

Induction Module- 29 April, 2019

Objectives :

- Developing Skills related to Reading, Writing, Listening, Speaking and Keyboarding.
- Developing Facilitation Skills
- Understanding Critical Thinking and Non-Cognitive Skills

SELECTION DAY PROGRAMME

Time	Activity	TRAINER ACTIVITY
0900-0945	CANDIDATES ARRIVE	<p>Check names and that all are degree holders. Identify candidates whose name is not on the list and inform the HR about it.</p> <ul style="list-style-type: none"> • FEA graduates (Delhi) - minimum qualification – Waiting for the result of final year of graduation. <p>Ensure that each participant has a name tag. <u>Explain plan for the day:</u> Tell them that that they may have to stay till 6 pm.</p> <p><u>Hiring Process:</u></p> <ul style="list-style-type: none"> • Written test (offline)– Picture Composition (30 minutes) • Spoken (GD) – (approx. 2 hours; 15 minutes for each) • Online assessment <ol style="list-style-type: none"> 1. Listening 15 minutes 2. Reading 50 minutes <p><u>Breaks:</u></p> <ul style="list-style-type: none"> • Tea – 11 to 11:30 am • Lunch – 1 to 2 pm • Evening Tea – 4 to 4:30 pm <p>Candidates should know the location of Washrooms/ how to lock the washroom doors/ Drinking Tap Rules of the house – (You wash what you use, No food goes wasted, Maintaining professional and polite behavior, Talk nicely to the staff, Take care of your</p>

		<p>valuables/mobile phones/vehicles)</p> <p>Reminders: (Check that the candidates are aware of non-negotiable and have been informed about the same)</p> <ul style="list-style-type: none"> • Attendance, regularity and punctuality. <ul style="list-style-type: none"> • No leave will be granted during the training program of 18 days. • Reporting late more than twice will lead to termination from Induction program. • One-year commitment • No leaves for first 3 months • Potential branch - to be finalized in consultation with the managers etc.
0945 – 1015	Written test (Picture composition)	<p>A picture is shown on the screen and the trainees are expected to write a short story in approx. 150 words.</p> <p>Reminder:</p> <ul style="list-style-type: none"> • The candidates should be informed that we will not check beyond 150-165 words. • They should be mindful of grammar, punctuation, capitalization and handwriting as they would be assessed on these parameters. <p>Parameters: (Discuss before you start)</p> <ul style="list-style-type: none"> • Content • Grammar and Punctuation • Vocabulary • Organization and cohesion • Impact on the reader <p>Note: Each parameter is for 20 point.</p> <p>Once they complete their writing test, half of the candidates will move to the immersion room for the online test and the rest will stay in the same room for the spoken test.</p>
1015 – 1100	Online Test	<p>Before the candidates start their online test, trainer to discuss:</p> <ul style="list-style-type: none"> • The sections of online test and the types of questions they have. • The questions with one correct choice and the questions with more than one correct choice should be discussed well. • Candidates can't start the test until all the candidates in the immersion room are on the same page.

		<ul style="list-style-type: none"> • Candidates can only submit the test after the confirmation from the trainer. • Those, who have completed the online test need to move in the induction room for the spoken test. • Trainer to keep the record of the scores for the selection day report.
1100 – 1130	TEA BREAK	
1130 - 0100	Group Discussion	<ul style="list-style-type: none"> • Call one group at a time and brief them on GD • Discuss the protocols of GD • The trainer must set the expectations of GD, motivate the candidates to participate as much as they can and guide them using a few examples – (how to introduce yourself in a GD, how to share your opinion about the topic, how to agree/disagree, space for difference, etc.) <p>Trainer to observe for:</p> <ul style="list-style-type: none"> • Spoken English (Ability to communicate clearly with minimal grammatical errors) • Discussion Protocols (Identify people who try to dominate a lot) • Reasoning (Ability to frame arguments, justify one’s opinion, think logically, etc.) • Ability to contribute to the discussion and find a common ground • Patience to listen other’s point of view
		LUNCH
1300- 1400	Lunch	<p>Reminders:</p> <ul style="list-style-type: none"> • Please remind the rules of the house • Ensure that at least one of the trainers is with the candidates during lunch to guide them <p>(The trainers should be assigned the task who need to check the writing offline assessment)</p>
1400-1600	Group Discussion	<p>The rest of the candidates will continue with the group discussion. Trainers will check the writing sheets and will compile the score sheet. Candidates who have completed both the sections (Spoken and Online assessment) will select a book and read. Candidates can also interact with other trainees in groups.</p> <p>Trainers collate all the scores and prepare a list of selected candidates</p>
1600 - 1630	TEA	

