



# Student Apprenticeship

## Skilling of Students for Employability and Entrepreneurship

### *A Manual for Mentoring and Facilitating Student Apprenticeship in Higher Education*



*Empowering Faculty*



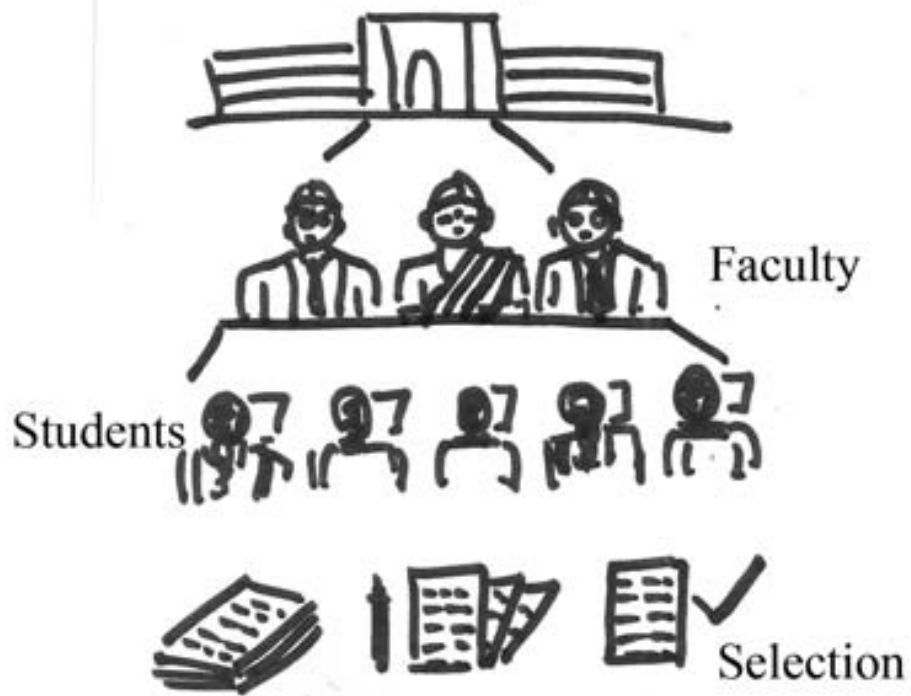
**Mahatma Gandhi National Council of Rural Education**  
 Department of Higher Education, Ministry of Education, Govt. of India  
**महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद्**  
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सत्यमेव जयते  
 GOVERNMENT OF INDIA  
 MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP

N.S.D.C.  
 National Skill Development Corporation  
 Transforming the skill landscape

**Skill India**  
 कौशल भारत - कुशल भारत



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## **Foreword**

*"The measure of success is how many people and how much each of them is doing as per our request and requirement. That is the outcome. What we did is judged by what happened."*

It is important that students have an understanding of what apprenticeships are and the benefits they provide, even if they have already decided on an alternative career path after graduation. The number of people starting an apprenticeship is increasing. Many employers are now using apprenticeships to attract and recruit talent, with some employers replacing graduate schemes with apprenticeship programmes. Recent reforms introduced in the Apprentices Act by the Government has made the process of hiring apprentices more convenient. The stipend reimbursement to the company by the Government is a motivating factor.

Apprenticeships are delivered differently to educational institutions so it is important that students have a good understanding of the range of opportunities available and the different levels of apprenticeships on offer.

The mutually beneficial association of Academia, Industry and Skill Councils make for a strong and robust union by providing the right platform for graduating students to become skilled and job-ready.

Youth needs to acquire skills for employability. They should acquire the skills which could contribute towards making India a modern country. Whenever they go to any country in the world, their skills must be appreciated. That is the underlying principle behind MGNCRE's committed agenda of promoting Apprenticeship/Internship Embedded Degree (AIEDP) Program.

*Ministry of Skill Development and Entrepreneurship is making all efforts for skill development across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. It is aided in these initiatives by its functional arms – Directorate General of Training (DGT), National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 37 Sector Skill Councils (SSCs) as well as 33 National Skill Training Institutes (NSTIs/NSTI(w)), about 15000 Industrial Training Institutes (ITIs) under DGT and 187 training partners registered with NSDC. The Ministry also intends to work with the existing network of Skill Development centres, universities and other alliances in the field. Further, collaborations with relevant Central Ministries, State governments, international organizations, industry and NGOs have been initiated for multi-level engagement and more impactful implementation of Skill Development efforts. (source: msde.gov.in)*

This manual is a hands-on facilitator guide that will enable faculty to guide, facilitate, mentor, monitor, assess and evaluate the apprentices under their purview, thus putting their academic leadership skills to the fore and contributing towards skill building and employability.

**Dr. W G Prasanna Kumar**  
**Chairman MGNCRE**

***This manual has been developed using online and inhouse resources using Experiential Learning methodology.***

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*“Gainful employment for general stream students is a major challenge. Improving employability of these students requires a new vision with curricular support for employment. Apprenticeship/Internship has a prominent role to play in linking higher education with the requirements of the industry and the world of work. This is considered to be one of the most effective ways to develop skilled manpower for the country. It provides for an industry led, practice oriented and outcome based learning.*

**National Skill Development Corporation (NSDC)** aims to promote skill development by catalyzing creation of large, quality and for-profit vocational institutions. Further, the organisation provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. The differentiated focus on 37 sectors under NSDC’s purview and its understanding of their viability will make every sector attractive to private investment.

**Sector Skill Councils** - Since inception, one of the major pillars of NSDC’s strength are Sector Skill Councils (SSCs), which play a vital role in bridging the gap between what the industry demands and what the skilling requirements ought to be. The National Occupational Standard is one of the most significant contributions of NSDC to India's skilling ecosystem - something that was made possible by the SSCs, which are national partnership organizations that bring together all the stakeholders - industry, labour and the academia. The National Policy on Skill Development and Entrepreneurship, 2015 laid out Skill India Mission, and envisaged the creation of Sector Skill Councils (SSCs) by NSDC. Priority sectors have been identified based on the skill gap analysis.

The most critical outcome of skill training is employment, whether self or wage employment. To facilitate employment, Sector Skill Councils have been encouraged to develop their own placement portal and mobile apps. These portals are linked to demand aggregation and are aimed at meeting the skill needs of the industry. The 360-degree interface of the portal connects candidates and training partners with recruitment firms & potential employers. Some of the SSCs have already started using such portals, while a few others would follow. Till date, the NSDC Board has approved 36 Sector Skill Councils.

**Source:** [nsdcindia.org](http://nsdcindia.org)

## Introduction

Apprenticeship is one of the oldest, yet most popular forms of training at the interface of work and learning and/or the world of education and the world of work. Apprenticeship training is a course of training in an industry or establishment, under a Contract of Apprenticeship which consists of –

1. Basic Training Component
2. On-the-Job Training / Practical Training at Workplace

Basic Training consists of theoretical and practical /lab instructions segment of every Apprenticeship program syllabi related to a particular trade post which on-the-job training is imparted to the apprentice. Basic Training is an essential component of Apprenticeship Training for those who have not undergone any institutional training/skill training before taking up on-the-job training/practical training. Basic Training usually accounts for about 25% of the duration of the overall Apprenticeship Program but can vary depending on the specific requirement of the curriculum.

Eligibility of Apprenticeship Training	Basic Training Exempted
i. ITI Pass Outs	Yes
ii. Graduates / Diploma Holders	Yes
iii. All Pass Outs from the NSQF aligned courses including PMKVY/DDUGKY etc.	Yes
iv. Dual-Learning Mode from ITI	Yes
v. Pursuing Graduation / Diplomas	Yes
vi. Fresh Apprentices	No

Note: Exemption only for those opting for Apprenticeship in a qualification-based course, as per each course curriculum.

Basic Training can be done at

<b>Basic Training Centre set up/supported by Industry/Industry clusters/ Industry Chambers/Associations.</b>
<b>Stand-alone Basic Training Centers like Polytechnic, Universities, Engineering &amp; Management Colleges having good ranking.</b>
<b>Training Centers empaneled under State Govts &amp; other Government of India schemes As per the standards specified for Training Centers under the BTP guidelines.</b>
<b>National Skill Training Institutes</b>
<b>Government Industrial Training Institutes (ITIs) having 2 –star rating or above and Private ITI having 2.5 Star rating or above affiliated to NCVT</b>
<b>Government &amp; Private Training Centers affiliated with NSDC under SMART portal &amp; the Pradhan Mantri Kaushal Kendras (PMKK).</b>
<b>Industries/establishments with “In-House Basic Training facility”</b>

National Apprenticeship Promotion Scheme (NAPS), Government of India, provides financial support to establishments undertaking apprenticeship training.

