



GOD MOTHER CAMPUS: #2, Santham Colony, Annanagar West Extn, Thirumangalam,
Chennai - 600101, Phone: 044-43538508, www.indiatrust.org

E 4 E

English For Entrepreneurship

E 4 E - ENGLISH FOR ENTREPRENEURSHIP

FOR :

REPRESENTED BY :

NO OF STUDENTS TO BE TRAINED :

OFFICIAL TRAINING PARTNER : **I.N.D.I.A TRUST is a nodal centre for Entrepreneurship Development Institute of India (EDII) for the regions of Tamil Nadu, Kerala, Andhra Pradesh, and Pondicherry.**

Sponsored by: Friedrich - Nauman- Stiftung, Germany
Supported by Human Resource Development Ministry,
Commissionerate and Directorate of Small Scale Industries,
National Science and Technology (Govt of INDIA) and
National Entrepreneurship Development Board.

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

REPRESENTED BY : **MR.A.VIJAYAKUMAR,
FOUNDER PRESIDENT
INDIA TRUST**

ADDRESS : **#2, SANTHAM COLONY, ANNANAGAR
WESTERN EXTENSION, THIRUMANGALAM,
CHENNAI - 101**

LOCATION OF TRAINING : **Colleges Affiliated to UNIVERSITY OF
MADRAS, CHENNAI**

DURATION OF TRAINING : **Approximately 3 - 4 Months Exposing
Students for a 15 to 20 hrs of Contact Session in the respective colleges.**

PREFERRED STARTING

AND COMPLETION DATES :

ATTACHMENT ONE

ABOUT I.N.D.I.A. TRUST

OUR MISSION

There are more than 500 Universities, 20,000 colleges, Hundreds of institutes of higher learning and research bodies. Several lakhs of students awarded with degrees are coming out from the colleges with a lot of hope and faith to achieve successful career in their life. India Vision 2020 committee has predicted that, there will be ten crore unemployed people in India in the next few years!

[Do we have a solution to this national problem?](#)

I.N.D.I.A. TRUST, by virtue of its expertise in this field has been providing answers to this issue in various forms. We have to recognize the basic Indian truth, that strong youth are necessary foundation for the strength and the stability of the country. One unforgettable lesson has been learnt - if things go well with youth, the nation prospers, when youth falter, the nation fails. Despite this, the fact remains that India has a large unfinished, ever continuing agenda when it comes to educated youth and their career management.

[As a nation, we can make no more important investment. Today young men and women will have to carry a staggering burden. Transforming this will require the best educated and the best trained work force in the Indian history that will give every youth, full opportunity to develop the necessary skills and contribute to the community.](#)

One of the most important contribution of our organization is to build capability towards acquiring employability skills and Entrepreneurship skills. This is a special programme organized for the youth to participate even more fully in a movement that will radically change their lives and ultimately the nation.

INTRODUCING I.N.D.I.A. TRUST

WHO WE ARE...

I.N.D.I.A.TRUST is a National Public Non Governmental Organisation with nation wide operations dedicated to Human Resource Development, advanced training and policy advocacy in the areas of **EDUCATION TRAINING AND DEVELOPMENT IN THE SECTORS OF CAREER MANAGEMENT, EMPLOYABILITY SKILLS AND ENTREPRENEURSHIP DEVELOPMENT.**

Our Target Beneficiaries are:

- School students
- College and university students
- School and college faculty members
- Parents of school going children
- Parents of college going youth
- Executives of private enterprises

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

Public service entrepreneurs
Private business entrepreneurs
NGOs and civil society organisations
Educational institutions of repute

As an organisation engaged in **PUBLIC - NGO - CORPORATE** interface, we are conducting various HR intervention programmes in schools, colleges, government, Non governmental and profit making organisations.

I.N.D.I.A.TRUST is integrated into a national network of customers, clients and partners. Its major Indian partners in cooperation besides the Corporate sectors consist of more than **500 EDUCATIONAL INSTITUTIONS** among the Schools, Colleges and Universities.

I.N.D.I.A.TRUST programmes apply a variety of capacity building instruments.

