



GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP
DIRECTORATE GENERAL OF TRAINING

COMPETENCY BASED CURRICULUM

CORE SKILLS

(Training Methodology)

CRAFTS INSTRUCTOR TRAINING SCHEME (CITS)

NSQF LEVEL - 5



Revised in 2023

Developed By

CENTRAL STAFF TRAINING AND RESEARCH INSTITUTE

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GENERAL INFORMATION

1.	Name of the Subject	Training Methodology		
2.	Applicability	For all Engineering and Non-Engineering Trades		
3.	Duration of Training	Practical -270 Theory - 180		
4.	Examination	The examination for the subject will be held at the end of each year.		
5.	Summative Examination (Marks Distribution)		Practical	Theory
		Full Marks	200	100
		Pass Marks	120	40
6.	Space Norms	One class room – 30 Sq. m		
7.	Power Norms	1 KW		
8.	Unit strength(Batch Size)	25		
9.	Trainers’ Qualification for Training Methodology	B.Voc / Degree in any discipline from AICTE/ UGC recognized College/ university with two years experience in training/teaching field. OR Diploma in any discipline from recognized board/ University with five years experience in training/teaching field. OR NTC/ NAC passed in any trade with seven years experience in training/teaching field. Essential Qualification: National Craft Instructor Certificate (NCIC) in any of the variants under DGT /B.Ed /ToT from NITTTR or equivalent.		

**Syllabus - Training Methodology
(Common for all CITS Trades)**

Unit No.	Reference Learning Outcome	TM Practical	TM Theory
1.	Plan & prepare the learners for the class using basics of educational psychology & motivational techniques. (Mapped NOS: MEP/N9401) (Professional Skills – 20 hrs., Professional Knowledge – 18 hrs.)	Roles and Responsibilities of an Instructor 1.1 What kind of Learner are you - Questionnaire to be answered by Trainees. 1.2 What do you already know about training procedures - Questionnaire - By Trainees. 1.3 Video show of a Trainer delivering classroom lecture/demonstration to the trainees. 1.4 Conduct a group discussion among the trainees about the topic. 1.5 Video/PPT for highlighting the principles of Vocational Training. 1.6 Video/PPT for highlighting the topic. 1.7 PPT for highlighting specific traits and skills for specific trades.	Roles and Responsibilities of an Instructor <ul style="list-style-type: none"> • Current Skill Development programmes of DGT • Difference between Training and Education • Difference between Vocational Education and Vocational Training • Principles of Vocational Training. • Instruction vs. Teaching – (i) Principles of Instruction. (ii) Difference between Instruction and Teaching. (iii) Common defects in Instruction. • Characteristics of good Instruction. • Qualities, Personality Traits and Responsibilities of good Instructor
2.	-do-	Psychology of Learning 2.1 Ppt. / Video Show / Educational Film based on psychological parameters like Personality, Aptitude, Skills, values and Potentials. 2.2 PPT/Video show for showing the effects of psychology of learning in Education & Training. 2.3 PPT/Video show of different experiments on theories of learning by the different psychologists and their effect in learning situation and relation with Laws of learning.	Psychology of Learning <ul style="list-style-type: none"> • Developmental psychology - Developmental tasks based on stages of development (Age 14 yrs. onward.) • Psychology of learning (i) Nature and Principles of Learning (ii) Factors (Motivation, Interest and Attitude) affecting Learning. • Theories of learning – Pavlov, Thorndike, Kohler/Gestalt and Skinner. • Individual differences of learners. • Motivation – (i) Concept of Motivation (ii) Determinants