[www.apprenticeshipindia.org](http://www.apprenticeshipindia.org)

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- The scheme has the following two components: Reimbursement of 25% of prescribed stipend subject to a maximum of Rs. 1500/- per month per apprentice by the Government of India to all employers who engage apprentices.
- Reimbursement of cost of basic training (up to a limit of Rs. 7500/- for a maximum of 500 hours= Rs. 15/hour) by the Government of India to Basic Training Providers (BTPs) in respect of apprentices who came directly for apprenticeship training without any formal training.

As on 18<sup>th</sup> May 2020, there are **261 Designated Trades** and **336 Optional Trades** across **37 industry sectors** available for apprenticeship training.

<https://apprenticeshipindia.org/courses/type/designated>

Optional Trades: <https://apprenticeshipindia.org/courses/type/optional>

Besides, there are 2000 plus NSQF aligned Qualification Packs, designed for Short Term courses, which the establishments can choose from and add a component of shop floor training (On the Job training) and design an Apprenticeship curriculum and run the Apprenticeship Program under Optional Trade. The establishment can create a new course in their login id & submit the curriculum online at [www.apprenticeshipindia.org](http://www.apprenticeshipindia.org). List of such courses can be accessed through the link “List of Existing QPs” under approved courses on landing page of the apprenticeship portal.

- Candidate may access the apprenticeship portal and register him/herself for an apprenticeship program in a sector/trade of his/her choice.
- Search for potential employers and apprenticeship opportunities posted by them on the apprenticeship portal – <https://apprenticeshipindia.org/course-search>.
- Send applications to potential employers for apprenticeships training.

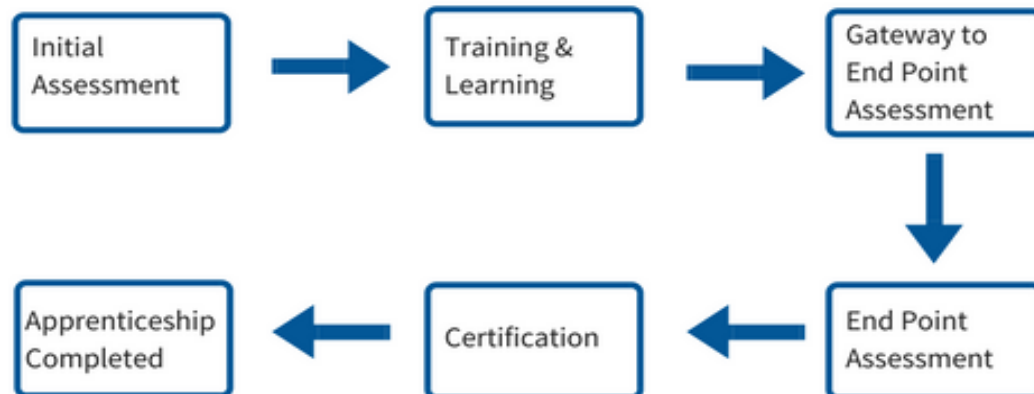
## Stipend

The minimum rate of stipend payable to apprentices per month shall be as per the qualifications shall be follows,

1. School pass-outs (class 5<sup>th</sup> – class 9<sup>th</sup>) -5000 per month
2. School pass-outs (class 10<sup>th</sup>) -6000 per month.
3. School pass-outs (class 12<sup>th</sup>) -7000 per month.
4. National or State Certificate holder -7000 per month.
5. Technician (vocational) apprentice or Vocation Certificate holder or Sandwich Course (Students from Diploma Institutions) -7000 per month.
6. Technician apprentices or diploma holder in any stream or sandwich course (students from degree institutions) -8000 per month.
7. Graduate apprentices or degree apprentices or degree in any stream -9000 per month

*All establishments having workforce (regular and contract) of 30 or more are mandated to undertake Apprentice programs in a range from 2.5% - 15% of its workforce (including direct contractual employees) every year. For establishments having a workforce between 4 – 29, this is optional. Establishments having a workforce of 3 or less are not permitted to engage apprentices. All manufacturing and service sectors can hire apprentices.*

*On-the-Job Training is practical training imparted at the workplace premises of an establishment. Any individual who has completed 14 years of age (18 years in case of hazardous industries), is a minimum 5<sup>th</sup> class pass (for optional trade), is meeting the standard of physical fitness for the course and having minimum educational qualification prescribed for a trade can undergo apprenticeship training.*



## Components of Apprenticeship

### Apprenticeship is

- Empowering Teacher Education
- Making Academic Curriculum Interventions
- Deliberating on Strategies for implementing AIEDP in HEIs
- Recognizing the Importance of Community Engagement
- Empowering Students to become Industry-ready
- Professional Skilling in Real World Working Conditions
- Competent Skill Building
- Mentored Experience
- Preparing Students to be Industry-Ready
- Long-term Training and Paid Training
- Assurance of Employment
- Key for Economic Growth
- Character Development
- Contribution to National Development
- Making Self-reliant and Sustainable India



### Apprenticeship ensures

- Organizational Benefit
- Personal Benefit
- Interpersonal Skills Development
- Career Development
- Holistic Development
- Academia-Industry-Work Linkage Established
- Community Development



## Why Industry needs Apprentices

- Gets Skilled Professionals
- Gives Training for Future Skills
- Provides In-house Mentoring
- Build on Strengths
- Improves its Employer Status

According to industry surveys, about 68 per cent of industries are keen to increase their apprentice strength in the near future — a 13 per cent increase compared with the previous year.

The manufacturing industry has a high requirement for skill-based training and to flourish, hiring apprentices is mandatory. There is a paucity of skilled workers currently which is due to several reasons including rural migration and preference to desk jobs. Utilisation of apprentices, given their flexible employment type, is a valid reason behind the increase in apprentice hiring in the near future.

## Employer Responsibilities for Apprentices

- Employers should consider projects that apprentices can undertake on their behalf or, if appropriate, give apprentices exposure to tasks they would not normally have exposure to. They need to be given jobs challenging the apprentice's knowledge, skills and behaviours within their organisation.
- On-the-job training
- Employers should provide a contract of employment which sets out the employment rights, responsibilities and duties.
- Apprentices need to be made aware of the organisational policies
- Role of Line Manager/Supervisor
- Managing the apprentice - Line managers must make sure they give periodic updates to management about the apprentice's performance.
- Agreeing an action plan - Line managers must use standard business policies and procedures in managing apprentices. The line manager should discuss and agree an action plan with the apprentice and teaching and learning coach to ensure ongoing progress, development and exposure to new skills.
- Taking part in the induction - The line manager should be involved in the apprentice's induction to the programme, working with Key Group to clearly set out the business expectations.
- Feeding back to the apprentice - Line managers should regularly feed back to the apprentice on their performance in their job, to support their development and make sure they have the necessary skills and knowledge for their job role and apprenticeship.
- Setting objectives - When setting objectives for the apprentice through the business' usual review processes, it is important that one of the apprentice's objectives is linked to the successful completion of the apprenticeship and the development of the skills, behaviours and competencies they need to evidence.
- The line manager needs to be aware of the apprentice's progress throughout their apprenticeship.
- Monitoring progress - The line manager will be given access to management information to show the learner's progress and will work with Key Group in partnership to support the apprentice's success.
- Training and Teaching – Apprentice will be assigned a teaching and learning coach to support and guide the apprentice and their line manager through the apprenticeship journey.

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- The teaching and learning coach will regularly visit and communicate with the apprentice to provide learning support, carry out assessments and observations and review the work done by the apprentice.
- Ensuring standards - Teaching and learning coaches must make sure the apprenticeship is achieved to the required standard and on time.
- Providing materials needed - Teaching and learning coaches must provide all the required learning materials for the apprenticeship.
- Providing support - Teaching and learning coaches should work in partnership with the employer to best support the learner to reach success, mapping out the Individual Learning Plan (ILP) to show teaching and learning and workplace mentoring activities on-the-job.
- Raising any concerns - Teaching and learning coaches should let the employer know of any concerns or issues they have in relation to the apprenticeship. This also includes any safeguarding/prevent concerns.
- Regular reviews -Teaching and learning coaches should carry out regular reviews with the apprentice and line manager, discussing the apprentice’s progress.
- Ensuring personal learning plan goals - Teaching and learning coaches must endeavour to make sure that the employer provides the learner with the facilities, training and workplace opportunities necessary to achieve the outcomes as specified in the learner’s personal learning plan.
- Organising meaningful learning activities - Teaching and learning coaches must agree and deliver a programme of training and learning sessions with the apprentice and regular meetings with the apprentice and their line manager.
- Setting the course of study - Teaching and learning coaches must provide learning, support and guidance to the apprentices by setting the apprentice’s course of study and agreeing deadlines for completion.