1630 - 1800	Results/ Interviews/ Presentations	<ul style="list-style-type: none"> • Results to be declared • Interviews with Managers • Presentation by the Training Manager/ HR Coordinator
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DAY 1 – Orientation

Material Required : <ul style="list-style-type: none"> • PIF Forms • Orientation PPT • Induction Kit Print-outs • Branch Visit Print-outs & E-mail Guidelines 	Personnel Involved : <ul style="list-style-type: none"> • Trainer
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Time	Objective	Description
9:00 – 10:00	Inductees will get to know each other.	<p>Welcomes and Congratulates the trainees on their selection.</p> <p>Ice breaker:</p> <ul style="list-style-type: none"> • Trainees will be divided into groups of 4. • Trainees will be asked to find 5 interesting things about each member of their group. • Trainees will be asked to a title to each person and share it with the whole class. (20 minutes) <p>Trainees will be asked to introduce one another with the titles given. (30 minutes)</p>
10-10:30	Personal Information Form	<p>Ask inductees to fill the PIF Form.</p> <p>Assist for any query/doubt.</p>
10:00 – 11:00	Know FEA	<p>Trainees will search online about the organization. (20 minutes)</p> <p>Trainees will share whatever they have searched about FEA. (10 minutes)</p>
11:00 – 11:15	Tea Break	
11:15 – 12:30	Know FEA	<p>Introducing the organization to the participants through PPT.</p> <p>Points to be covered:</p> <ul style="list-style-type: none"> • Vision of the organization • What we do • How we do • Perks of being a part of this organization • Growth within the organization (Trainer to share his/her journey in the organization.) • Team Building Events • FEA Team
12:30-13:00		
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	

14:00 – 14:45	Induction Kit	To understand the policies and working hours of the organization: Divide the class into 5 groups. Distribute the Induction Kit among them. Each team to go through a page of the kit and make other groups understand about the content given. Ask for any query/doubt.
14:45 – 15:30	Branch Visit	Inform the trainees about the next day Branch Visit. Share: <ul style="list-style-type: none"> • Timings • Objectives + E-mail Guidelines (Share e-mail ID and official number with the trainees) • Branches • Do's and Don'ts of BV (Being polite with the students and facilitators, carrying water bottles and lunch, requesting facilitator for any guidance and support, dropping the text to the trainer after reaching and after leaving the branch and making notes for any observation during the day.)
15:30 – 16:00	Fixing Appointments	Share the allotted branches location, name & number of the facilitators to be visited and fix the appointment for the next 2 days.
16:00 – 16:15	Tea Break	
16:15 – 16:45	Introducing RWK	Introduce Reading-Writing-Keyboarding and expectations related to these strands.
16:45 – 17:15	Assessment - Keyboarding	Assess the trainees on: <ul style="list-style-type: none"> • Keyboarding: Take a note of technique, speed and accuracy. (Time Limit : 20 minutes) <p><i>*The purpose of this assessment is to understand and assess the current status/understanding of the trainees for RWK so that required action plan can be prepared according to the level of their understanding.</i></p>
17:15-18:00	DEAR	Introduce DEAR: Let the trainees sit in a circle and give them some books, Each trainee gets a book and 2 minutes to go through the book and rate it out of 5 Stars. Then the trainee will pass the book to the person to his/her right and do the same for 5-6 rounds. Ask the trainees to mention the top 3 books. Note: Ask the trainees to find one of these 3 books to read at the branch.

DAY 2 - Branch Visit (I)		
Session	Time	Activity

Session 1	7 - 8:45	Observation: Question of the day, LMS, various registers and library books) <i>The trainee must request the facilitator to guide and support.</i>
Session 2	8:45 – 9:45	CBT : Watch 5 Audios/videos of Book 1 and note down some of the important points. Trainee will mention these points in the experience email.
	9:45 – 10:30	Practice Keyboarding with Typing Master/Rapid Typing. <i>The trainee must ask the facilitator to inform him/her about how to use Rapid Typing/Typing Master.</i>
Session 3	10:45 - 11:30	Observing Session: Make notes of the observation
	11:30 - 12:30	Exploring the DEAR and DEW Program. <i>The trainee must enquire about the DEAR and DEW program. The email that is sent on DEAR/ DEW days must be read and discussed with the facilitator.</i>
Session 4	12:30 – 14:00	Selecting a book from the library and start reading. Note: The trainee should select any of the 3 books that they selected if available.
	14:00 – 15:00 PM	Reading the email guidelines and a reflection email about the learnings <i>The trainee must ensure that the email is sent according to the guidelines. It should contain at least 3 points each on the experience of observation, doing CBT (Audios/Videos), jeopardy and reading book.</i>

