the step-by-step process of development of output along with a small window on bottom right corner (picture-in-picture/PIP mode) showing the video of the learner while s/he was developing that output and simultaneously giving commentary on how is s/he is developing that output.

The Processfolio creation is a sequential activity which a learner performs while learning the sessions of the Kushal Yuva Program courses viz: BS-CLS, BS-CIT and BS-CSS.

The section describes the various steps involved right from the creation to the archival of Processfolios created by our learners.

### **Learning Strategies**

The Academic Approach of the course focuses on the "**work centric**" education i.e. begin with work and derive knowledge from work and apply that knowledge to make the work more wholesome, useful and delightful.

The ultimate objective is to empower the learner to engage in **socially useful and productive work**. It aims at leading the learner to his/her rewarding career as well as development of the society.

### **Learning methodology**

- Learners are given an **overview** of the course and its connection to life and work
- Learners are then exposed to the specific tool(s) used in the course through the various **real-life applications** of the tool(s)
- Learners are then acquainted with the **careers** and the hierarchy of **roles** they can perform at workplaces after attaining increasing levels of mastery over the tool(s)
- Learners are then acquainted with the **architecture** of the tool or **Tool Map** so as to appreciate various parts of the tool, their functions and their inter-relations
- Learners are then exposed to **simple application development methodology** by using the tool at the beginner's level
- Learners then perform the **differential skills** related to the use of the tool to improve the given ready-made outputs
- Learners are then engaged in **appreciation** of real-life case studies developed by the experts

- Learners are then encouraged to proceed from **appreciation to imitation** of the experts' outputs
- After imitation experience, they are required to improve the expert's outputs so that they proceed from mere **imitation to emulation**

Finally, they develop the **integral skills** involving optimal methods and best practices to produce useful outputs right from scratch, publish them in their **ePortfolio** and thereby proceed from **emulation to self-expression**. From **self-expression to self-confidence** and from **self-confidence to self-esteem!**

### Do-It-Yourself

Do It Yourself as the name signifies is an activity within the course wherein the learner after going through the differential content and the case study has to perform a task or set of tasks in actual application. This not only helps in boosting the confidence of learner of performing the task but also helps the learner to get familiar with the tool/application and the complete interface on which he/she is working.

## 5.1 Sample Questions

### 5.1.1 BS-CLS and BSCSS

1. How many sessions are there in BS-CLS course?
  - a) 45
  - b) 40
  - c) 20
  - d) 60
2. How many context topics are compulsory in BS-CLS course?
  - a) 45
  - b) 90
  - c) 40
  - d) 60
3. How many Red challenges are there in each session of BS-CSS course?
  - a) 10
  - b) 05
  - c) 20
  - d) 07
4. How many minimum Session need to be completed in BS-CSS course?
  - a) 32
  - b) 16
  - c) 20
  - d) 25
5. How many TACs are there in BS-CSS course?
  - a) 30
  - b) 15
  - c) 10
  - d) 20

### 5.1.2 BS-CIT

1. How many sessions are there in BS-CIT course?
  - a) 45
  - b) 50
  - c) 55
  - d) 60
2. Which of the following is not a skill in BS-CIT course?
  - a) 21<sup>st</sup> Century Daily Life skill
  - b) 21<sup>st</sup> Century Student skill
  - c) 21<sup>st</sup> Century Job Skill
  - d) 21<sup>st</sup> Century Citizenship Skill
3. What is the full form of ERA?
  - a) eLearning Revolution All
  - b) eLearning Resolution All
  - c) eLearning Revolution for All
  - d) eLearning Resolution for All
4. .... helps the learner to get familiar with the tool/application and the complete interface on which he/she is working.
  - a) Do-It-Yourself
  - b) Typing Practice
  - c) Take-A-Challenge
  - d) Ergonomics
5. Your learner might get a chance to go for an interview, what will you recommend him/her to carry, as an evidence?
  - a) Take A Challenge score
  - b) Session End Test score
  - c) Processfolios
  - d) Typing Score

## 6 Proficiency Test

### 6.1 English Language Skills

#### 6.1.1 Level B1 and B2

##### 6.1.1.1 Past simple – B1

Explanation:

For that which has passed, we use “had” for all 8 personal pronouns.