## Key Assessment Parameters for Employer to Assess Apprentice

- Attendance
- Punctuality
- Initiative
- Producing quality work
- Learning job skills
- Good housekeeping / Safety
- Attitude
- Dependability
- Adaptability/flexibility
- Using good judgment
- Effective communication skills
- Cooperation
- Honesty/Integrity
- Getting along with others
- Personal Appearance

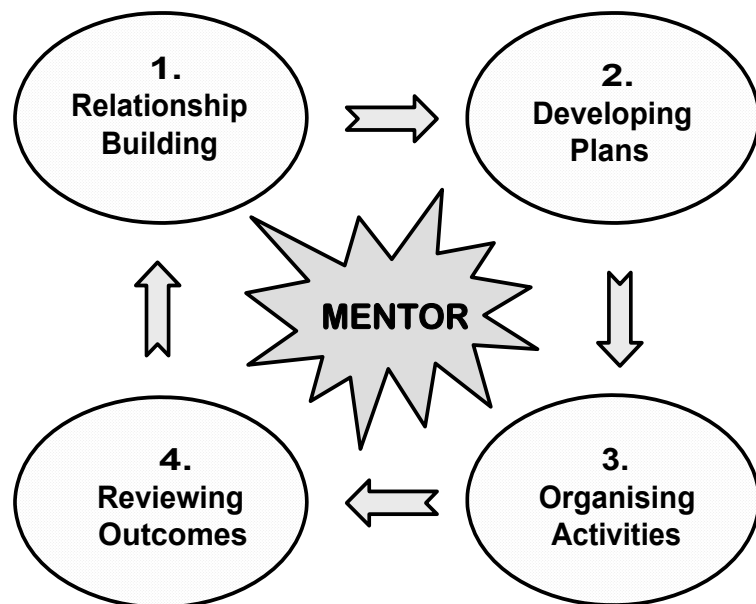


### Apprentice Skills Assessment will include -

- Technical Skills Assessment
- Computer Skills Assessment
- Marketing Skills Assessment
- Staff Skills Assessment
- Interpersonal Skills Assessment
- Leadership Skills Assessment

## Role of Faculty in Mentoring Apprenticeships

- Guiding and Facilitating the apprentice's work
- Critique, Evaluation, Assessment
- Feedback
- Aid and Guide
- Role Model
- Aiding in Professional Development
- Teacher
- Guide
- Coach
- Friend
- Motivator
- Gate Keeper



### Faculty need to

- Connect Early
- Check regularly
- Demonstrate Empathy
- Support
- Encourage Creativity
- Prepare Students for the Real World
- Do SWOT Analysis



### Mentor, Facilitate, Assess, Evaluate

- Select Students
- Form Mentor Groups
- Groom the Potential Apprentices
- Facilitate Knowledge Sharing
- Facilitate, Organize, Assign and Allocate
- Use Methodologies - Role Play, Group Exercises, Case Discussions, Presentations, Other
- Ensure Daily, Weekly, and Monthly Logs

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- Give appropriate Feedback
- Develop Guidelines
- Coordinate and Design Program
- Learning/Resource Material
- Develop Reporting Mechanisms
- Document Successful Case Studies
- Assess and Evaluate

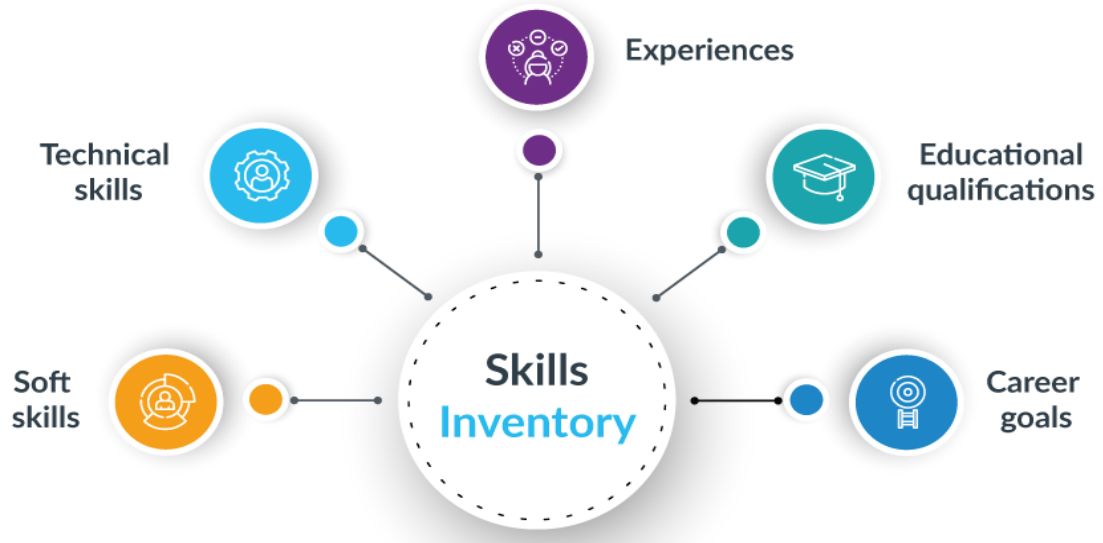
## Use the Skills -

- Active Listening
- Questioning
- Building Rapport
- Offering Constructive Feedback
- Setting Targets
- Offering Support and Guidance
- Signposting
- Acting as a Role Model
- Assessing Effectively
- Team working ability
- Social skills, confidence and communication skills
- Business acumen
- Academic Leadership potential and influence
- Capacity to deal with deadlines under pressure
- Interpersonal skills
- Decisiveness and critical thinking ability
- Upgrade Quality of Human Resource
- Accelerate day-to-day Learning
- Coaching on the Job
- Expanding Networks
- Personality Development
- Professional Satisfaction



## Apprenticeship – Student’s Training Responsibilities

- Work towards achieving training goals
- Gain competence
- Adhere to the training plan
- Cooperate with the Mentor
- Follow strict reporting mechanisms
- Work towards organizational goals
- Maintain discipline



## Off-the-Job Learning

Apprenticeship involves at least 20% off-the-job learning and is an essential part of the apprenticeship. The off-the-job learning must teach new knowledge, skills and behaviours that will contribute to the successful achievement of the apprenticeship. It could include the following:

- The teaching of theory e.g. lectures, workshops, role playing, simulation exercises, online learning.
- Practical training e.g. work shadowing, mentoring, industry visits, attendance at competitions.
- Learning support and time spent writing assessments/assignments.

Off-the-job learning **does not include**:

- English and Maths (up to level 2).
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard.
- Learning activities which take place outside the apprentice's paid working hours.

Off-the job learning activities can take place at the apprentice's workplace or off-site e.g. in a classroom or from home via distance learning, as part of a blended approach. Off-the-job learning should be seen as an opportunity to upskill your apprentice that will bring real long-term benefits. The 20% off-the-job learning can be achieved in a variety of ways, from formal classroom based lectures and workshops through to informal work based coaching and mentoring.

**Off-the-job training may include -**

- Classroom Sessions
- Workshops and Coaching
- Simulation Exercises
- Online Learning
- Mentoring
- Industry Visits
- Writing Assignments/Assessments/Workbooks/Reports
- IT Training
- Soft Skills Training
- Professional Discussion
- Training in writing Logs/Journals
- Research
- Performance Reviews

# Student Apprenticeship – Facilitator Manual

## Preparatory Study and Role Plays

Before the apprenticeship commences, the students are expected to prepare themselves for the work conditions in the apprenticeship. In this regard, higher education institutions can adopt the following structure for Role-play based learning in the institutions two weeks before the commencement of the internship. The structure for the same is as follows:

Structure for In College Role play based learning		
Name of the Identified vocation:		
Role to be performed by the Apprentice:		
1.	Study the operations and procedures of identified work places for Day1-Day6 of Week1 and Week2	
2.	Note the Flow of Work through observation, study, and inference	
3.	Identify 9 different important sub aspects of the day's work which are repeatedly performed	
4.	Form groups of 3 Members for Role Play of Identified Roles: a) Role 1 b) Role 2 and c) Observer	
5.	Each Role is performed at each step at least 10 times by changing the roles of each person into role 1, role 2 and observer.	