DAY 3 - Branch Visit (II)		
Session	Time	Activity
Session 1	7:00 - 8:45	Asking the question of the day Trainee will conduct the Question of the Day (5-7 minutes) Observation (Participating in one of the activities as a student or acting as the polite phrase cop and see how the lesson is conducted.) <i>The trainee must seek the facilitator's permission before participating in the class.</i>
Session 2	8:45 - 10:30	Watch next 5 Audios/videos of Book 1 and note down some of the important

		points.
	9:45 – 10:30	Practice Keyboarding with Rapid typing/Typing Master. <i>The trainee must ask the facilitator to inform him/her about how to use Rapid Typing/Typing Master.</i>
Session 3	10:45 - 11:30	Going through the Jeopardy games with the help of the facilitator. <i>The trainee doesn't have to play it, she/he just needs to go through the rules of the game and questions in the laptop.</i>
	11:30 - 12:30	Reading library book. <i>The trainee should take down notes of interesting things in the book and new words/ phrases learned.</i>
Session 4	12:30 – 14:30 14:30 – 15:00	Writing an email about the overall experience of the center visits, including the book read and Audios/videos. <i>The reflection email should contain at least 5 interesting things about the selected book. This email should summarize the overall experience with important details.</i>

Day 4 – Who is a Facilitator?		
Material Required :	Person Involved :	
<ul style="list-style-type: none"> Laptops Print outs (4 Pre-Enrollment Lessons) 	<ul style="list-style-type: none"> Trainee Curriculum Manager (Mr. Avishek Singh) 	
Time	Objective	Description
9:00 – 10:00	Sharing the experience of Branch Visit	<p>Welcome back the trainees and hold a conversation about the experience of their Branch Visit.</p> <p><i>*Take a mental note of which trainee experienced and shared what, how much did they observe, what did they learn at the branch, whether they are ready to work with the organization or not etc.</i></p> <p>Steer the conversation towards the qualities they would like to adapt/learn from their facilitators.</p>
10:00 – 11:00	Understanding Facilitation	<p>Share the objective of today's training: Understanding Facilitation and the role of a facilitator.</p> <p>Role Play: Effective Teacher Vs. Ineffective Teacher</p> <p>Divide the trainees into two groups.</p> <p>Group 1 : Prepare the role play for an ineffective teacher</p>

		<p>Group 2 : Prepare the role play for an effective teacher</p> <p><i>*Make notes based on the observation of effective and ineffective teacher to use the points during debriefing.</i></p>
11:00 – 11:15	Tea Break	
11:15 – 11:45	Debriefing	<p>Based on the role play, discuss:</p> <ul style="list-style-type: none"> • What are the qualities of an effective teacher? • What are the qualities of an ineffective teacher? <p><i>*Make a T-chart on the board and note down the points given by the trainees</i></p> <p>Ask: What are the qualities that have not been mentioned here and you observed them during the branch visit in the facilitators? OR As the name suggest, how do you think a facilitator is different from a teacher?</p> <p>Debrief: Facilitator Like Qualities (Polite, guides, asks rather than telling, lifelong learner etc.)</p>
11:45 – 12:15	Applying Learning	<p>Divide the class into 4 groups and assign them the following Pre-enrollment lesson to prepare and present:</p> <ul style="list-style-type: none"> • Scrabble • Word Detectives • Hangman • Word Chain
12:15 – 13:00	Presentations	<p>Two trainees to be called out from each team for presentation.</p> <p><i>*Note: Observe the qualities of the trainees presenting the lesson. Take a note of it.</i></p> <p>Ask the trainees to share the feedback based on the presentation. Share the strengths of the trainees presenting. Help trainees observe the FLQs (Facilitator like qualities) in the presentation.</p>
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentations	<p>Presentations Continued</p> <p>Keep guiding the trainees to observe the FLQs (Facilitator like qualities) and make a note of trainee’s strength and area of development.</p>