Action words/verbs take on ‘- ed’ to show that the action was in past.

Some verbs completely change when used to indicate the past.

For questions and negative forms we use “did” and the verb remains the same. It does not change or take “-ed”.

### 6.1.1.2 Wh- questions in the past B1

Explanation:

What - To know some specific item/thing/person among many

Who - To know some specific person

Where – To know some specific location

Why – To know some specific reason

How – To know some specific mode/manner/way

When – To know some specific time

Whose - To know who it is that something belongs to or who owns something

Which - To know some specific thing (that is not a person)

### 6.1.1.3 Past continuous B1

Explanation:

We say sentences like: “I was driving when it started raining.”

Or “I was walking and suddenly I saw a beautiful flower.”

When we wish to talk of things in progress in the past and events connected to it.

I am – I was

He/She/It is - He/She/It was

You / You (plural), We, They are – You / You (plural), We, They were

### 6.1.1.4 Adverbs B1

Explanation:

Adverbs are words that describe ‘how’, ‘where’, ‘when’, ‘how often’, and ‘why’ something happens or has happened.

### 6.1.1.5 Present perfect versus Past simple B1

Explanation:

For finished time we add '-ed' or change the verb completely. For example: I changed my job this year.

For unfinished time we say 'has' or 'have'.

For example: I have seen Jatin my friend few weeks ago.

### 6.1.1.6 Modals – must - can't deduction B1

Explanation:



We use 'must' when we are sure about something.

We use 'might', 'may' or 'could' when we feel something is possible but we are not so sure about it.

We use 'can't' ('cannot') when we are sure or we believe that something is not true or that something is not happening.

#### *6.1.1.7 Comparatives and superlatives B1*

Explanation:

Comparison in amount, number, degree, or quality, is commonly done by adding '-er' to the noun.

For example: I am taller than you.

The highest degree is denoted by 'most' or '-est' before noun or verb describing something.

This is the best book I have read.

#### *6.1.1.8 Present perfect continuous B1*

Explanation:

We speak of something that was started in the past and is still continuing in the present by using sentences like: "I have been painting and it will soon be ready."

Or we speak of something that is finished and its effects can still be seen/felt with sentences like: "I have been walking fast and now my feet hurt."

#### *6.1.1.9 Past tense responses B1*

Explanation:

If the question commences with one of the traditional question words such as WHO, WHERE, WHEN, WHY, WHAT, WHICH or HOW, it requires a more detailed answer and it is not possible to give a short answer.

However, if the question starts with other words e.g. "Can you", "Will he" and "Is she" etc. then a short answer like yes, I can, No he won't and "She isn't" are possible.

When the question starts with words like "Can you", "Will he" and "Is she" etc. then a short answer like "Yes, I can", "No, he won't" and "She isn't" are possible.

#### *6.1.1.10 Complex question tags B1*

Explanation:

Question tags are added to a question in two cases. One is when something needs to be verified and two, for emphasis or invitation for agreement.

Example of verification: This is the right address, isn't it?

Example of emphasis: It's a warm day, isn't it?

EXCEPTION: We use aren't with I'm in questions tags. Do not use "am not I?" or "Am I not?"

Example: I'm a bit careless, aren't I? Saying "I'm a bit careless, am not I?" is incorrect in English.

#### *6.1.1.11 May Might and Adverbs of Probability B1*

Explanation:

May and Might is used to show what will possibly happen in the future.

May is also used for permission.

Will is used to show how probable a future event is.

Commonly it is used with different adverbs like possibly, probably, certainly, definitely etc.

#### *6.1.1.12 Broader range of intensifiers such as too, enough B1*

Explanation:

Too is used when something is extra but not needed/unnecessary.

Too shows a negative opinion. For example: This is too big. It is too good to be true. (It is not/cannot be that good.)

Enough means just right.

So means very. So is used before a word /phrase describing something or before a word /phrase describing an action.

Such also means very. Such is used before a word describing something.