		<p>2.4 PPT / Video Show on Modality Learning (Auditory, Visual and Kinesthetic modality).</p> <p>2.5 Ppt. / Video Show / Educational Film on Motivating the Trainees.</p> <p>2.6 Transaction analysis in a workshop.</p> <p>2.7 Questionnaire on personality development for assessing the psychological attributes.</p>	<p>of Motivation (Anxiety, Need & Difficulty of tasks) (iii) Theories of Motivation – Maslow, Mc Clelland and Atkinsons.</p> <ul style="list-style-type: none"> • Transaction analysis in a Class room. • Assessment of Prior Learning to identify the strength & Weakness of Trainees and Planning the Strategies of Delivery.
3.	<p>Analyze the syllabus of the Course. (Mapped NOS: MEP/N9405)</p> <p>(Professional Skills – 20 hrs., Professional Knowledge – 10 hrs.)</p>	<p>Analysis of Syllabus and Course Construction</p> <p>3.1 Group discussion on designing a training curriculum - By Trainer.</p> <p>3.2 Group task on Analysis of (with a sample of syllabus) • Job / Task • Elements of skills - Discussions by Trainees and Trainer.</p> <p>3.3 Outlines of a syllabus: • Must know, should know & could know - Discussion by Trainees and Trainer.</p> <p>3.4 Preparation of schedule of instructions – By Trainees.</p> <p>3.5 Course Construction: Simple to complex, Concrete to Abstract – Trainer.</p>	<p>Analysis of Syllabus and Course Construction</p> <ul style="list-style-type: none"> • Syllabus and its formation - Factors for formulation of syllabus, aims and writing Learning outcomes. • Methods of Analyzing the Syllabus - Breakup of syllabus and schedule of instruction with time duration. • Identification of skills and Knowledge ADDIE Model Instructional Designing Process. • Construction of course outline • Time management and its concept in formulation of a trade syllabus and instruction with time duration.
4.	<p>Plan & prepare the training session using various methods viz. 4 step method, question & questioning technique etc. (Mapped NOS: MEP/N9406)</p> <p>(Professional Skills – 20</p>	<p>Planning for Instruction and skills practice</p> <p>4.1 Make the trainees to frame questions on different levels of learning.</p> <p>4.2 PPT /Video show for highlighting the different phases of skill learning.</p> <p>4.3 Video show or giving a full demonstration about the</p>	<p>Planning for Instruction and skills practice</p> <ul style="list-style-type: none"> • Skill and its basic elements • Phases of acquiring skills. • Steps in imparting Skills. • Question & questioning techniques. • Lesson plan. • Demonstration plan. • Different methods of

	hrs., Professional Knowledge – 10 hrs.)	<p>steps of imparting skills.</p> <p>4.4 Question - Answer - Debate session.</p> <p>4.5 Defining objectives and preparation of lesson plan.</p> <p>4.6 Defining objectives and preparation of demonstration plan.</p> <p>4.7 Teaching practice - body languages – skills in presentation.</p>	<p>imparting skills.</p> <ul style="list-style-type: none"> • Delivery techniques of different methods (4 Step method). • Introduction to Bloom's taxonomy (cognitive, effective and Psychomotor domains)
5.	<p>Communicate effectively with the trainees both verbally and nonverbally. (Mapped NOS: MEP/N9407)</p> <p>(Professional Skills – – 15 Hrs Professional Knowledge – 10 Hrs)</p> <p>Use Instructional Technology & facilitate the training program. (Mapped NOS: MEP/N9408) (Professional Skills – 15 Hrs Professional Knowledge – 10 Hrs)</p>	<p>Instructional Technology and facilitate learning</p> <p>5.1 Group discussion of 4 step method and analyze a Video show of a trainer conducting a class by 4-step method.</p> <p>5.2 Practice to identify the process of communication and use of non-verbal communication to convey messages Practice on pre-listening activity and respond them and respond after the CD track by directed by CD track.</p> <p>5.3 PPT/Video show for highlighting the effects of Dale cone of experience in learning Preparation of charts, transparencies, slides, posters, mock-ups.</p> <p>5.4 Training different types of board in a classroom session : Black board, white board, flannel board, magnetic board etc.</p> <p>5.5 Use and maintenance of OHP.</p> <p>5.6 Use and maintenance of Digital Camera.</p> <p>5.7 Use and maintenance of LCD projector and smart board.</p> <p>5.8 Teaching practical – micro teaching analysis.</p>	<p>Instructional Technology and facilitate learning</p> <ul style="list-style-type: none"> • Teaching practice through moderation 2. A comparison with conventional method with modern Training – By Trainer 3. Group discussion of 4 step method – Test method – By Trainer 4. Project work & display on making working model – mockups Project Work By Trainer & Trainees. • Communication: (Class Room) 1. Communication process & elements of communication – By Trainer. 2. How good listener and what type of communicator you are - By Trainer 3. Discussion with trainer on improving individual talents in public speaking - By Trainees. • Dale cone of experience Different Types of Teaching Learning Aids: Projected/ Non Projected Using different types of board in a class room session. Black board, White board, Flannel board, Magnetic board etc. • Chalk Board/ White Board