We offer practice-oriented advanced education and training, dialogue sessions, and HR Consultancy services. Our programmes are tailored to the specific needs of our partners. They profit from our expertise and our many years of experience.

Our Human capital and potential management is designed to increase the participants' scope for action. We offer instruction on inter disciplinary management techniques and impart international and inter cultural know-how. In addition, we provide the opportunity to discuss potential solution to operational problems in an informal setting.

I.N.D.I.A.TRUST creates networks that support nationwide learning. After the training programmes, our participants can continue to participate in the exchange of knowledge through interdisciplinary and trans-regional alumni networks. Our learning platform assists participants with the practical application as well as expansion of their skills.

ENTERPRISE GOVERNANCE :

Enterprise governance is our core business. With our capacity building programmes we facilitate human resource development. We empower and network people. We make world-class knowledge available to developing and transition organisation. The programme participants pass on their knowledge; they apply it whenever there is impetus for change. Thus, we help our partners to use this knowledge as a development resource.

NATIONWIDE LEARNING :

I.N.D.I.A.TRUST offers exchange and scholarship programmes that provide young organisations with the opportunity to gain professional experience. Such practical experience will open up unique career opportunities for organisations and lay the foundation for their long-term success in the local and regional markets.

EDUCATION TRAINING AND DEVELOPMENT FOR N.G.O SUCCESS:

Through its development related education programmes, **I.N.D.I.A.TRUST** provides support for tomorrow's leaders today helping them to work in partnership with developing and transition organisations.

We are also participating in efforts to overcome prejudice and to realize the goals of development policy cooperation. Towards this end, we are cooperating closely with policymakers, corporate heads, mentors and advisors as specialists and project partners.

I.N.D.I.A.TRUST works together with people in key positions. We assist them in shaping the corporate organisational and political change process in their organisations. Our capacity building programmes focus on human resource development and target experts and executives from the areas of politics, public administration, business and industry and civil society as well as educators and trainers.

THE BIGGER PICTURE

I.N.D.I.A.TRUST builds capacity for the future. **I.N.D.I.A.TRUST** is people oriented because people drive change. As one of Indian capacity building organisations, we are doing our part in providing programme participants with professional know-how that they can pass on to others and thereby effect long-term, structural change.

Each year 5,000 experts and executives from developing and transition organisations including **NGO** sector participate in our advanced training programmes. **I.N.D.I.A.TRUST** provides them with the tools to continue building organisations in the areas of politics, business and civil society, and boost their efficacy. **I.N.D.I.A.TRUST** also contributes to activities designed to improve the general conditions enabling structural change. To this end, we work to enhance the capacities of decision- makers at the Managerial level.

As an organisation engaged in **PUBLIC - NGO - CORPORATE** interface, **I.N.D.I.A.TRUST** seeks to contribute towards a secure and sustainable future. Capacity building through Human Resource Development represents our commitment to this endeavour.

ATTACHMENT TWO

VISION DOCUMENT FOR I.N.D.I.A TRUST -UNVISERSITY PARTNERSHIP

PROJECT : N.E.E.D

(NATIONAL mission for EMPLOYABILITY and
ENTREPRENEURSHIP skills DEVELOPMENT)

NEED is a national level initiative of **I.N.D.I.A. TRUST** to provide practical solutions to the unemployability problems prevailing in our country.

Thousands of students have already been benefited through this programme. It involves interfacing with all the stakeholders, viz. students, faculty members, parents, colleges, universities, NGOs and corporate sectors.

In recent years, we are faced with the realisation that the availability of requisite Employability and Entrepreneurship skills - in terms of nature, quality and numbers - is beginning to emerge as a major constraint in productively using our available human resource.

Our base of skilled and knowledge workers is particularly narrow.

It has been noted at the highest levels that, in order to sustain a high level of economic growth, it is essential to have a reservoir of skilled and trained workforce.

Employability and Entrepreneurship skills and knowledge are the driving forces of economic growth and social development of any country.

Countries with higher and better levels of Employability and Entrepreneurship skills adjust more effectively to the challenges and opportunities of globalization. Shortages have already emerged in a number of sectors.

Large-scale Employability and Entrepreneurship skills development is an imminent imperative.