Identification of 9 Sub Aspects of the Day's work		
Name of the Identified vocation:		
Role to be performed by the Apprentice:		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Once the duties or roles and their sub-aspects involved in a particular occupation are identified, faculty mentors can use the 2-week period to enhance the learning of students on the following aspects of learning in an apprenticeship:

In-College learning on Aspects of Learning in Apprenticeship			
<b>WEEK 1</b>	Day 1	Grooming Self and Belongings	
	Day 2	Communication and Dialogue	
	Day 3	Integrity Noting and Following	
	Day 4	Trust Building Feedback	

	Day 5	Journal Keeping	
	Day 6	Process Documentation	
	Day 7		
<b>WEEK 2</b>	Day 1	Time Management	
	Day 2	Field Decorum	
	Day 3	Work Place Rules on Material Management	
	Day 4	Systems at Work Place for Finance	
	Day 5	Observation of the Steps	
	Day 6	Practice of Precautions	
	Day 7		

### Guidelines for Effective Communication in Workplace

Communication in the work place directly affects all aspects of business and work place, as it includes, involves, and influences the workers and the work together. Effective communication (Written, verbal, discussion, presentation, group discussion, emails, letters) can make a hard job easier. At the same time the lack of effective communication can make a simple job harder and impossible also. Hence, an apprentice has to know how to communicate effectively. Effective communication:

- Effective communication starts with the apprentice as an individual first. It should be based on empathy, collaboration, and negotiation.
- Students must spend time and practice to communicate effectively, like taking a prior appointment with client or supervisor.
- Students must try to overcome, and avoid the tendencies to run away, or hide important information. They must learn to recognize triggers or words that can make people feel unsafe or gives rise to arguments and conflicts.
- Make everyone involved in a conversation.
- Master your emotions and do not let your emotions overpower you.
- Try not to react negatively, when someone says something offensive, wrong, impolite, or abusive: you have the power to choose how to react.
- Always strive to be honest and understanding while communicating with co-workers.
- An effective communication should be frank and respectful.
- Be ready to listen to others, share their opinion, be sincere, curious and most importantly be patient.
- Most importantly conversation in any form, written or verbal is the standard of effective communication in workplace.



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## Body Language in work place

Along with speaking, writing, discussing, non-verbal communication, i.e. body language plays a significant role in effective communication. Non-verbal communication is as important as verbal communication because through body language also we convey our intentions, feelings, and thoughts. Body language includes facial expression, gestures, and postures. It is one of the many tools that can help an apprentice to make a good impression in his/her Professional life. Practicing confident body language can build an apprentice to become a confident employee or entrepreneur.

Different types of body language	
DO's	DON'Ts
<ul style="list-style-type: none"><li>▪ Do keep positive facial expressions like smile at your colleagues.</li><li>▪ Do practice positive gestures like waving at your colleagues if you see them from far.</li><li>▪ Be polite and humble in your body language.</li><li>▪ Do practice polite hand movements when you are calling someone closer.</li><li>▪ Sit straight when in a meeting or talking to someone.</li><li>▪ Lean back or away from someone when he or she coming closer to you.</li><li>▪ Keep eye contacts when you are discussing or communicating.</li><li>▪ Do practice forms of touch like, a hand shake, hug or pat on the arm to encourage your male co-workers</li><li>▪ Do practice clapping to encourage your female co-workers.</li></ul>	<ul style="list-style-type: none"><li>▪ Don't practice lack of eye contact.</li><li>▪ Don't keep frowning face or rolling of your eyes</li><li>▪ Don't sit on a chair slumping, heavily or suddenly.</li><li>▪ Don't pick up arguments or fights with customers or colleagues.</li></ul>

In this manner, students may get a brief exposure to the demands and needs of the workplace. By the end of the preparatory stage an apprentice is expected to understand his/her work role and prepare a draft Apprenticeship Plan highlighting the broad learning outcomes expected from his/her Apprenticeship.

## Examples of Role Play

- Introduce a Business Idea
- Cover Work Place Requirements
- Hypothetical Company
- Product Introduction
- Create Business Profile
- Presentation
- Market the Product

### Sell an Eco-friendly Pen

- Example Script:
- I have this eco-friendly pen
- It is made out of recycled material
- It is longlasting



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- It costs Rs. 25
- Would you like to buy this pen?
- Document the role play effort and the outcome



### Handle an argumentative Customer

- “I received a broken pen—is this how you treat your customers?”
- Skills
- Listening
- Patience
- Empathy
- Respond Professionally
- Validate
- Fix the Problem
- Document the role play effort and the outcome



### Sell a Business Idea

- App for Healthcare/Sports/Any Other
- USP of Product
- Reach and Outreach
- Persuasive Methodology
- Professional Requirement
- Competitive Advantages
- Competitive Pricing
- Customer Service

Document the role play effort and the outcome



## Student Apprenticeship – Facilitator Manual

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You are an apprentice working in the customer relations team for a large retail firm. A customer has come to speak to a member of staff to make a complaint. They are threatening to go to a consumer forum. Your objective is to resolve the issue with minimum financial and reputation damage to the company. What skills will you use to resolve the situation?

Record the Skills used in the Role Play.

Make an Assessment Sheet of the apprentice and submit.

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***Hire Character. Train Skill.***  
**Peter Schutz, motivational speaker and businessman**

## Student Apprenticeship – Facilitator Manual

### 12 Weeks Schedule (On the Job)

In order to maximize his/her learning outcomes, a student joining his/her apprenticeship must use the opportunity to learn about the activities performed in the various departments of the workplace by doing short stints in each of them. This experience will help provide him/her the big picture in better understanding the career prospects in relation to his ambitions.

Structure for effective engagement during Apprenticeship		
Aspects to be focused on		
1.	Operations Management	2 Weeks
2.	Human Resource Management	2 Weeks
3.	Logistics Management	2 Weeks
4.	Financial Management	2 Weeks
5.	Inventory and Materials Management	2 Weeks
6.	Preventive and Curative Maintenance	2 Weeks

Focus on each of the personality trait being evaluated for each day. Evaluate keeping the student's workplace in consideration and the student's response in a practical manner.

In-Field 12 Weeks Schedule		
<b>WEEK 1</b>	Day 1	Identify technology used for your work. Write down the salient features of the software, technology, assisting tools.
	Day 2	Write the expenditures incurred while commuting to and from place of residence to work place. Prepare a time management sheet to increase productivity.
	Day 3	Plan on how effectively you can use the licensed software given to you for the given period of time. Document the end use of the software.
	Day 4	Report the data processing skills being used. What improvements can be done to the softwares/tools used to improve efficiency?
	Day 5	Grade quality of work from the day of joining. Document competencies to carry out the tasks given.
	Day 6	Prepare short term and long term schedule for completing the work assigned.
	Day 7	Write the risks associated with the given work. Risk Analysis Report.
<b>WEEK 2</b>	Day 1	Strategically plan the work for the whole time of apprenticeship.
	Day 2	Examine team and workplace colleagues. Identify your competencies to work with the team.
	Day 3	What competencies do you identify in your colleagues? Document
	Day 4	Write ways of improving the product. Present an ideal solution.
	Day 5	Assess technical proficiency for your work. Write your technical expertise to match the work.
	Day 6	Write down the workplace stand to be taken if two of your colleagues are absent and you need to work alone and meet the deadline.
	Day 7	What qualities do you seek to improve in the work allotted to you? Write a technical review.
	Day 1	Write the interpersonal skills required by you to work with your team mates.
	Day 2	Write a letter to your Manager seeking material for completing your work.
	Day 3	Communicate to your manager about your pending work which you will