			<p>practice How to use it.</p> <ul style="list-style-type: none"> • Application, use & maintenance of OHP. • Application, use & maintenance of Digital Camera. • Application, use & maintenance of LCD projector and Smart board. • Micro – Teaching concept.
6.	<p>Design written instructional materials and implement for imparting training. (Mapped NOS: MEP/N9409)</p> <p>(Professional Skills – 18 Hrs Professional Knowledge – 10 Hrs)</p>	<p>Written Instructional Materials</p> <p>6.1 Make the trainees to prepare the different WIM.</p> <p>6.2 Teaching practice (Lesson & Demonstration) – Micro teaching.</p> <p>6.3 Guide the trainees how to maintain the records properly.</p>	<p>Written Instructional Materials</p> <ul style="list-style-type: none"> • Written Instructional Materials. • Operation sheet. • Job sheet. • Information Sheet. • Assignment Sheet. • Experiment Sheet. • Pre-job Check Sheet. • Final Job Check Sheet. • Daily Dairy, Progress Chart, Maintaining Theory & Practical records.
7.	<p>Assess, evaluate and certify the tests. (Mapped NOS: MEP/N9410)</p> <p>(Professional Skills – 20 hrs Professional Knowledge – 10 Hrs)</p>	<p>Assessment and Certification Test & Evaluation – its importance</p> <p>7.1 Case study on different types of test & its necessity – By Trainer.</p> <p>7.2 Various test conducted under aegis of NCVT.</p> <p>7.3 Purpose, application & comprehension of a test.</p> <p>7.4 Group assignment on setting different types of question on different levels of learning in cognitive domain according to Bloom Taxonomy – By Trainees.</p> <p>7.5 Setting an ideal question paper & evaluation – By Trainees.</p> <p>7.6 Evaluation techniques</p>	<p>Assessment and Certification Test & Evaluation – its importance</p> <ul style="list-style-type: none"> • Assessment & types of assessment • Current assessment methods applied in DGT Schemes. • Characteristic of a good Test. • Rule for preparation of Objectives types test Items. Preparing Student Multiple Choice Types Matching Types Short Answer Types. • Preparation of Questions Paper. • Evaluation of Theory & Practical Test • NCVT as a certifying agency

		& marking schemes Theory & Practical by Trainer & Trainees Formative Assessment techniques for awarding seasonal marks. 7.7 Discussion among the trainees. 7.8 Undertake competence based assessment as per standards.	– certificates issue under aegis of NCVT. <ul style="list-style-type: none"> • Concept of formative assessment and summative assessment. • Prepare for undertaking assessment of competence as per standards. • Conduct assessment of competence.
8.	Organize workshop and classroom learning observing instructional methods. (Mapped NOS: MEP/N9426) (Professional Skills – 20 hrs., Professional Knowledge – 10 hrs.)	Organization and Management of Instructional Functions 8.1 Group discussion among the trainees. 8.2 Instructional areas layout – utility space – By Trainer. 8.3 Group activities to complete a particular job. 8.4 Showing a model video of proper housekeeping and analyze the same. 8.5 Debate on conventional housekeeping vs. 5's concept – By Trainer & Trainees. 8.6 Introductions to Colour Dynamics. 8.7 Safety measure, slogans, precaution etc. – By Trainers.	Organization and Management of Instructional Functions <ul style="list-style-type: none"> • Training & Managerial responsibilities Introduction & discussion on managerial responsibilities. • Management of Workshop & Class room. • Group teaching and learning. • Instructional area – house keeping Need for proper housekeeping & safety rules and overview – By Trainer. • Basic quality Concept & 5'S. • Colour Dynamics. • Safety in Instructional Area.
9.	Counsel & mentor the trainees by identifying their Strength & Weaknesses. (Mapped NOS: MEP/N9428) (Professional Skills – 20 hrs., Professional Knowledge – 10 hrs.)	Counseling & Mentoring 9.1 Communication Lab - Language Proficiency. 9.2 Determine the rating of characteristic according to graph printing. Analyze the different characteristics that forms the base of ethics. React to real life ethical situation. 9.3 Prepare the parameters for skills required to become a good trainer and list out in the chart format. Rate your skills in each area by circling the appropriate number.	Counseling & Mentoring <ul style="list-style-type: none"> • Handling trainee's grievances - Define Grievances, Types of Grievances, Cooperate Grievances, Do's & Don'ts in Grievances. • Boosting Morale - Boosting ethics & Development work environment, ethics theory, Development of work environment & training process, knowledge of presentation & self motivation. • Identifying the strengths -