16:00 – 16:15		Tea Break
16:15 – 17:00	Establishing the importance of Reading.	Personnel Involved (Avishek Singh)
17:00 – 18:00	Power Hour	<p>Introducing Power Hour (An hour we invest on reading to become more powerful as learners and earners)</p> <p>Guiding the trainees to choose the book they are interested in.</p> <p>Sharing do's and don'ts of reading a book :</p> <ul style="list-style-type: none"> • Use bookmark • Don't fold the book • Don't use the pen or pencil in the book • Don't sit near to each other • Maintain Silence • Read from a book rather than PDF. <p>Reading (45 minutes)</p>

Day 5 – Lesson Planning		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Learning of Yesterday's Presentations.	<p>Trainees to share the challenges that they faced during the presentations.</p> <p>List down the challenges on the board.</p> <p>Introduce the Facilitator Handbook and share how the handbook is designed to help them overcome the challenges.</p> <p>Debrief:</p> <p>To help us understand how much we need to make our students learn about a certain topic, to serve the uniform learning and achieve the same objectives all over the branches, to have a better idea of how comprehensive learning takes place etc. we have handbooks designed by our Curriculum Head and Manager.</p> <p>(Trainer to go talk about the Cover page and quotes, About the resource, Facilitation VS Lecturing and FEA Good Practices.)</p>

		Do not talk about the Blue Print.
11:00 – 11:15	Tea Break	
11:15 – 12:15	Understanding FHB	Read out Lesson no. 1 for them and talk about each and every point mentioned in the lesson.
12:15-13:00	Preparation	Divide the class into pairs and allot them a lesson to prepare and present. Note: Lesson number 7 (Being Polite will be presented by the trainer).
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Ask the pairs to come and present their lesson. (30 Minutes to present & 15 minutes to give feedback) *Note: Observe the qualities of the trainees presenting the lesson. Take a note of it. Ask the trainees to share the feedback based on the presentation. Share the strengths of the trainees presenting. Help trainees observe the FLQs (facilitator like qualities) in the presentation. At least 3 lessons should be presented in this session.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Presentation	Ask the other pairs to present respectively. At least 1 lesson should be presented in this session.
17:00 – 18:00	Reading	Power Hour

Day 6 – Tools of learning		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks • Workbooks • Laptops • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Establishing the importance of the Tools available	Trainer will divide the batch into group of 4. Each group will be given a step from lesson number 7 (E.g.; Group A will get step 1 Group B will get Step 2 and so on). Trainer will ask each group to share the tool used in their step and why is that tool important for students' learning.

		<p>Trainer will add the required points if missed by the trainees:</p> <p>Laptop/AVs: To help the students build their listening skills.</p> <p>Workbook: To help the students build their reading and writing skills.</p> <p>White Board: To help the students learn by</p> <p>Chart papers: To build the creativity in the students</p> <p>Trainer will read the rest of the steps along with the trainees.</p>
11:00 – 11:15	Tea Break	
11:15 – 13:00	Understanding FHB	<p>Trainer will conduct the lesson number 7 (Being Polite) for one hour and 45 minutes.</p> <p>While the trainer conducts the lesson the trainees have to check if all the tools (White board, AVs, Workbook, Chart papers) were used properly.</p> <p>At the end trainer needs to talk about the importance of the lesson and how politeness is really important in our classrooms as well.</p>
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	<p>Ask the other pairs to present respectively.</p> <p>At least 3 lessons should be presented in this session.</p>
16:00 – 16:15	Tea Break	
16:15 – 17:00	Weekly Assessment	<p>Trainees will be assessed on RWK on the basis of the first week criteria.</p> <p>Assign individual lessons to the trainees to prepare at home. (Share the links to the AVs in the groups)</p>
15:00 – 16:00	Reading	Power Hour