#### *6.1.1.13 Phrasal verbs, extended B1*

Explanation:

A group of words that means something is a phrase. When a phrase is used to show an action it is a phrasal verb.

Often these words are separated when used in a sentence for better effect.

For example: "Can you turn the volume down?" Or "Can you turn down the volume?"

A phrasal verb is sometimes a group of words separated in a sentence but showing a single action.

#### *6.1.1.14 Modals – should have - might have - etc. B1*

Explanation:

'Should have' can be used to express regret about the past or about something you expected to happen, but it didn't happen (or it didn't happen until later).

Examples: The letter should have arrived by now, but it hasn't come yet.

Here's the bus! It should have been here twenty minutes ago.

We use 'may have' and 'might have' to show that something has possibly happened now or happened at some time in the past.

#### *6.1.1.15 Connecting words expressing cause and effect, contrast etc. B1*

Explanation:

Contrast is shown by:

'But' 'Although' 'Even though' 'However' 'Despite' 'In spite of' etc.

Cause is shown by:

'because' 'due to' etc.

Effect is shown by:

'so' 'thus' 'consequently' 'as a result' 'therefore' etc.

#### *6.1.1.16 Future continuous B1*

Explanation:

When we want to speak about something in future which is expected/guessed or hoped to be but not completed we use words like "will be doing" something.

For example: "I will be going to school tomorrow."

Or "It will be raining next month."

#### *6.1.1.17 Simple passive B1*

Explanation:

When we want to show that an action is done to something or someone, we say the action is being done to something and it is done by something or someone; as in: The boxes were being filled by the workers.

The action of filling is done on the boxes and the persons who are doing the action are workers in this example.

#### *6.1.1.18 Reported speech (range of tenses) B1*

Explanation:

When we to talk about what another person said in the past, we present it as a report by saying: He / She / I said (that) ...or: He / She told me (that)...; I told him / her (that)...

When writing reporting speech, we do not use quotation marks (") and we change the time to past. For example: He said, "I am going out now."

Reported speech: He said that he was going out then.

#### *6.1.1.19 Modals: Must - Have to B1*

Explanation:

When there is something necessary to be done, we say “have to do” and if not necessary, then we say, “Don’t/doesn’t have to do”.

And for something certain and necessary, we say, “must do”.

#### *6.1.1.20 Past perfect B1*

Explanation:

We use “had done” or “had taken” etc. when we want to talk of an event/events that have happened before another event in the past.

For example: Satish reached office late because he had gone to see his doctor on the way.

#### *6.1.1.21 Conditionals, 2nd and 3rd B1*

Explanation:

We talk about things in the future that are imaginary situations and the consequences (also imaginary) by using sentences like:

“If we had wings, we would be able to fly.”

And when we talk about something in past but which didn't happen, and also imagine its result we use sentences like:

“If I hadn't eaten so much, I wouldn't have felt sick.”

#### *6.1.1.22 Will and going to, for prediction B1*

Explanation:

When we are stating something we feel/believe is going to happen in future, we use either “going to” or “will”, as in:

“I knew he was going to fall soon.”

And we use “will” when we are guessing/planning about something, as in:

“I think it will rain today.”

#### *6.1.1.23 Adjectives and Adverbs B2*

We use certain words like ‘beautiful’ and ‘difficult’ to describe things. These are adjectives.

We use some words called adverbs to describe how some action is done. For example: I walked quickly.

Many adverbs end in ‘-ly’.

But some adverbs do not end in '-ly'. For example: She worked well.

And there are a few verbs like 'seem' and 'look' which take an adjective as an adverb. For example 'looks soft', 'seems strange'.

#### *6.1.1.24 Narrative tenses B2*

Explanation: When we narrate something from the past we use all the four forms of verbs to show what happened, how and when it happened.

For example:

I.They did. Or He did work.

II.I was sleeping.

III.She had cooked.

IV.We had been playing.

#### *6.1.1.25 Modals – must have, can't have, needn't have B2*

Explanation:

When we know for sure that something has happened or is true, we use "must have".

When we know for sure that something has NOT happened or is NOT true, we use "cannot have or can't have".

And we wish to express that some action done in the past was unnecessary, we say: "Need not have or needn't have".