		<p>9.4 Group discussion.</p> <p>9.5 Tips to crack interview Answer questions about yourself, your skills with confidence. Practice tricky questions meant to test your thinking skills using lateral thinking.</p>	<p>SWOT Analysis. Define SWOT analysis, Important of SWOT analysis, characteristics of SWOT analysis, Example of SWOT analysis related with Trade development in detail.</p> <ul style="list-style-type: none"> • Techniques of writing good CV.
10.	<p>Develop Entrepreneurship skills. (Mapped NOS: MEP/N9438)</p> <p>(Professional Skills – 20 hrs., Professional Knowledge – 12 hrs.)</p>	<p>Entrepreneurship Development</p> <p>10.1 Case study on Entrepreneurship skills.</p> <p>10.2 Video (Current Entrepreneur)/ Case studies.</p> <p>10.3 PPT/Video show for highlighting how to improve stress in workplace.</p> <p>10.4 PPT/Video show for highlighting the importance.</p> <p>10.5 Trace and interpret the sequence of operation for setting up a small business from the flow sequence diagram.</p> <p>10.6 Draw a similar diagram for the product chosen by you.</p> <p>10.7 Trainee has to prepare the impact of quality and list the importance of quality and analyze.</p> <p>10.8 Group discussion.</p> <p>10.9 Case study/ video.</p>	<p>Entrepreneurship Development</p> <ul style="list-style-type: none"> • Leadership - Define leadership, types of leadership, leadership Traits, Functions of leadership, styles of leadership. • Stress management - Define Management, Type of stress Management, How to improve stress in workplace, Team leader in workplace. • Time management - Workplace time Management, maintain Time management, Benefits of Time Management in workplace, Time management schedule. • Self Employment as a Career path - Define Entrepreneurship, Strategy of entrepreneurship, Market Research. • Implementation of self Employment in workplace, Manage self employment in workplace. • Quality consciousness – its relevance. • Interaction with Industries current example of different ITI.
11.	<p>Apply ICT & Internet in training (computer based training) and</p>	<p>ICT and Internet</p> <p>11.1 Use of internet, Email application etc.</p>	<p>ICT and Internet</p> <ul style="list-style-type: none"> • Use of Internet in teaching, Training and learning - How

	<p>various types of Distance learning programmes. (Mapped NOS: MEP/N9439)</p> <p>(Professional Skills – 20 hrs., Professional Knowledge – 10 hrs.)</p>	<p>11.2 Preparation of Slides by Power Point.</p> <p>Distance Learning Programme</p> <p>11.3 Interactive Class on Video Conference / Practice.</p> <p>11.4 Practice on installation and commissioning of equipments at Spokes.</p>	<p>to use internet, Email application.</p> <ul style="list-style-type: none"> • Computer aided learning, training and teaching. • Use, application and maintenance of computer. <p>Distance Learning Programme</p> <ul style="list-style-type: none"> • Why Distance Learning - Define Distance Learning, Types of Distance Learning Advantages & Disadvantages of Distance Learning, Importance of distance Learning. • Organizations adopting Distance Learning. • Initiative of DGT – current detail/ History of DGT & Further scope. • Current Trends – Smart Learning, eLearning, Virtual Classroom. • Limitations of Distance Learning.
12.	<p>Plan and conduct sessions to impart competency based skills and knowledge. (Mapped NOS: MEP/N9440)</p> <p>(Professional Skills – 18 hrs., Professional Knowledge – 10 hrs.)</p>	<p>Interpret NSQF and QP</p> <p>12.1 Discussion on NSQF.</p> <p>12.2 Interpret one QP.</p> <p>12.3 Interpret one NOS.</p> <p>12.4 Interpret learning outcomes.</p>	<p>Interpret NSQF and QP</p> <ul style="list-style-type: none"> • Overview of NSQF, QP, NOS, Learning outcomes (LOs), Performance criteria. • Role of NSDA, NSDC and SSC.
13.	<p>Apply Adult Learning Principles. (Mapped NOS: MEP/N9441)</p> <p>(Professional Skills – 15 hrs., Professional Knowledge – 10 hrs.)</p>	<p>Principles of Adult Learning</p> <p>13.1 Apply adult learning in simulated environment.</p> <p>13.2 Role plays using the principles of adult learning.</p>	<p>Principles of Adult Learning</p> <ul style="list-style-type: none"> • Malcom Knowles assumptions of Adult learning. • Principles of adult learning and how to apply them in training delivery. • Characteristics of adult