Day 7 – Mind Map		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks • Workbooks • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Establishing the importance of	Trainer to present the lesson intonation and talk about the

	intonation	<p>importance of intonation in daily life.</p> <p>Trainer to share his/her mind map with the trainees & help them understand the importance of the mind map & how to divide it into small parts. (Activity, Discussion, Workbook, AVs)</p> <p>Trainer can share the mind map and then present the lesson or vice versa. (Do as feasible)</p> <p>Trainees will make a mind map of their lesson.</p>
11:00 – 11:15	Tea Break	
11:15 – 13:00	Presentation	<p>The trainees will present their lessons individually.</p> <p>Make sure that trainees focus on the usage of AVs & Workbook.</p> <p>(Keep sharing and demonstrating the importance of AVS & Workbook)</p> <p>At least 3 presentation should be done in this session.</p>
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	<p>Ask the other trainees to present their lessons respectively.</p> <p>At least 3 lessons should be presented in this session.</p>
16:00 – 16:15	Tea Break	
16:15 – 17:00	Presentation	<p>Ask the other trainees to present their lesson.</p> <p>At least 1 lesson should be presented in this slot.</p>
15:00 – 16:00	Reading	Power Hour
Day 8 – How we learn?		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks • Workbooks • Laptops • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Presentation	<p>Trainees to present their lesson allotted by the trainer.</p> <p>Trainer to share the second week's objective with the trainees & add some more points to their feedback bucket.</p>

11:00 – 11:15	Tea Break	
11:15 – 13:00	To understand the importance of learning.	<p>Trainer will ask the trainee to conduct the lesson ‘Learning to learn’</p> <p>Trainer will use this lesson to talk about importance of learning new things and knowing that we don’t know enough (Learn, Unlearn & Relearn).</p> <p>Trainer will ask the given questions to his/her trainees:</p> <ul style="list-style-type: none"> • How much do you know about the things in the world? (Ask for the percentage) <p>Expect them to give any answer: (1%, 10%, 20% ,100% Etc.) we are not looking for any correct answer.</p> <ul style="list-style-type: none"> • How many books have you read in your life? • How many books are available in the whole world? • What else can be there in the world that we do not know about? • How much do you know about the things in the world? (This time we are expecting the lower percentage 😊) <p>Debrief: We should always know that we don’t know much and give chance to ourselves to learn more from others. Steer the conversation towards throwing the questions back to the students and be ready to learn from them as well instead of thinking that only we know the correct answer and answer the student’s questions)</p>
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	<p>Ask the other pairs to present respectively.</p> <p>At least 4 lessons should be presented in this session.</p> <p>Asking questions and Sentence structure lesson will be presented in this session. Trainer to pay attention on the trainees who make mistakes at asking questions and forming proper sentence.</p>
16:00 – 16:15	Tea Break	
16:15 – 15:00	Presentation	<p>Trainees will present their lesson allotted to them</p> <p>At least 1 presentation should be presented in this session.</p>
15:00 – 16:00	Reading	Power Hour

		<p>Have you ever seen a monument? Can you name some monuments present in the world?</p> <p>And how students will be able to answer better if we ask them easy and relatable questions to them.</p>
11:00 – 11:15	Tea Break	
11:15 – 13:00	Presentation	<p>Trainees to present the lessons allotted to them</p> <p>At least 3 lessons should be presented in this session.</p>
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 15:00	Presentation	<p>Ask the other trainees to present respectively.</p> <p>At least 3 lessons should be presented in this session. (Trainer should conduct/repeat the activities in Vowel Sound & Consonant sound lesson)</p> <p>Trainer should focus on the trainees who make errors with S/Sh sound and A/Ae sound and share the technique with them to fix it.</p>
15:00-16:00	Evaluation	<p>An evaluator will come to share about the procedure of the evaluation.</p> <p>Make sure to ask the trainees to make notes if required.</p>
16:00 – 16:15	Tea Break	
16:15 – 15:00	Presentation	<p>Ask the other trainees to conduct their lesson.</p> <p>At least 1 lesson should be presented in this slot.</p>
15:00 – 16:00	Reading	Power Hour
Day 10 – Learning Contract		
<p>Material Required :</p> <ul style="list-style-type: none"> • Facilitator Handbooks • Workbooks • Laptops • Chart Papers • Prin outs of the learning contract lesson 		<p>Person Involved :</p> <ul style="list-style-type: none"> • Trainer • Managers will come to observe their candidates.
Time	Objective	Description
9:00 – 11:00	Establishing the importance of setting goals	<p>Trainer to conduct the learning contract lesson as to be conducted in the classroom.</p> <p>Then to talk about the importance of the lesson and how it will be very useful for the facilitator to know the ambitions of his/her students.</p>
11:00 – 11:15	Tea Break	
11:15 – 13:00	Presentation	<p>Ask the trainees to present their lesson as allotted to them.</p> <p>At least 3 lessons should be presented in this session.</p>