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<b>WEEK 3</b>		complete the next day and why it has got delayed.
	Day 4	Plan a team meeting for demonstrating the work completion schedule.
	Day 5	Communicate orally to your team and manager how you intend to complete the work, the tools required and what is the expected outcome.
	Day 6	Design your job responsibilities and what skills you would use to complete the job successfully.
	Day 7	Organize a team meeting to discuss the several managerial skills to be used for completing of work.
<b>WEEK 4</b>	Day 1	Communicate to your manager the deficiency in your work skills.
	Day 2	How do you intend to adapt to a scenario if your colleagues are getting more attention than you. Write a report
	Day 3	Review the organization’s history. Present the salient features of the organization to your team.
	Day 4	Imagine you are not able to work with a disagreeing colleague. What skills will you use to speak to him and resolve issues.
	Day 5	There is no appropriate time for lunch and breaks. How will you communicate to you manager to give time for lunch breaks at appropriate time?
	Day 6	Write a report on how you can better your performance if you are given more working tools.
	Day 7	Present to your colleagues the job opportunities in the field of apprenticeship.
<b>WEEK 5</b>	Day 1	What logistics management do you require? Document
	Day 2	What areas do you seek improvement? Report
	Day 3	You are stressed at work due to overtime. Communicate to your manager about your issues.
	Day 4	What analytical skills do you require to complete your tasks on hand?
	Day 5	Analyze your situation and present a report on how you are progressing with your work.
	Day 6	Seek a feedback from your college mentors about the progress of your work.
	Day 7	Write down the measuring benchmarks for your performance at work.
<b>WEEK 6</b>	Day 1	Visit a nearby eatery after work and observe the work culture. How different is it from yours?
	Day 2	How do you think other establishments manage stress? Write a report keeping your experiences in purview.
	Day 3	What programming languages are your using regularly? Write a technical review of their usage in your work.
	Day 4	What aspects of your work do you like the most? Write a short report.
	Day 5	What steps will you take to ensure accurate measurements?
	Day 6	Analyze the artificial intelligence being used.
	Day 7	If reprimanded by your manager, how do you seek to reconcile without hurting anyone?
<b>WEEK 7</b>	Day 1	What scope do you see for improvement in your performance?
	Day 2	If part of a team, how do you intend to complete the task with a project management report?
	Day 3	Seek feedback from your organizational manager.
	Day 4	If given work outdoors onsite, how do you intend to manage your time?
	Day 5	What budgetary constraints do you see in your work place? Report and communicate to your manager.

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	Day 6	Write a technical review of the statistics and modelling being used in your work?
	Day 7	Communicate to your team the performance of your project and the road ahead.
<b>WEEK 8</b>	Day 1	Analyze the technological skills to be learnt for doing better in your task.
	Day 2	Evaluate your skills and what skills you need to sharpen, learn
	Day 3	What finances do you require other than the stipend to meet your needs? Analyze and present
	Day 4	Communicate to your manager any programming languages that you need to learn
	Day 5	Are the operating systems being used ok? Do you have any technical advice?
	Day 6	Is the machinery being used well in place and without glitches? Analyze
	Day 7	Write about your interest areas in the job
<b>WEEK 9</b>	Day 1	Does your educational background help you for this job? Analyze
	Day 2	In what position do you imagine as you work towards completing your apprenticeship? Write
	Day 3	What do you think will be the biggest challenges if the current organization hired you?
	Day 4	What databases are you using?
	Day 5	How do you measure transport costs? Elaborate
	Day 6	How would you prioritize processes and tasks?
	Day 7	What would you consider to be a stressful job situation? Write
<b>WEEK 10</b>	Day 1	How do you intend to monitor stock levels?
	Day 2	How do you organize a storage area for bulk items?
	Day 3	What quarterly goals have you set for yourself?
	Day 4	What would you do if there is a misunderstanding about the price between you and the supplier, but the products have already been delivered?
	Day 5	Describe a situation where you implemented changes for the improvement of logistics processes.
	Day 6	How much impact do you think availability of personnel has on the other aspects of operational logistics activities?
	Day 7	What would you recommend for a company looking to reduce transportation costs?
<b>WEEK 11</b>	Day 1	How do you stay up to date with industry trends and best practices?
	Day 2	What relevant certifications do you have? What more do you need to add?
	Day 3	How did you help keep your coworkers on the project stay motivated?
	Day 4	What more training aspects do you need to complete your project?
	Day 5	Write about any conflict at work and how you resolved it..
	Day 6	How do you build relationships when you start a new job?
	Day 7	What are your expectations from your supervisor or manager?
<b>WEEK 12</b>	Day 1	What are the methods you use to motivate your team?
	Day 2	Can you describe your last presentation experience?
	Day 3	What decision making skills do you require if given an opportunity to be recruited by the organization?
	Day 4	What Do you Think is Customer Service?
	Day 5	Would you like to be a part of some team or do you want to be alone while working?

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	Day 6	Write few personal traits which are mandatory to achieve success
	Day 7	Review your workplace conditions. Write a technical report on how you have managed your work and completed the apprenticeship program.

To enhance the understanding further, the following case studies are being presented. Few occupations are identified and the duties (or roles) involved in them are delineated and a brief of Knowledge- Skills- Behavior required to gain competency in that particular occupation are also presented.

## Case Study 1

Occupation Name: <b>Sales Executive</b>	
<b>Occupational Profile</b>	A Sales Executive is a person working in either the Business to Business or Business to Consumer markets with responsibility to sell a specific product line or service.
<b>Duties or Roles</b>	<ol style="list-style-type: none"> <li>1. Plan the sales activities, lead the end-to-end sales interaction with the customer and manage their sales internally within their organisation.</li> <li>2. Retain and grow the number of existing customer accounts, and generate new business by contacting prospective customers, qualifying opportunities and bringing the sales process to a mutually acceptable close.</li> <li>3. Understand the organisation’s product(s) or service(s) in detail, and analyse customer needs and creating solutions by selecting appropriate product(s) or service(s), linking their features and benefits to the customer’s requirements.</li> <li>4. Develop customer relationships by establishing rapport and building trust and confidence in their own and their organisation’s capabilities through demonstration of detailed product knowledge, competitor knowledge and an understanding of the market in which they operate, and by ensuring a positive customer experience.</li> </ol>
<b>KNOWLEDGE</b> (Know it)	<p>Research Assistant will possess the following CORE knowledge of the:</p> <ol style="list-style-type: none"> <li>1. <b>Organisational knowledge:</b> Understand the organisation’s vision, values and capabilities, the principle goals of its overall strategy, and the specific objectives of its marketing and sales strategies.</li> <li>2. <b>Product, service and sector knowledge:</b> Identify the features and advantages of the product(s) and/or services(s) you sell, understand how these meet customer needs, and examine how they compare to competitor’s solutions. Understand the nature of your sector and the likely forthcoming changes to it.</li> <li>3. <b>Market knowledge:</b> Understand how your market is segmented and how to target specific segments through effective product or service positioning.</li> <li>4. <b>Customer knowledge:</b> Know how to analyse the macro and micro environment of individual customers. Understand the challenges and purchasing motivations of your customers and the internal and external factors that impact their purchasing decisions.</li> <li>5. <b>Commercial and financial acumen:</b> Understand the principles of finance for sales, such as profit and loss, return on investment and budgeting. Understand the impact of any discount or variation in terms that you may offer.</li> <li>6. <b>Digital knowledge:</b> Understands how to exploit digital technologies to aid the sales cycle.</li> </ol>
	<p>Research Assistant will be competent in the following CORE skills:</p> <ol style="list-style-type: none"> <li>1. <b>Sales planning and preparation:</b> Set effective targets using sales forecasts. Prioritise customers and activities to grow account value and maximise return-on-investment in line with your organisation’s strategy.</li> </ol>