			<p>learners</p> <ul style="list-style-type: none"> • Factors affecting adult learning. • Techniques to create and maintain a positive learning environment.
14.	<p>Develop and implement continuous professional development plan. (Mapped NOS: MEP/N9442)</p> <p>(Professional Skills – 14 hrs. Professional Knowledge – 10 hrs.)</p>	<p>Prepare for Continuing Professional Development</p> <p>14.1 Develop a professional development plan to enhance professional capabilities.</p> <p>14.2 Group discussion on CPD and its importance.</p> <p>14.3 Make Professional Development plan for trainees and trainers</p>	<p>Prepare for Continuing Professional Development</p> <ul style="list-style-type: none"> • Importance of continuous learning and professional development. • Personal development and professional goals & objectives. • Professional Development plan.
15.	<p>Develop employability skills for the industrial needs. (Mapped NOS: MEP/N9475)</p> <p>(Professional Skills –15 hrs. Professional Knowledge – 15 hrs.)</p>	<p>15.1 Identify ways to learn English, practice sentences for different situations and rearrange words to create meaningful sentences.</p> <p>15.2 Identify and adopt types of good communications skills to enhance your communication ability and manage conflicts & handle criticism in work place</p> <p>15.3 Make role play/ activity of mock group discussion</p> <p>15.4 Make role play/ activity of job readiness/ mock interview.</p> <p>15.5 Prepare a study report to become a good entrepreneur</p> <p>15.6 Prepare and practice to enhance your skills as per the industrial needs</p>	<p>Advanced Language Skills</p> <ul style="list-style-type: none"> • Describing Words, Objects, Surroundings and Processes • Punctuation • Pronunciation • Simple conversations • Writing Simple Sentences <p>Effective communication Skills</p> <ul style="list-style-type: none"> • Importance of Communication • Verbal Communication: Speaking & writing • Non-Verbal Communication • Effective Communication techniques • Workplace Communication • Listening and written skills • Effective Team Work

			<ul style="list-style-type: none"> • Managing Conflicts • Handling Criticism • Assessing Your Communication Ability <p>Career Development and Goal-Setting</p> <ul style="list-style-type: none"> • Job Market Research • Interests and Abilities • Setting Goals for Your Career • Building Your Career Pathway <p>Job readiness and exam preparation</p> <ul style="list-style-type: none"> • Personal grooming and inculcating etiquettes • Building resume • Preparation for job interview • Professional networking and community building • social intelligence <p>Entrepreneurship</p> <ul style="list-style-type: none"> • Introduction to Entrepreneurship • Entrepreneurial Mindset • Difference between Self-Employment and Entrepreneurship • Market Scan: Exploring the Market • Understanding Customer Needs • Selecting a Type of Business: Product or Service • Building Business Plan • Pitching for Business • Basic Legal Functions Needed for Any Business <p>Future professional skills</p> <ul style="list-style-type: none"> • Know yourself • Behaviour and Attitude
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			<ul style="list-style-type: none"> • Critical Thinking and Decision-Making • Time-Management in the Workplace • Problem-Solving
16.	<p>Develop future skills in Emerging Technology.</p> <p>(Mapped NOS: MEP/N9476)</p> <p>Professional Knowledge – 15 hrs</p>	<p><u>Cyber Security:</u> What is Cybersecurity, common types of cyber-attacks – distributed denial of service (DDoS), Man in the middle, Email attacks, Password attacks and Malware attack, Explain – ethical hacking, firewall, keyloggers, 5G, Digital signature and crypto authentication.</p> <p><u>Data Analytics:</u> What is Data Analytics, Explain the applications of Data Analytics, Examples of a few Data Analytics tools, how to become a data analyst.</p> <p><u>Artificial Intelligence (AI) and Machine Learning (ML): 2 Hours</u> Define AI and its different types. Explain what AI can do and can't do, applications of AI in different fields, understand Machine Learning and different types, real life examples of Machine Learning, Explain Machine Learning steps – collecting data, preparing the data, choosing a Model, training the model, evaluating the model, parameter tuning and making predictions.</p> <p><u>Robotic Process Automation / hyper automation:</u> Introduction to Robotic Process Automation (RPA), Explain - why to learn RPA, Automation Vs. RPA, Features of RPA, Benefits of RPA, Types of RPA, RPA software tools. Steps to achieve effective hyper automation.</p> <p><u>IoT / IIoT</u> What is Inter of Things (IoT) and how it works, why do we need IoT, Benefits of IoT, Features of IoT, application of IoT. Understand Industrial IoT (IIoT) and its applications.</p> <p><u>Blockchain</u> Define Blockchain, history of blockchain, types of blockchain, what is a bitcoin, benefits of Blockchain, applications of Bitcoins, disadvantages of blockchain.</p> <p><u>Cloud computing (CC):</u> Basic concepts of Cloud Computing (CC) – Development Models and Service Models, characteristics of Cloud computing, example of CC, benefits of it, risks related to cloud computing.</p> <p><u>3D Printing:</u> What is 3D printing / additive manufacturing, history of 3D printing, materials used in it, 3d printing technology, types of 3D printing, advantages and disadvantages.</p> <p><u>Social Media & Mobile:</u> Student engagement with social media, selecting social media tools,</p>	