13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Ask the other pairs to present respectively. At least 4 lessons should be presented in this slot.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Online Assessment	Trainees will be assessed on RWK on the basis of the first week criteria.
17:00 – 18:00	Reading	Power Hour Ask the trainees to search some activity online to conduct a good book discussion session.
Day 11 – Pre-evaluation		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks • Workbooks • Laptops • Chart Papers • Print outs of the Pre-evaluation lesson from the workbook. 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Establishing the importance of assessing self and the students.	<p>Trainer to conduct the Pre-evaluation lesson as it is to be conducted in the classroom.</p> <p>Conclude the lesson by talking about the stages where we assess our students and how the book is designed to help us assess our students in timely manner and help them improve.</p> <p>Step 7 : Assessment Consolidation Lesson Mock Test Learning Contract Pre-evaluation Internal Evaluation External evaluation</p> <p>Explain, that we should use these opportunities from the starting of the book itself.</p>
11:00 – 11:15	Tea Break	
11:15 – 13:00	Presentation	Trainees will present their lesson as allotted to them. At least 3 lessons should be presented to in this session.
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Ask the other pairs to present respectively.

		At least 4 lessons should be presented in this slot.
16:00 – 16:15	Tea Break	
16:15 – 17:15	Branch visit plan and expectations.	Share branch visit plan with the trainees. (Check Day 12) Trainees to call their allotted facilitators and fix appointment for the tomorrow's branch visit.
17:15 – 18:00	Reading	Power Hour
Day 12 – Branch Visit 3		
<ul style="list-style-type: none"> • Trainees have to spend 8 hours at the branch • • Trainee has to conduct at least 2 sessions at their allotted branch • • Trainee can only conduct the full lesson if the students of the session are part of Book 1 or 2. • • Trainee will only conduct an activity or help the facilitator to conduct the lesson if the facilitator is conducting Book- 3, 4 or 5. • • Trainee can choose any session from the 4 sessions allotted to them. • • If there is an availability of sessions of Book 1 and 2 then trainee must choose those sessions. <p style="text-align: center;">Plan of the visit</p> <p style="text-align: center;">Trainee will conduct 2 sessions and observe the rest of the session.</p> <p style="text-align: center;">Trainee will write an experience email at the end of the day.</p>		

DAY- 13 Creativity		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks – (Book 2) • Workbooks • Laptops • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 10:00	Inductees will think of new ideas to make the class more interesting.	Ask the trainees to share their experience of conducting a lesson at the branch with the real students. Steers the conversation to the challenges that they have faced at the branch. (Less participation of the students, Over participative students, Time management etc.)

		Ask the trainees to suggest some ideas to overcome the challenges.
10-11:00		<p>Share some techniques to overcome some of the common challenges:</p> <ul style="list-style-type: none"> • Using different grouping techniques to keep the students engaged and enthusiastic. • Mic & Speaker activity to balance the participation in the class. • Using sticky notes to take students' feedback in step 8 (Closure) to complete the step quicker. (Time management) <p>End by telling the facilitator to explore more ideas on the internet and ask them to use the new ideas in their upcoming presentation.</p>
11:00 – 11:15	Tea Break	
11:15 – 11:45	Presentation	Trainer will present lesson 'Th' sound and will make all the inductees practice the same.
11:45-1:00	Presentation	Trainees will present the lessons allotted to them
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Trainees will present the lessons allotted to them
16:00 – 16:15	Tea Break	
16:15 – 17:00	Practice Writing	<p>Give the trainees a topic to write on and let them peer check.</p> <p>Time given to write: 15 min Time given to check: 10 min</p> <p>Ask the trainees to share the common mistakes that they have found and ask them to score one other's writing piece out of 10</p>
17:00-18:00	Power Hour	<p>Let the trainees read the books that they have chosen for themselves.</p> <p><i>Good practice: Last 15 minutes can be used to discuss some instances or ideas from the book that the trainees are reading.</i></p>

DAY- 14 Presentation		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks – (Book 2) • Workbooks • Laptops • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Presentation	Trainees will present the lessons allotted to them
11:00 – 11:15	Tea Break	
11:15-1:00	Presentation	Trainees will present the lessons allotted to them.
13:00 – 13:45	Lunch Break	

13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Trainees will present the lessons allotted to them.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Practice Writing	Give the trainees a topic to write on and let them peer check. Time given to write: 15 min Time given to check: 10 min Ask the trainees to share the common mistakes that they have found and ask them to score one other's writing piece out of 10
17:00-18:00	Power Hour	Let the trainees read the books that they have chosen for themselves. <i>Good practice: Last 15 minutes can be used to discuss some instances or ideas from the book that the trainees are reading.</i>