<p><b>SKILLS</b> (Show it)</p>	<ol style="list-style-type: none"> <li>2. <b>Customer engagement:</b> Effectively communicate and interpret customer information exchanged through written, verbal and non-verbal communication. Develop a customer engagement style that effectively opens sales conversations, builds rapport, enhances customer relationships, and adapts to different customer’s social preferences.</li> <li>3. <b>Customer needs analysis:</b> Be highly skilled at effective questioning and active listening techniques to understand the customer’s needs, guide the sales conversation appropriately, create mutual understanding, and build trust and affinity with customers.</li> <li>4. <b>Propose and present solutions:</b> Develop sales proposals and deliver them using a presentation style and technique appropriate for your customer.</li> <li>5. <b>Negotiate:</b> Research the customer’s likely desired outcomes and negotiating stance. Develop responses to likely objections</li> <li>6. <b>Closing sales:</b> Be attuned to verbal and non-verbal buying-signals and move to close at an appropriate point in sales conversations. Develop ethical techniques to close sales and confirm customers’ purchase agreement.</li> <li>7. <b>Gathering intelligence:</b> Collect, analyse and interpret market intelligence and share it appropriately and effectively within your organisation.</li> <li>8. <b>Time management:</b> Use and adapt appropriate tools and techniques to prioritise and manage your time effectively.</li> <li>9. <b>Collaboration and team-work:</b> Contribute effectively within a team environment. Work collaboratively with both internal and external stakeholders.</li> <li>10. <b>Customer experience management:</b> Deliver a positive customer experience. Manage customer enquiries and issues effectively. Take proactive action to prevent and minimise customer concerns and complaints.</li> <li>11. <b>Digital skills:</b> Effectively use digital tools to conduct research and target customers in line with the overall sales strategy.</li> </ol>
<p><b>BEHAVIOUR</b> (Live it)</p>	<p>Research Assistant will display the following CORE behaviours:</p> <ol style="list-style-type: none"> <li>1. <b>Ethics and integrity:</b> Present yourself as an ambassador for your employer’s brand, and act in accordance with your organisation’s values and code of conduct at all times. Maintain integrity in all business relationships. Challenge unethical behaviour.</li> <li>2. <b>Proactivity:</b> Proactively develop new and existing customer relationships. Plan and lead sales conversations and make recommendations to support the customers’ requirements. Proactively monitor the customer experience.</li> <li>3. <b>Self-discipline:</b> Demonstrate the ability to control your actions, reactions and emotions. Remain calm under pressure and be aware of your personal impact on others.</li> <li>4. <b>Resilience and self-motivation:</b> Demonstrate the ability to maintain optimism and professionalism in the face of rejection, quickly recover from setbacks, adapt well to change, and keep going in the face of adversity. Remain highly motivated to achieve both personal and professional goals.</li> <li>5. <b>Continuous professional development:</b> Respond positively to coaching, guidance or instruction; demonstrate awareness and ownership of your continual professional development, and actively seek out development opportunities outside of formal learning situations.</li> </ol>



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## Case Study 2

Occupation Name: <b>Poultry Technician</b>	
<b>Occupational Profile</b>	<ul style="list-style-type: none"> <li>A Poultry Technician is responsible for the management and control of a complex poultry farming site or a hatchery unit.</li> </ul>
<b>Duties or Roles</b>	<p>Duties or Roles of a Poultry Technician:</p> <ul style="list-style-type: none"> <li>Maintenance of the poultry farming facility.</li> <li>Raising birds with optimal welfare and consideration for their needs throughout the different stages of life.</li> <li>Compliance with hygiene and safety on the site at all times.</li> <li>Management of the personnel of the site and all other visitors to site.</li> <li>Poultry supply chain Management- egg production, rearing, breeding, hatching, or growing.</li> </ul>
<b>KNOWLEDGE</b> (Know it)	<p>Poultry technicians will possess the following CORE knowledge of the:</p> <ul style="list-style-type: none"> <li>Relevant species/breed, its anatomy, diseases, feed requirements, and general characteristics.</li> <li>Signals and behaviours to look for that indicate health or welfare issues in the birds and the actions required to mitigate them.</li> <li>End to end process of the operation, the stages within it and the understanding of how to deliver good performance as well as an awareness of the role of their operation within the wider supply chain.</li> <li>Performance requirements of the operation including relevant cost, growth, mortality, waste, hygiene and safety metrics and the techniques and expertise required to influence them to deliver effective performance.</li> <li>Standard operating procedures, methods of stock control, record keeping, and reporting relevant to their operation.</li> <li>Running of their operation in terms of facility management, knowledge of systems, technology, software, machinery, and equipment. (some examples include feed and water equipment, ventilation panels, egg packing machinery and incubation equipment dependant on the stage in the process).</li> <li>Safety, hygiene and biosecurity legislation, codes and practice relevant to the operation and how they are applied effectively.</li> </ul>
<b>SKILLS</b> (Show it)	<p>Poultry technicians will be competent in the following CORE skills:</p> <ol style="list-style-type: none"> <li><b>Bird Handling:</b> Prepares facilities for arrival / departure of birds. Coordinates the movement and transport of birds safely ensuring the use of appropriate manual handling techniques.</li> <li><b>Site Upkeep:</b> Demonstrate the technical skills needed to ensure the health of the birds/hatching eggs is maintained at all times and capable of dealing with potential welfare issues.</li> <li><b>Operations:</b> Manages and operates equipment, technology and systems (relevant to age/breed/bird requirement) safely and effectively.</li> <li><b>Environment:</b> Identifies the relevant environmental controls for the specific poultry breed/ system/ customer or egg programme, analyses when adjustments are required. and applies as appropriate.</li> <li><b>Hygiene and food safety:</b> Takes responsibility for site and personal hygiene procedures. Provides a clean environment in line with agreed standards for the facility.</li> </ol>

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	<ol style="list-style-type: none"> <li>6. <b>Work Safety:</b> Ensures all accidents and near misses are reported and investigated in a timely manner. Ensures that safety procedures and health regulations are followed at site by all staff and visitors.</li> <li>7. <b>People:</b> Effectively manages the poultry staff at the site. Communicates effectively with internal colleagues and external stakeholders as appropriate.</li> </ol>
<b>BEHAVIOUR</b> (Live it)	<p>Poultry technicians will display the following CORE behaviours:</p> <ol style="list-style-type: none"> <li>1. Leads by example, through their actions and behaviour,</li> <li>2. Shows a strong work ethic through punctuality, consistent standards, diligence in the quality of their work, a positive attitude and good attention to detail.</li> <li>3. Takes appropriate responsibility and ownership of decision making for good welfare practice, care of animals integrity/ethics in the process and site standards.</li> <li>4. Challenges themselves and others, embraces new ways of thinking, and encourages others to do the same.</li> <li>5. Displays a positive mind set, through their willingness to learn, proactive approach, ability to act on their own initiative.</li> <li>6. Manages and coaches others effectively, work well with colleagues and, communicates and gives feedback effectively,</li> <li>7. Shows respect for other people and gives them time and support.</li> <li>8. Looks to continuously improve their operation, adapt quickly to changing conditions, technologies, situations and working environments.</li> <li>9. Maintains quality of work under pressure, demonstrates resilience and determination, shown in their commitment, consistency in results and overall dedication to their work.</li> </ol>

### Case Study 3

Occupation Name: <b>Research Assistant</b>	
<b>Occupational Profile</b>	Research Assistant collects, analyses, and interprets information collected from participants using digital and non-digital methods. It enables organisations to understand customers, develop new products, identify business growth opportunities.
<b>Duties or Roles</b>	<ol style="list-style-type: none"> <li>1. Investigate research project goals and understand needs of stakeholders to support the creation of research project design.</li> <li>2. Support research teams in research life cycle including building and maintaining relationships with different research service providers (internal and external).</li> <li>3. Organise and prepare research materials and data collection documents such as key documents, notes, stimulus materials, questionnaires, discussion topic guides, interviewer briefing notes, incentives.</li> <li>4. Collate, summarise, and evaluate previous research reports, to assess commonalities and new areas of interest.</li> <li>5. Capture, check and prepare primary research data using digital and non-digital methods such as intercept interviews, data tables, voxpops, observational/ ethnographic techniques and pilot surveys.</li> <li>6. Undertake desk research into secondary sources of data such as publications, online archives, cultural resources.</li> <li>7. Structure, segment and analyse data from research projects into appropriate formats such as tables, verbatims and sentiment analysis in readiness for reporting to clients.</li> <li>8. Validate data collected previously using accepted research data quality methods to</li> </ol>