		<p>Use of social media in the classroom, social media for professional development.</p> <p><u>Augmented Reality / Virtual Reality / Extended Reality (AR/VR/XR):</u></p> <p>Basic concepts of AR/VR/XR, use cases of AR/VR/XR, Working of AR/VR/XR, benefits of AR/VR/XR, skills required to learn AR/VR/XR.</p> <p><u>Digital content development: simulations, digital twins, Metaverses, etc.</u></p> <p>Introduction to content development and its importance, processes involved in digital content development, difference between simulation and digital twin, role of simulations, digital twins and metaverses to accelerate digital transformation</p>
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LEARNING OUTCOMES WITH ASSESSMENT CRITERIA	
TRAINING METHODOLOGY	
1. Plan & prepare the learners for the class using basics of educational psychology & motivational techniques. (NOS: MEP/N9401)	Implement techniques based on psychological parameters like Personality, Aptitude, Skills, values and Potentials.
	Use different experiments on theories of learning by the different psychologists and their effect in learning situation and relation with Laws of learning.
	Demonstrate on Modality Learning (Auditory, Visual and Kinesthetic modality).
	Set Questionnaire on personality development for assessing the psychological attributes.
	Motivate trainees for the training session.
2. Analyze the syllabus of the Course. (NOS: MEP/N9405)	Select salient points on designing a training curriculum.
	Analyse a sample syllabus.
	Discuss Elements of skills, Outlines of a syllabus.
	Make project work on making break up of syllabus and list of topics - Video show/PPT of ADDIE Model.
	Design schedule of instructions.
	Construct a sample course using principles of teaching.
3. Plan & prepare the training session using various methods viz. 4 step method, question & questioning technique etc. (NOS: MEP/N9406)	Set questions on different levels of learning in psychomotor domain according to Bloom Taxonomy.
	Demonstrate the steps of imparting skills.
	Prepare lesson plan and demonstration plan using 4 Step methods.
	Use questioning techniques.
4. Communicate effectively with the trainees both verbally and nonverbally. (NOS: MEP/N9407)	Identify the process of communication.
	Use verbal & non-verbal communication to convey messages, pre-listening activity and respond to them.
	Communicate effectively with the trainees in training session.
5. Use Instructional Technology & facilitate the training program. (NOS: MEP/N9408)	Use various instructional Technologies viz. OHP, Digital Camera, LCD projector, smart board etc.
	Plan and design charts, transparencies, slides, posters, mock-ups etc.
	Conduct micro teaching sessions.
6. Design written instructional materials and implement for imparting training.	Plan & prepare different WIM viz. Operation sheet, Job sheet, Information Sheet, Assignment Sheet, Experiment Sheet, Experiment Sheet, Final Job Check Sheet etc.
	Maintain various records viz. Daily Dairy, Progress Chart, Theory