DAY- 15 Presentation		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks – (Book 2) • Workbooks Laptops <ul style="list-style-type: none"> • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Presentation	Trainees will present the lessons allotted to them
11:00 – 11:15	Tea Break	
11:15-1:00	Presentation	Trainees will present the lessons allotted to them.
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Trainees will present the lessons allotted to them.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Practice Writing	Give the trainees a topic to write on and let them peer check. Time given to write: 15 min Time given to check: 10 min Ask the trainees to share the common mistakes that they have found and ask them to score one other's writing piece out of 10
17:00-18:00	Power Hour	Let the trainees read the books that they have chosen for themselves.

		<i>Good practice: Last 15 minutes can be used to discuss some instances or ideas from the book that the trainees are reading.</i>
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DAY- 16 Presentation		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks – (Book 2) • Workbooks • Laptops • Chart Papers 		Person Involved : <ul style="list-style-type: none"> • Trainer
Time	Objective	Description
9:00 – 11:00	Presentation	Trainees will present the lessons allotted to them
11:00 – 11:15	Tea Break	
11:15-1:00	Presentation	Trainees will present the lessons allotted to them.
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Trainees will present the lessons allotted to them.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Practice Writing	Give the trainees a topic to write on and let them peer check. Time given to write: 15 min Time given to check: 10 min Ask the trainees to share the common mistakes that they have found and ask them to score one other’s writing piece out of 10
17:00-18:00	Power Hour	Let the trainees read the books that they have chosen for themselves. <i>Good practice: Last 15 minutes can be used to discuss some instances or ideas from the book that the trainees are reading.</i>

DAY- 17 Final Assessment	
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks – (Book 2) • Workbooks • A4 size sheet • Laptops • Chart Papers 	Person Involved : <ul style="list-style-type: none"> • Trainer

Time	Objective	Description
9:00 – 11:00	Assessment	Follow the selection day assessment format. <ul style="list-style-type: none"> • Writing Assessment • Online Assessment (Reading & Listening) • Spoken skills will be scored on the 16 days observation of the trainer.
11:00 – 11:15	Tea Break	
11:15-1:00	Presentation	Trainees will present the lessons allotted to them.
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Presentation	Trainees will present the lessons allotted to them.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Practice Writing	Give the trainees a topic to write on, and let them peer check. Time given to write: 15 min Time given to check: 10 min Ask the trainees to share the common mistakes that they have found and ask them to score one other's writing piece out of 10
17:00-18:00	Power Hour	Let the trainees read the books that they have chosen for themselves. <i>Good practice: Last 15 minutes can be used to discuss some instances or ideas from the book that the trainees are reading.</i>

DAY- 18 Convocation		
Material Required : <ul style="list-style-type: none"> • Facilitator Handbooks – (Book 2) • Workbooks • A4 size sheet • Laptops • Chart Papers • Degrees made out of chart papers • Report cards made with chartpapers 		Person Involved : <ul style="list-style-type: none"> • Trainer • Managers • Sanjay Pandey/ Vikas Kumar
Time	Objective	Description
9:00 – 11:00	Reflection on the learning from the induction.	<p>Congratulate the trainees to reach the last day of the induction.</p> <p>Tell them that the result of their selection will be shared by the end of the day.</p> <p>Request each trainee to share his/her journey of learning in the induction.</p>

		Essential Agreement: Ask the trainees to promise the peers and his/her trainer to use all of the learning at his or her branch if he or she is selected.
11:00 – 11:15	Tea Break	
11:15-1:00	Feedback.	<p>Trainees will write Areas of Strength and areas of improvement on one another's report card.</p> <p>Encourage the trainees to provide or share suggestions on areas of improvement as well.</p> <p>Share your observations and the changes that you have seen in the trainees.</p>
13:00 – 13:45	Lunch Break	
13:45 – 14:00	Energizer	
14:00 – 16:00	Final interviews	Trainees will appear for their final interview.
16:00 – 16:15	Tea Break	
16:15 – 17:00	Share the vision	Let Sanjay/Vikas share the vision of the organization by a PPT.
17:00-18:00	Graduation ceremony	<i>Declare the result and provide the trainees their graduation degrees from the induction. Wish them luck!</i>