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	<p>ensure accuracy.</p> <p>9. Prepare research reports and consider the best way to present research outputs (graphs, charts) e.g.; PowerPoint presentations and Word reports.</p>
<p><b>KNOWLEDGE</b> (Know it)</p>	<p>Research Assistant will possess the following CORE knowledge of the:</p> <ol style="list-style-type: none"> <li>1. The principles of Quantitative research and the underlying theories such as sampling, representativeness, statistical theory, data collection and analysis.</li> <li>2. The principles of Qualitative research and underlying theories of the social sciences e.g., representativeness, sampling theory analysis methods.</li> <li>3. The research methodologies including face to face (f2f), telephone, online, and postal.</li> <li>4. Approaches to primary research and the different sources of primary research data.</li> <li>5. Approaches to secondary research and how information is sourced and utilised from previously conducted studies.</li> <li>6. Relevant regulatory and legislative requirements such as data protection, confidentiality, informed consent and safeguarding.</li> <li>7. Technologies such as digital sources, systems and software, that can help deliver market research, delivery and evaluation.</li> </ol>
<p><b>SKILLS</b> (Show it)</p>	<p>Research Assistant will be competent in the following CORE skills:</p> <ol style="list-style-type: none"> <li>1. Liaise with and manage, clients, stakeholders, internal teams and external suppliers to deliver required outcomes.</li> <li>2. Undertake data collection, data analysis, data presentation and data storage including analysis and validation of the outputs from primary or secondary research data sources.</li> <li>3. Interpret, prepare, and communicate research findings such as presentations, reports, and workshops.</li> <li>4. Make evidence-based recommendations from research results.</li> <li>5. Use communications skills and techniques such as negotiation, collaboration, problem solving, and decision making.</li> <li>6. Interpret research objectives and translate into research design and implementation.</li> <li>7. Use digital and IT software packages relevant to the role.</li> <li>8. Use research/survey software to gather audience insight and/or evaluation such as SPSS (Statistical Product and Service Solutions).</li> <li>9. Select and use appropriate research design techniques.</li> <li>10. Evaluate data and research findings to derive insights to support improvements to future research projects.</li> </ol>
<p><b>BEHAVIOUR</b> (Live it)</p>	<p>Research Assistant will display the following CORE behaviours:</p> <ol style="list-style-type: none"> <li>1. Works without bias.</li> <li>2. Seeks learning opportunities and continuous professional development.</li> <li>3. Works collaboratively.</li> <li>4. Works ethically recognising participants needs and data privacy.</li> <li>5. Works flexibly and adapts to circumstances.</li> <li>6. Takes responsibility, shows initiative, and is organised.</li> </ol>



## Monitoring, Assessment and Evaluation of Apprenticeship

<p><b>Stage-1</b></p>	<p><b>Evaluation by Workplace Supervisor</b></p> <ul style="list-style-type: none"> <li>At the work place, the apprentices will be evaluated on two broad dimensions –             <ol style="list-style-type: none"> <li>Domain skill components</li> <li>Inter-personal skill components</li> </ol> </li> <li>On completion of the Apprenticeship, Workplace Supervisor will evaluate the overall performance of an apprentice on a scale of 1-10 using the sample <u>Proforma for evaluation</u> attached in Annexure.</li> <li>Based on the evaluation, the <u>Performance Report</u> of the apprentice (proforma attached in annexure) is provided by the Workplace Supervisor. The same must be forwarded to the Faculty Mentor of the student in sealed envelope or to the email ID of Faculty Mentor.</li> <li>On successful completion of the apprenticeship, establishment/industry/organisation will issue an <u>Apprenticeship Certificate</u> to the student.</li> </ul>
<p><b>Stage-2</b></p>	<p><b>Monitoring and Evaluation by Faculty Mentor</b></p> <ul style="list-style-type: none"> <li>During the Apprenticeship, the <b>Faculty Mentor</b> will evaluate the performance of student once/twice by conducting surprise visits to workplace of the apprentice.</li> <li>Alternatively, the faculty mentor can evaluate by obtaining periodic reports from students.</li> </ul>
<p><b>Stage-3</b></p>	<p><b>Evaluation in the College</b></p> <ul style="list-style-type: none"> <li><u>Seminar Presentation</u>: After successful completion of the apprenticeship, the student should give a seminar before an <b>Expert Committee</b> constituted by the concerned department as per norms of the institute. This evaluation can be reflected through marks assigned by Faculty Mentor.</li> <li>Student should present the following documents duly signed and stamped by the Industry Supervisor before the expert committee:             <ol style="list-style-type: none"> <li>Apprenticeship Report</li> <li>Daily Apprenticeship Log</li> <li>Attendance Record</li> </ol> </li> <li>The evaluation will be based on the following criteria:             <ol style="list-style-type: none"> <li>Quality of content presented.</li> <li>Depth of knowledge and skills.</li> <li>Effectiveness of presentation.</li> </ol> </li> <li>Seminar presentation will enable sharing knowledge &amp; experience amongst students &amp; teachers and build communication skills and confidence in students.</li> <li>Additionally, Industry Supervisor provides an <u>Evaluation Sheet</u> along with a <u>Performance Report</u> of the apprentice in a sealed envelope or to the email ID of Faculty Mentor.</li> </ul>

### **Grades/Points Distribution for Assessment**

<b>Point</b>	<b>Grade</b>	<b>Evaluation Scheme</b>
10	Outstanding	All ten of the skill sets defined
9	Excellent	Any nine of the skill sets defined
8	Very Good	Any eight of the skill sets defined
7	Good	Any seven of the skill sets defined
6	Moderately Good	Any six of the skill sets defined
5	Above Average	Any five of the skill sets defined
4	Average	Any four of the skill sets defined
3	Below Average	Any three of the skill sets defined
2	Poor	Any two of the skill sets defined
1	Very Poor	Any one of the skill sets defined

## **Monitoring the Progress – Apprenticeship Log and Report**

### **1) Daily Apprenticeship Log**

- The main objective of maintaining a *Daily Apprenticeship Log* is to cultivate the habit of searching for minute details and documenting them effectively. It develops the student's thought process and reasoning abilities.
- Hence, the students should record in the *Daily Apprenticeship Log* the day-to-day account of the observations, impressions, information gathered and suggestions given, if any. It should contain the sketches & drawings related to the observations made by the students.
- The *Daily Apprenticeship Log* may be asked to be produced by the Industry Supervisor or Faculty Mentor of the student at any point of time. Failing to produce the same, apprentice may be debarred for the remaining period of his/her apprenticeship.
- Industry Supervisor should periodically examine what the intern has produced so far and should give suggestions accordingly. Weekly supervision meetings can help to monitor the apprentice's work.
- At the end of the apprenticeship, the student must submit the *Daily Apprenticeship Log* to the Faculty Mentor.

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Daily Apprenticeship Log		
Date:	Time of arrival:	Time of departure:
Department/Division:		Project Title:
Main points of the day		
Week 1	Day 1	
	Day 2	
	Day 3	
	Day 4	
	Day 5	
	Day 6	
	Day 7	
Week 2	Day 1	
	Day 2	
	Day 3	
	Day 4	
	Day 5	
	Day 6	
	Day 7	
Week 3		
Week 4		
.....		
Week 12		

Evaluation Criteria for Daily Apprenticeship Log (To be filled by Faculty Mentor)		
1	Regularity in maintenance of the diary/log.	
2	Adequacy & quality of information recorded.	
3	Drawings, sketches, and data recorded.	
4	Thought process and recording techniques used.	
5	Organization of the information.	

## 2) Apprenticeship Report

- After completion of Apprenticeship, the student should prepare a comprehensive *Apprenticeship report* to indicate what he/she has observed and learnt in the training period.
- The student may seek the assistance of Workplace Supervisor/ Faculty Mentor in preparing the final report.
- **Daily Apprenticeship Log** will help to a great extent in writing the *Apprenticeship report* since much of the information has already been incorporated by the student into the daily log.
- The Apprenticeship report will be evaluated by the **Industry Supervisor** and should be duly signed by him/her.

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Evaluation Criteria for Daily Apprenticeship Log (To be filled by Faculty Mentor)		
1	Originality.	
2	Adequacy and purposeful write-up.	
3	Organization, format, drawings, sketches, style, language etc.	
4	Variety and relevance of learning experience.	
5	Practical applications, relationships with basic theory and concepts taught in the course.	

## Proforma for evaluation of apprentice by Workplace Supervisor

Evaluation Proforma (To be filled by Workplace supervisor)			
Student Name:		Roll Number:	
Institute Name:			
Apprenticeship Project Title			
Workplace Supervisor Name		Organisation Name	
Apprenticeship From (Start date)		Apprenticeship To (End date)	
Parameters to evaluate DOMAIN SKILL Components			Marks obtained (out of 10)
Aspect of Work	10 Sub-aspects		
Operations Management at Work	<ol style="list-style-type: none"> <li>Quality of Work</li> <li>Speed of Work</li> <li>Dependability</li> <li>Flexibility</li> <li>Technical Proficiency</li> <li>Data Processing Skills</li> <li>Product Development</li> <li>Risk Analysis</li> <li>Strategic Planning</li> <li>Budget Management</li> </ol>		
Human Resource Management at Work	<ol style="list-style-type: none"> <li>Job Design and Analysis</li> <li>Decision Making Skills</li> <li>Problem Solving Skills</li> <li>Communication Skills</li> <li>Organizational Skills</li> <li>Time Management</li> <li>Interpersonal Skills</li> <li>Leadership Skills</li> <li>Adaptability</li> <li>Managerial Skills</li> </ol>		
	<ol style="list-style-type: none"> <li>Managing the procurement of materials</li> <li>Movement and storage of material parts and finished inventory</li> </ol>		