There is a growing sense that past strategies of Employability and Entrepreneurship skills development are inadequate to deal with contemporary requirements and expectations.

The challenge is not merely of producing more Employability and Entrepreneurship skilled persons needed by the economy.

It is also of ensuring, simultaneously, that Employability and Entrepreneurship skills development initiatives also address the needs of the huge population, by providing them with Employability and Entrepreneurship skills that will make them Employable and Enterprising.

The challenge of translating benefits of high rate of economic growth into a faster pace of poverty reduction, in other word, inclusive growth, through the generation of productive employment and Enterprising remains formidable, and skill development of persons working in the unorganized sector is a key strategy in that direction.

Planned development of Employability and Entrepreneurship skills must be underpinned by an 'Action', which is both comprehensive as well as national in character. Piece meal policies, or policies that do not accommodate or reconcile the perceptions of different stakeholders across the country, cannot serve the goals of national development effectively.

A policy response is needed to guide formulation of Employability and Entrepreneurship skills development strategies and coordinated action by all concerned.

Furthermore, in view of linkages between employment, economic growth and skills, it is important that the policies in the area of skills development be linked to policies in economic, employment and social development arenas.

The country is poised at that moment in history when a much brighter future for its entire people is in its reach. Employability and Entrepreneurship skills development will help actualize this potential. Development and articulation of Action plans on Employability and Entrepreneurship skills development is thus a matter of priority.

The issues and challenges in Employability and Entrepreneurship skills development are many These are of:

The size of the task in building a system of adequate capacity
Ensuring equitable access to all, in particular, the youth, the disadvantaged communities, the minorities, the poor, the women, the disabled, the dropouts, and those working in informal economy,
Reducing skill mismatch between supply and demand of skills,
Diversifying Employability and Entrepreneurship skills development programmes to meet the changing requirements, particularly of emerging knowledge economy,
Ensuring quality and relevance of training Employability and Entrepreneurship skills,
Building true market place competencies rather than mere qualifications,
Providing mobility between education and training, different learning pathways to higher levels, and establishing a qualifications framework,
Promoting greater and active involvement of social partners and forging a strong, symbiotic, publicprivate partnership in skills development
Establishing institutional arrangements for planning, quality assurance, and involvement of stakeholders, coordination of skills development across the country
Governance of skills development system that promotes initiative, excellence, innovation, autonomy, and participation, while ensuring that the legitimate interests of all beneficiaries are protected

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

Strengthening the physical and intellectual resources available to National level Employability and Entrepreneurship Development (N.E.E.D.) project and providing a direction for the future.

INVOLVEMENT OF NGOs AND OTHER SOCIAL PARTNERS:

They can provide support by way of physical, financial and human resources, sharing of expertise and experience, and, above all, building a conducive environment for, and continued commitment to, skill development.

They can contribute through participation in: identification of competencies, setting competency standards, skill-gap studies, curriculum development, assessment, delivery of training, monitoring and evaluation, and providing work place experience, equipment and trainers, and various incentives to promote Employability and Entrepreneurship skills development.

Most of all, they provide a touchstone to base skills development initiatives in contextual reality and relevance. Involvement of social partners is thus an important strategy.

Accordingly, the Partnership envisages that:

Effective, regular, consultation with social partners on all issues pertaining to Employability and Entrepreneurship skills development, will be adopted as a key strategy.

Standing platforms will be created for such consultation.

Social dialogue will be the cornerstone for designing policy options, planning, and guiding implementation for effectiveness. Where necessary, capacities of social partners will be built up to facilitate their effective participation and contribution to Employability and Entrepreneurship skills development.

Provide greater space for voluntary sector participation, and encourage and enable the voluntary sector by dismantling undue procedural and policy barriers.

Focus much more on establishing 'institutional mechanisms' and 'framework' aimed at the development of the system, than on direct delivery, but it would not abdicate its responsibility to set up lead institutions of excellence which serve as beacons and role models.

Play a more 'strategic' and 'comprehensive' role.

Extend to the voluntary sector institutions, on par with service sector institutions, access to schemes and programmes that are aimed at quality improvement - such as curriculum development, trainers' development, learning resource material development, and networking with lead institutions.