#### *6.1.1.26 Future continuous B2*

Explanation:

When some action that we know/think will be in progress in future and we want to speak about it, we say: "It will be raining tomorrow evening."

We also guess some action in progress in future with words like: "The train will be arriving in time today."

We also say: "I will be staying at a hotel once I reach there." When we make future plans of some actions.

#### *6.1.1.27 Phrasal Verbs - extended B2*

Explanation:

A phrasal verb is a group of words sometimes separated in a sentence but showing a single action.

For example:

I asked her to pick me up after work.

#### *6.1.1.28 Future perfect B2*

Explanation:

To talk about an event that will be finished and complete before some specific time in the future, we use 'will' and 'have' as in:

She will have solved all the math problems by then.

#### *6.1.1.29 Relative clauses B2*

Explanation:

In a sentence something or someone is often defined/related to other things by using who/whom, that, which, whose, where, when.

For example: It is my mother who makes sure I study.

#### *6.1.1.30 Future perfect continuous B2*

Explanation:

To talk about an event that will be in progress before some specific time in the future, we use 'will' and 'have been' as in:

She will have been teaching math in this school for ten years next month.

#### *6.1.1.31 Would expressing habits, in the past B2*

Explanation:

When we talk about something that was true in the past, but is not true now, we say 'Used to' as in:

As a child I used to swim in the well in my native place.

We also can use 'Would' in the same manner as in:

We would fly kites every Makar Sankranti when we were kids.

#### *6.1.1.32 Past perfect B2*

Explanation:

We use "had done" or "had taken" etc. when we want to talk of an event/events that have happened before another event in the past.

For example: They had taken a taxi that day to reach the airport in time.

### *6.1.1.33 Modals of deduction and speculation B2*

Explanation:

For our own deduction which is not a fact, we use 'must have'.

When we are not sure about something but we think it was possible, we use 'might have';

We use 'could have' when we want to indicate that someone had the ability or chance to do something but did not do it.

### *6.1.1.34 For, Since, When, and How Long B2*

Explanation:

We use 'since' when we say the start of a period.

For example: (8 o'clock, Monday, 1985 etc.)

We use 'for' when we say a period of time.

For example: (two hours, six weeks etc.)

We use 'how long' to ask for the period during which something was happening/happened.

For example: How long have you been here?

### *6.1.1.35 Reported speech B2*

Explanation:

When we talk about what another person said in the past, we present it as a report by saying: He / She / I said (that) ...or: He / She told me (that)...; I told him / her (that)...

When writing reporting speech, we do not use quotation marks ("") and we change the time to past.

For example: They said, "We will surely come."

The reported speech of this would be: They said that they would surely come.

### *6.1.1.36 Passives B2*

Explanation:

When we want to show that an action is done to something or someone, we say the action is being done to something and it is done by something or someone.

### *6.1.1.37 Past perfect continuous B2*

Explanation:

We describe an event which was in progress in past for some time before another event in the past by using words like:

We had been working when the rain started.

### 6.1.1.38 Will and going to, for prediction B2

Explanation:

When we are stating something we feel/believe is going to happen in future and there is some proof/evidence; we use “going to” as in:

“I knew it was going to fall off that shelf sometime.”

And we use “will” when we are guessing/planning about something, as in:

“I will meet my friends today after work.”

### 6.1.1.39 Wish & If only B2

Explanation:

Though the words for present tense like ‘I am’ and ‘He is’ become ‘I was’ and ‘He was’; when you add “If” before all the eight personal pronouns, they all take “were” and not ‘was’.

“I am a bird” would become “If I were a bird...”

“He is a king” becomes “If he were a king...”

And for stating wishes by saying “I wish” or “If only...” we use forms of things that have passed; even if they are in present time.

For example:

“If only you had studied.” or “I wish you had studied.”

### 6.1.1.40 Mixed conditionals B2

Explanation:

Sentences can have conditions that describe an imagined event in the past and the present result.

Sentences can have conditions that describe a situation which is never true, and the future or past imagined consequence of this situation.

Sentences can have conditions that describe a situation which is possible in present with a possible consequence in near future.