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Logistics Management	<ol style="list-style-type: none"> <li>4. Safely and efficiently perform assigned processes</li> <li>5. Staging of materials at the right time</li> <li>6. Participating in continuous improvement</li> <li>7. Problem Solving Skills</li> <li>8. Analytical Skills</li> <li>9. Seeking Feedback</li> <li>10. Measuring Progress</li> <li>11. Decision-making</li> </ol>	
Financial Management	<ol style="list-style-type: none"> <li>1. Budgeting</li> <li>2. Managing Credit</li> <li>3. Analyzing and Making Financial Forecasts</li> <li>4. Understanding Audit Reports</li> <li>5. Statistical Modeling</li> <li>6. Mathematical Proficiency</li> <li>7. Technological Skills</li> <li>8. Ability to Work Independently</li> <li>9. Problem Solving</li> <li>10. Attention to Detail</li> </ol>	
Inventory and Materials Management	<ol style="list-style-type: none"> <li>1. Understanding Logistics</li> <li>2. Customer Preferences</li> <li>3. Accounting Proficiency</li> <li>4. Inventory/Materials Management</li> <li>5. Delivery Management</li> <li>6. Developing MRP and Statistical Analysis</li> <li>7. Administer Purchase Orders</li> <li>8. Time Management</li> <li>9. Warehouse Management</li> <li>10. Production Scheduling</li> </ol>	
Preventive and Curative Maintenance at Work Place	<ol style="list-style-type: none"> <li>1. Maximizing Asset Utilization</li> <li>2. Time and Schedule Management</li> <li>3. Condition of Equipment</li> <li>4. Disaster Management</li> <li>5. Failure Management</li> <li>6. Understanding Artificial Intelligence</li> <li>7. Understanding Internet of Things</li> <li>8. System Maintenance</li> <li>9. Software Maintenance/Upgradation</li> <li>10. Team Communication</li> </ol>	
Maintenance of Daily Apprenticeship Log		
<b>Parameters to measure INTER-PERSONAL SKILL Components</b>		
<ul style="list-style-type: none"> <li>• Professional behaviour</li> <li>• Performs in a dependable manner</li> <li>• Cooperation with co-workers and supervisors</li> </ul>		

# Student Apprenticeship – Facilitator Manual

<ul style="list-style-type: none"> <li>• Demonstrated interest in work</li> <li>• Ability to learn quickly</li> <li>• Ability to drive initiatives</li> <li>• Accepts criticism</li> <li>• Demonstrates organizational skills</li> <li>• Uses technical knowledge and expertise</li> <li>• Shows good judgment</li> <li>• Demonstrated creativity/originality</li> <li>• Analyses problems effectively</li> <li>• Is self-reliant</li> <li>• Communicates well</li> <li>• Writes effectively</li> </ul>	
<b>Overall Marks Obtained</b> <i>(Average of marks obtained for above parameters)</i>	
Workplace Supervisor Name	
Signature	

## Performance Report of Apprentice

Performance Report <i>(To be filled by Workplace Supervisor)</i>		
Name of Student		
Total Hours devoted for Apprenticeship		
Marks Obtained (out of 10)		
Date	Place:	
Name of Workplace Supervisor	Signature:	

Note: The performance report of the student must be forwarded to the Faculty Mentor of the student on completion of training in sealed envelope or to through email to Faculty Mentor. Performance Report should preferably be printed with Organisation Header.

## Attendance Sheet of Apprentices

Attendance Sheet	
Name of Student	
Roll Number	
Name of Course	
Date of Commencement of Apprenticeship	
Date of Completion of Apprenticeship	
Name of organisation	

Month	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3
Year										0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1



# Student Apprenticeship – Facilitator Manual

- Visit the nearest Higher Education Institution
- Find out what vocational/Skill education the HEI is imparting
- Interact with the faculty and students
- Explore what community service projects they are doing
- Seek their reports on community engagement
- Document the HEI’s probable apprentice opportunities
- Document the HEI’s community engagement in the neighbourhood

Visit a Pharmacy/Chemist and Druggist/Hospital

Seek

- Areas of Employment
- Current vacant positions
- Apprentice opportunities
- Recruitment policy
- Community engagement in the neighbourhood
- Pre and post COVID services they have done
- Psychosocial support they provide

Document the findings and submit.



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Visit a Restaurant/Eatery in the neighbourhood.

Find out

- Number of Employees – Staff and Labour
- Apprenticeship opportunities
- Hygiene and Sanitation Practices
- Community Engagement
- Left Over Food Disposal
- Waste Management
- Employment Opportunities for Apprentices

Document the findings and submit.



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Visit an IT Company in the neighbourhood.

Explore

- Product areas
- Software requirements
- Apprentice opportunities
- Employment opportunities
- Recruitment policy
- Absorbing Apprentices
- Document the findings and submit.

# Student Apprenticeship – Facilitator Manual

**Mentor** - you have to develop an inexperienced team so that you can properly delegate tasks. Your role play is to brief one of your supervisors to take on the responsibility of briefing and training the team to perform the assigned task.

This scenario gives the opportunity to demonstrate your abilities as a coach or mentor. The leadership skills in communication in this exercise will show how well it matches the expectations of the organization. It also offers you the chance to demonstrate your delegation skills and how you would develop team members.

**Change Agent** - you are responsible for a key strategic project which will significantly change how your organization and its employees operate. One member of your project team Anup is consistently missing deadlines and this is beginning to undermine the project. You need to get Anup on board with the project plan. You need to understand why Anup is having problems and explain how his missed deadlines are impacting others and the project as a whole. By the end you must gain his agreement on how best to move forward and how issues the discussion has raised will be handled. For this type of scenario it will also be expected that you tackle the issues that Anup may have with the strategic change that will occur on the completion of the project.

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You are an apprentice working in the customer relations team for a large retail firm. A customer has come to speak to a member of staff to make a complaint. They are threatening to go to a consumer forum. Your objective is to resolve the issue with minimum financial and reputation damage to the company. What skills will you use to resolve the situation?

Record the Skills used in the Role Play.

Make an Assessment Sheet of the apprentice and submit

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## Important Skill Development Bodies in India

### Skill Development in India

National Skill Development Agency (NSDA)  
National Skills Development Corporation (NSDC)  
Sector Skills Councils (SSCs)  
Ministry of Skill Development and Entrepreneurship (MSDE)  
Ministry of Labour and Employment  
Ministry of Rural Development  
Regulatory Bodies  
National Council for Vocational Training  
CBSE and State Education Boards  
State Education Boards

Quality Council of India  
National Accreditation Board for Certification Bodies (NABCB)

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Mahatma Gandhi National Council of Rural Education



# *Student Apprenticeship – Facilitator Manual*

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National Accreditation Board for Education and Training (NABET)  
National Accreditation Board for Hospitals and Healthcare Providers  
National Accreditation Board for Testing and Calibration Laboratories

All-India Council of Technical Education (AICTE)  
National Institute of Open Schooling (NIOS)

Publicly Funded Training Schemes  
Modular Employable Skills - Skills Development Initiative (MES-SDI)  
National Skill Certification and Monetary Reward Scheme (STAR)  
Aajeevika Skill Development Programme (ASDP)  
National Urban Livelihoods Mission (NULM) - Ministry of Housing and Urban Poverty Alleviation

State Skill Development Councils



***Whatever you have lived, you can write and by hard work and a genuine apprenticeship, you can learn to write well; but what you have not lived you cannot write. Mark Twain***

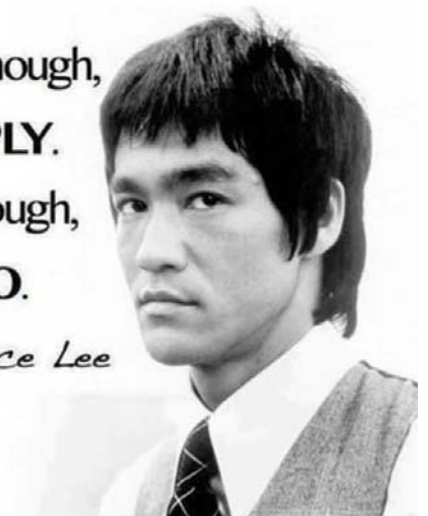
Knowing is not enough,

**We must APPLY.**

Willing is not enough,

**We must DO.**

*- Bruce Lee*





## **Mahatma Gandhi National Council of Rural Education**

Department of Higher Education, Ministry of Education, Govt. of India

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