The proposal explores ways to address the specific needs of students of Shawk and how to improve their English language capacity. CDI will be able to examine observable behaviours that indicate your students' progressions. We believe they require support and attention for their unique needs.

ATTACHMENT THREE

CONCEPT PAPER ON ENGLISH FOR EMPLOYMENT

PROJECT NAME: L.E.A.D.E.R.S.

Learning English And Development of Employment Resource System

CONTENTS:

GOAL

RATIONALE

THE PRESENT SITUATION

POLICY FRAME

STRATEGY

THE ROLE OF THE PRIVATE SECTOR

THE SLOW TRACK

THE ROLE OF THE L.E.A.D.E.R.S PROJECT

GOAL:

Short term: The enhancement within 3 years of 1,00,000/- persons with job-oriented Spoken / Communicative English Skills for employment in services such as the IT related Business Process Outsourcing (BPO) service industry among other service industries.

Long term: Generating the appropriate momentum for the widespread enhancement of Spoken / Communicative English language skills in the country for creating a suitable talent base for different types of industries.

RATIONALE:

Many scholars are of the view that the standard of English in India now is not substantially high. This reality, though true, was the exclusive preserve of a small urban elite that control - the political, economic and administrative institutions of the country.

The decision to make the national languages the medium of instruction in India was indeed a progressive and a modern decision, as indicated by the economic success of countries like Japan, Korea, Germany and France.

But the post internet period of development demands much more curricular space and infrastructure for English in view of its unquestioned emergence as the global medium of communication and the key to the treasure house of global knowledge and employment.

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

In the globalized environment of the contemporary world, English has emerged as the global language of education and trade. It is a common medium that provides educational mobility and credit transferability across the world.

A fundamental shift in employment opportunity has also occurred, whereby the State is no longer the major employer. The private sector employer, in his effort to survive in a globalized environment, is increasingly insisting on English as a basic skill for employment.

Recognising the responsibility of the non-government social sector to respond with urgency to these rapidly changing market dynamics, ENGLISH FOR EMPLOYMENT has initiated the project to strategize, plan and facilitate programmes and activities to enhance English language skills in the country.

ENGLISH FOR EMPLOYMENT directive was that a fast track programme of activities should be planned and implemented with a sense of urgency, while a parallel slower track programme should also be planned for implementation.

ENGLISH FOR EMPLOYMENT directive was also that the benefits of the planned metros should accrue not only to the relatively more developed suburban regions, but should be made accessible to all districts of the country in an equitable way.

ENGLISH FOR EMPLOYMENT would like to make a special appeal to the electronic audio-visual media and the print media of the country and to the private business sector (e.g. through their corporate social responsibility - CSR - programmes) to come forward as powerful stake-holders of this critically important national development initiative which we have launched, with a sense of commitment and national responsibility.

THE PRESENT SITUATION:

Except in the small number of fee levying private and metro schools accessed by the children of affluent families, and in an exceptionally few government schools, the quality of English teaching in the mainstream government schools (which constitute the backbone of the education system) is extremely low. Very poor quality English language product is therefore delivered to students in the schools.

There are over a million private tutoring institutes / tuition classes spread throughout the country. English classes are very popular in these totally unregulated private institutions. It becomes very convenient for the market forces to operate in the 'tuition industry' which is a highly lucrative field of activity. Being totally unregulated, the quality of English teaching in this sector is no better than what prevails in the schools. But in the absence of a better product, parents send their children and school drop-outs to these English classes as they link the future career of their children to their skill in English.

There is thus an immediate need for radically upgrading the English teacher base in the country, both in the government sector and in the unregulated private teaching sector.

English teaching methods that are in practice are highly outdated and state-of-the-art spoken / communicative English teaching methodologies are few - if at all - and far between. Mainstream

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

teaching methods and course contents have evolved in a manner appropriate for teaching English to persons from homes and environments that already use English. They have been found to be largely inappropriate for teaching English to persons from Tamil (or vernacular language) speaking homes and environments - i.e. for persons living in rural environments.

Teaching materials, course contents and books for the use of students need to be urgently upgraded in the context of modern developments in the field.