(NOS: MEP/N9409)	&Practical records etc.
7. Assess, evaluate and certify the tests. (NOS: MEP/N9410)	Identify different types of test & its necessity.
	Set different types of question on different levels of learning in cognitive domain according to Bloom Taxonomy.
	Set an ideal question paper & evaluate.
	Apply various evaluation techniques & marking schemes.
	Undertake competence-based assessment as per standards.
	Conduct formative assessment and summative assessment.
8. Organize workshop and classroom learning observing instructional methods. (NOS: MEP/N9426)	Carry out management of Workshop &Class room.
	Demonstrate group teaching and learning.
	Explain housekeeping & safety rules in Instructional area.
	Conduct debate on quality Concept & 5'S.
9. Counsel & mentor the trainees by identifying their Strength & Weaknesses. (NOS: MEP/N9428)	Handle trainee's grievances.
	Boost Morale of trainees.
	Conduct SWOT analysis for identifying their Strength & Weaknesses.
	Plan and Prepare the parameters for skills required to become a good trainer.
	Write a good CV.
10. Develop Entrepreneurship skills. (NOS: MEP/N9438)	Use effective leadership Traits.
	Apply Stress management techniques.
	Plan & Use Time management techniques.
	Interpret the sequence of operation for setting up a small business from the flow sequence diagram
	Analyze the impact of quality and list the importance of quality.
11. Apply ICT & Internet in training (computer-based training) and various types of Distance learning programmes. (NOS: MEP/N9439)	Use internet, Email application, Fax etc.
	Prepare transparency sheet with the help of computer.
	Prepare Slides by Power Point.
	Conduct Interactive Class on Video Conference.
	Install and commission equipments at Spokes level.
12. Conduct competency-based training using LO/ QP/ NOS and NSQF guidelines. (NOS: MEP/N9440)	Interpret one LO, QP, NOS for NSQF alignment.
	Explain learning outcomes.
	Identify different roles of NSDA, NSDC and SSC.

13. Apply Adult Learning Principles. (NOS: MEP/N9441)	Apply adult learning in simulated environment.
	Identify various factors affecting adult learning
	Use role plays using the principles of adult learning.
	Apply techniques to create and maintain a positive learning environment.
14. Develop and implement continuous professional development plan. (NOS: MEP/N9442)	Develop a professional development plan to enhance professional capabilities.
	Implement CPD in instructor career.
15. Develop employability skills for the industrial needs. (Mapped NOS: MEP/N9475)	Implement sentences for different situations and rearrange words to create meaningful sentences.
	Exhibit communications skills to manage conflicts & handle criticism in work place.
	Demonstrate report to become a good entrepreneur.
16. Develop future skills in Emerging Technology. (Mapped NOS: MEP/N9476)	Explain common types of cyber-attacks
	Explain the applications of Data Analytics
	Explain Artificial Intelligence and its different types.
	Explain what AI can do and can't do
	Applications of AI in different fields.
	Explain Machine Learning steps
	Explain features/types/benefits of Robotic Process Automation software tools
	Features, benefits and applications of IoT
	Explain types of blockchain
	Basic concepts of Cloud Computing
	Explain types of 3D printing, advantages and disadvantages.
	Basic concepts of AR/VR/XR

Tools and Equipment for Training Methodology (Common for all CITS Trades)			
Sl. No.	Name of the Tools & Equipment	Specification	Quantity
1.	Class Room Chairs (armless) / Dual desk may also be allowed		25 /13nos.
2.	Class Room Tables / Dual desk may also be allowed	3ft X 2ft	25 /13nos.
3.	Chair for Trainer		01 no.
4.	Table for Trainer (4 ft X 2 ft) with Drawer and cupboard		01 no.
5.	LCD / LED Projector		01 no.
6.	Multimedia Computer System with all accessories	Latest or latest minus one configuration	01 No
7.	UPS		As required
8.	White Board	6ft X 4 ft	01 no.
9.	LCD Projector Screen		01 no.
10.	Digital Video Camera (hard Disk) with Tripod stand		01 no.
11.	Air Conditioner for computer room		As required
12.	Wall charts, Transparencies and DVDs related to the trade		As required
13.	Printer with scanner		01 no.
14.	Steel cupboard		As required
15.	First aid box.		01 no.