### 6.1.2 Reference Links:

B1 level Test for Reading:

[https://www.examenglish.com/B1/B1\\_reading.htm](https://www.examenglish.com/B1/B1_reading.htm)

B1 level Test for Listening:

[https://www.examenglish.com/B1/B1\\_listening.htm](https://www.examenglish.com/B1/B1_listening.htm)

B1 level Test for Grammar:

[https://www.examenglish.com/grammar/b1\\_grammar.html](https://www.examenglish.com/grammar/b1_grammar.html)



B1 level Test for Vocabulary: [https://www.examenglish.com/vocabulary/B1\\_vocabulary\\_topics.htm](https://www.examenglish.com/vocabulary/B1_vocabulary_topics.htm)

B2 level Test for Reading:

[https://www.examenglish.com/B2/b2\\_reading.htm](https://www.examenglish.com/B2/b2_reading.htm)

B2 level Test for Listening:

[https://www.examenglish.com/B2/B2\\_listening.htm](https://www.examenglish.com/B2/B2_listening.htm)

B2 level Test for Grammar:

[https://www.examenglish.com/grammar/b2\\_grammar.html](https://www.examenglish.com/grammar/b2_grammar.html)

<https://tracktest.eu/english-levels-cefr/> (PAID)

P.S: It is recommended to use Mozilla Firefox Browser to open the websites.

In that case if the website doesn't open please override exception to open the website.

### 6.1.3 Sample Questions

1. I am watching a play now. I \_\_\_\_\_ a play yesterday.
  - a) Watched
  - b) will watch
  - c) watches
  - d) watch
  
2. \_\_\_\_\_ father comes home, we will be asleep.
  - a) in time
  - b) by the time
  - c) by
  - d) in timing
  
3. Which spoken sentence is correctly matching the reported sentence: He proudly claimed that he was the fastest runner of all.
  - a) He proudly say, "I was fastest runner of all."
  - b) He proudly said, "I am the fastest runner of all."
  - c) He said, "I have the proud fastest runner of all."
  - d) He proudly say, "He was the fastest runner in all."
  
4. I might \_\_\_\_\_ my papers on your desk, I'll collect them later.
  - a) have leaving
  - b) have left
  - c) having left
  - d) has leaving
  
5. Which sentence is correct?
  - a) If you were a good cook, your catering business would have been successful.
  - b) If you were a good cook, your catering business would have been successful.
  - c) If you were a good cook, your catering business would have been successful.

d) If you were a good cook, your catering business would have been successful.

## 6.2 IT Skills

For attaining the expected proficiency in IT Skills, LFs can access the course from their respective login.

### 6.2.1 Sample Questions:

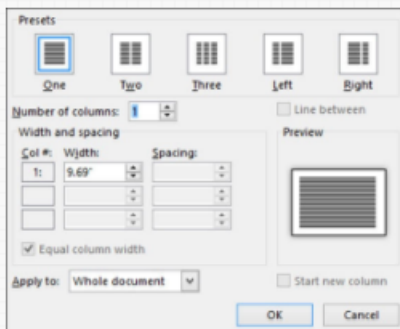
Refer the image shown on the screen. You want to insert text as shown in the image in your presentation slide. To do so, you need to use ..... feature.



Options:

- Online pictures
- Shapes
- WordArt
- SmartArt

Question: Refer the image shown on the screen. You will get this dialog box after clicking on 'Columns' option.



Options:

Sr.No	Options	Reference	Justification
1	<input checked="" type="checkbox"/> true		
2	<input type="checkbox"/> false		

Question:

Refer the image shown on the screen. You will get these options after clicking on 'Design' tab.



Options:

- true
- false

**Question:**

Drop caps are the first character/s at the beginning of a paragraph that are enlarged, covering several lines.

**Options:**

- true
- false

**Which mathematical operation is performed by the / key in an Excel formula?**

**Options:**

- Division
- Factorial
- Multiplication
- The / key does not perform a mathematical function

**MS Excel application is used for different types of ----- varying from very simple to complex.**

**Options:**

- Calculations
- Letters
- Presentation
- Mails