Distance learning of English through IT and teacher training using IT based distance learning methods are almost totally absent except for an enhancement type non-modular programme or two of doubtful quality telecast by a few of the private TV channels in the country.

The content of the diversity of courses offered, syllabus and teaching methods are not even minimally regulated. There is a need to introduce a certification system for English communication.

POLICY FRAME:

The inalienable link between language and employment is recognized and respected. Therefore the delivery of English language skills will be designed in such a way as to serve purely as a tool of employment. In policies pertaining to language and education, primacy of importance will be placed on Tamil. English will be perceived purely and simply as an 'Employability Skill':

As the method of English teaching in the mainstream governmental and private educational sectors takes the form in which languages are taught to students, - for reading and not for speaking, - ENGLISH FOR EMPLOYMENT SEEKS TO BRING ABOUT A RADICAL TRANSFORMATION OF ENGLISH TEACHING METHODS IN THE COUNTRY. THE TEACHING OF ENGLISH THROUGH STRUCTURE, GRAMMAR AND TRANSLATION WHICH CONSTITUTES THE CURRENT MAINSTREAM APPROACH WILL BE REPLACED BY THE TEACHING OF ENGLISH THROUGH LISTENING AND TALKING TO BE FOLLOWED BY READING AND WRITING.

In our country, the new service sector employment opportunities of the past 10 years have resulted in the radical transformation of English teaching methods and course contents and the growth of a vibrant and dynamic spoken / communicative English teaching enterprise in both the governmental and private sectors of education. The ENGLISH FOR EMPLOYMENT Initiative recognizes therefore the advantage of transferring employment focused spoken / communicative English teaching methods, techniques and course contents.

The growing demand for spoken / communicative English teaching methods and courses has largely been a direct response to the needs of IT related service industries, and especially those of the BPO (Business Process Outsourcing) service industry that has boomed in our country.

STRATEGY:

The ENGLISH FOR EMPLOYMENT Initiative will adopt an aggressive enterprise driven approach for the attainment of its target. Its fast track will traverse the private educational sector consisting of more than a million small and medium tutoring institutes teaching English among other subjects, through business oriented technical collaboration with Education/NGOs.

The objective of the ENGLISH FOR EMPLOYMENT Strategy is to make possible the upgrading of the teaching methods, teacher skills and course contents of the private tutoring / tuition sector institutions. This can be reached through the re-training of their teachers by the Joint Enterprises and the franchising of the successful job-oriented communicative / spoken English courses developed in our country, via the Joint Enterprises to the private tutoring / tuition institutes / NGOs across the country.

In a rapidly developing country such as ours where over 80% of all households have TV, television offers itself as a very viable and powerful mode of 'distance learning'. Therefore the ENGLISH FOR EMPLOYMENT Initiative will create the necessary environment for the country's television networks - especially those with wide network coverage - to produce and telecast modular type audio-visual spoken English distance learning programmes as a 'fast track' teaching activity. Supporting print material could be hosted on the Web and /or produced in the form of Work Books, while a panel of 'Mentors' attached to a programme could be consulted by learners on the telephone on stipulated days during certain fixed hours. At present, distance learning of English through TV is almost totally absent in the country, except for a programme or two (in terms of new teaching methods and course contents currently used in our country) telecast from time to time by a couple of the private TV channels in the country.

The transformation of the English language teaching methods and course contents in the governmental sector will traverse a 'slower track'. Although the royal route to the renaissance of spoken English lies in a planned development of curriculum, infrastructure and teachers by the Ministries of Education and Higher Education which control the mainstream of educational institutions in the country, it is not realistic to expect the State institutions to move ahead in an innovative manner with a fast track programme due to institutional, administrative and financial constraints.

Once established ENGLISH FOR EMPLOYMENT will develop the syllabus and course material and conduct examinations for the Certification of spoken / communicative English language skills of Users: The examination will test 4 user skills at 3 levels - elementary, intermediate and advanced, as the level of English proficiency required by clients varies according to the kind of employment / career to which they aspire. Thus, candidates could realistically decide the level at which they seek certification in different skills. The 4 skills that will be tested and certified are those of Listening, Talking, Reading and Writing.

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

As the ENGLISH FOR EMPLOYMENT Initiative gathers momentum, it is planned to obtain the cooperation of Publishers of books for English learners to publish some books for the market suitably adapted on the basis of the advice of expert groups. This will be the fastest, least costly and culturally most appropriate strategy for enriching the supportive reading material for English teaching programmes.

Parallel with the expected progress of the enhancement of spoken / communicative English skills, the ENGLISH FOR EMPLOYMENT Initiative will facilitate the corporate sector to provide employment to the growing communicative / spoken English skills that will be progressively made available through the Initiative.

Where the long term objective of the Initiative is concerned, the fast-track activities and the activities that will proceed along a slower track together with many other activities unplanned at present will contribute towards generating the appropriate momentum for the widespread enhancement of communicative / spoken English language skills in the country.

THE ROLE OF THE PRIVATE SECTOR:

The immediate beneficiary of our successful Initiative to enhance spoken / communicative English skills across the country will be, indeed, the private business sector. Therefore we invite this sector in particular and the profit-oriented government enterprises as well to commit themselves as major stakeholders of the Initiative.

As the success of the Initiative could lead to a major transformation of the employment environment in the country, we are contacting, both directly and through institutions such as the Chambers of Commerce and the Federation of the Chambers of Commerce and Industry and NGOs, with several private companies and assured ourselves of very strong support for the Initiative from the business sector.

THE SLOW TRACK:

Along the trajectory of a slower track, we will have to facilitate and motivate the national organisations to launch a massive effort to re-train teachers to deliver spoken / communicative English skills to their students. There are many successful models. One of them is the Open English Learning Teaching programme can enable hundreds of thousands of teachers to undergo training in English and will serve to reverse the traditional grammar and translation oriented English teaching methodology to a new formula that approaches the language through the communication of listening and speaking skills followed by reading skills followed by writing skills.

This effort will require careful planning including the motivation of English teachers and learners to improve their skills such as through the offer of social incentives. This will have to be a slower track initiative enjoying the facilitation of the NGO sector. But to successfully surmount the massive hurdles of creating new training structures, improving the English language training infrastructure across the country, motivating school teachers to improve their skills, obtaining the fullest cooperation of the

ENGLISH FOR ENTREPRENEURSHIP - E 4 E


Educational sector, mobilizing the funding resources for a venture of this magnitude etc, this may have to be a separate National Initiative of its own.

THE ROLE OF L.E.A.D.E.R.S PROJECT:

The L.E.A.D.E.R.S project is not an institution but a rolling process which strategies, activities and programmes continuously evolve in response to experiences, problems and opportunities, and through periodic discussion.

The L.E.A.D.E.R.S project will function as an Enabler, a Facilitator and a Motivator of the stake-holders of the Initiative. It will encourage the stake-holders to learn from any source and to look at a range of teaching systems and materials. Its focus will be to 'keep doors open', to encourage diversity and innovation and to enable 'a million flowers to bloom' in the fields of teaching methods, course contents, learning modes and supportive publications that help take 'English as a Resource for Employment' to our people.

It will support and motivate the stake-holders towards reaching the short term goal of enhancing 1,00,000 persons with job-oriented spoken / communicative English language skills in 3 years for employment in the BPO and other service industries, and the longer term objective of generating the necessary momentum for a widespread enhancement of communicative / spoken English skills in our country.



A pilot study can be conducted, based on preliminary discussions.

A questionnaire to gauge various aspects of English Language Skills will be handed to the out to the intended recipients. Students will be assessed on the following areas -

- **Listening/Speaking**- The questions related to the student's ability to listen and comprehend English and speak in the language. The questions related to their own understanding of their speaking and listening skills.
- **Reading** - The questions related to the student's ability to read and comprehend clearly, letters, correspondences, reports, complex texts, detailed instructions, routine information and non routine information in unfamiliar areas.

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

- **Writing** - The questions related to the student's ability to write and draft correspondence, take notes, write detailed reports, form writing etc, both professionally and personally.
- **Structure** - The questions related to the student's proficiency, mainly the ability to arrange and connect the correct words and/or sentences in appropriate order. In English language, structure is considered to be one of the basic and important aspects. Incorrect and improper use of structure leads to wrong sentences, sentences without meaning or even sentences conveying a different meaning as against what was originally intended.
- **Vocabulary** - The questions related to the student's total awareness, knowledge and usage of words. The usage of correct words in the appropriate places and forms ensures not only meaningful and effective communication but also productivity in the short as well as long run.
- **Gap filling (fill in the blanks with appropriate words)** - The exercise consisted of usage of appropriate words in sentences to arrive at the correct meaning. The test required students to use basic and simple Parts of Speech Nouns/verbs/prepositions/conjunctions/adverbs like 'house', 'would', 'took', 'at' etc in a paragraph with blanks at appropriate places.
- **Error correction in order to test comprehension of English** - The students were asked to assess an official letter and correct spelling mistakes, add appropriate words, letters, and punctuation marks; and make grammatical changes to make it meaningful and grammatically correct.

it

I.N.D.I.A. TRUST shall organize the training Session According to the requirement,time, and space of the individual Colleges in consultation with the NSS Coordinators.

- Increased vocabulary.

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

- Correct implementation of specifications and instructions
- Better written communication.
- Improved oral communication.
- Overcoming the fear of the language.
- Better management of interpersonal relationships.

Career Planning and Employability Skills Development ❖

- Better understanding of English vocabulary and appropriate usage.
- Clear understanding and comprehension of specifications/instructions.
- Increase in the ability to write sentences using appropriate words.
- Better interpersonal skills.
- Overall increase in productivity by reduction of time taken due to challenges mentioned above.


As English language trainers we reflect on all the key concern areas to instill confidence and sense of professional advancement in the following style and system-

- **Utilizing Explicit Trainee Talk**
- **Thinking Aloud during instructional activities**
- **Modeling- Utilizing Peer Models**
- **Retelling, Dramatizing; and Pantomiming**
- **Encouraging Peer Discussions (e.g. sharing work experiences)**
- **Encouraging interaction and responses to texts**
- **Demonstrating key concept**
- **Modeling Creative Reading and Writing Strategy**

- **Modeling Problem Solving Strategies with new vocabulary**
- **Demonstrating Revision, Editing, Elaboration and convention**
- **Individual Assessment Information in portfolios**
- **Time for Practice, Response and Reflection** ➤

Introducing spelling patterns

- **Studying high frequency Words in vocabulary**

- 
- 1. Action learning - Learning through acting out of words, sentences etc.**
 - 2. Behaviour modeling - Learning by setting a model/ ideal for following (a person, a process, a specific behavior)**
 - 3. Business Clinics**
 - 4. Conference**
 - 5. Nominal Group techniques**
 - 6. Observation**
 - 7. On the job training - checking and correcting mails, clarification on specifications**
 - 8. Programmed Learning**
 - 9. Question and Answer sessions**
 - 10. Role Playing - Learning through role-plays, imbibing what is correct and correcting the wrongs.**
 - 11. Sensitivity Training - Learning to be sensitive to different languages, people, behavior etc.**

- 12. Simulation - Learning through simulation of a particular environment.**
- 13. Syndicate Training**
- 14. Transactional Analysis - A crucial method for better management of relationships, responses.**
- 15. Critical life Even grid**
- 16. Knowing yourself**
- 17. Task satisfaction/Dissatisfaction**
- 18. Language Grid**
- 19. Stress Presentation skill**
- 20. Reinforcement exercise**
- 21. Research cards**
- 22. Strategy reports**
- 23. Regular E-mail Feedback**
- 24. Motivational posters in work area**
- 25. SMS to all students of training**
- 26. Games/ Get-together**
- 27. News Paper article reading**
- 28. Presentations of real time/ sample mails (before and after corrections)**

COST OF THE TRAINING

: INR 500/- PER STUDENT

ENGLISH FOR ENTREPRENEURSHIP - E 4 E

PAYMENT : **25% IN ADVANCE AND
BALANCE IN 3
INSTALLMENTS**

AGREEMENT TO BE SIGNED : **15 DAYS BEFORE THE
TRAINING**

SIGNED

**MR.A. VIJAYAKUMAR
FOUNDER & PRESIDENT**