

Aggarwal College Ballabgarh

A Post Graduate Co-educational College
(Affiliated to M. D. University, Rohtak)
NAAC Accredited 'A' Grade (CGPA: 3.40)

Certificate Course in Abacus Trainer Training Program (ATT)



Registered under R. P. Skill & Education Development Trust



IIVA Abacus Contents

Part - 1

1	Introduction
2	History of Abacus
3	Benefits of Abacus
4	Abacus Finger Counting
5	Value of Beads
6	Addition and Subtraction Single Digit (Without Complements)
7	Visualization of Single Digit (Without Complements)
8	Addition and Subtraction Single Digit (5's Complements)
9	Visualization of Single Digit (5's Complements)
10	Addition and Subtraction Single Digit (10's Complements)
11	Visualization of Single Digit (10's Complements)
12	Addition and Subtraction Single Digit (Mixed Complements)
13	Visualization of Single Digit (Mixed Complements)
14	Addition and Subtraction Double Digits (Without Complements)
15	Visualization of Double Digits (Without Complements)
16	Big Complements
17	Addition and Subtraction Double Digits (5's Complements)
18	Visualization of Double Digits (5's Complements)
19	Addition and Subtraction Double Digits (10's Complements)
20	Visualization of Double Digits (10's Complements)
21	Addition and Subtraction Double Digits (Mixed Complements)
22	Visualization of Double Digits (Mixed Complements)
23	Addition and Subtraction Double Digits (Big Complements)
24	Fingering Speed
25	Addition and Subtraction 3 digits
26	Visualization of Addition and Subtraction 3 Digits
27	Introduction of Tables, Through Addition
28	Multiplication S.D. x S.D.
29	Multiplication S.D. x D.D.
30	Visualization of Multiplication S.D. x 2.D.

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IIVA Abacus Contents

Part - 2

1	Multiplication S.D. x 3.D. with Visualization
2	Multiplication 2.D. x 2.D. with Visualization
3	Multiplication 3 D x 2 D
4	Addition and Subtraction 4 digit
5	Division $2D \div S.D.$ (Where remainder is Zero) with Visualization
6	Division $3D \div S.D.$ (Where remainder is Zero) with Visualization
7	Multiplication S. D. x 4. D.
8	Multiplication D. D. x 4. D.

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IIVA Abacus Contents Part - 4

1	HCF/GCD
2	LCM
3	Percentage Calculation
4	Square roots
5	Cube Roots
6	Fingering Speed
7	Practice of Complements

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PROPOSED ABACUS CONTENT FOR QUALIFICATION PACK OF TRAINER

MEP/N0101: Work effectively within Indian sector			
	Elements	Pcs	Total Marks
1.	Work within the Indian skills system	<p>PC1.</p> <p>TRAINING SCENARIO IN INDIAN INDUSTRY (2 hrs.)</p> <ul style="list-style-type: none"> - Skill development initiatives - National council for vocational training: (NCVT) - Social partners in skill development: <ul style="list-style-type: none"> ✓ Partnerships will be consciously promoted between government, industry, local governments, civil society institutions and all skill providers ✓ It includes training providers, professional societies, cooperatives and civil society institutions ✓ Creation of an institutional mechanism and regular consultation with stake holders will form the corner stone of skill development initiative - National skill development corporation (NSDC) - Training of trainers (TOT) - NSDC - NOS modules - Relevance of training of Abacus in India <p>ENTREPRENEURSHIP SCENARIO INDIAN INDUSTRY (2hrs)</p> <ul style="list-style-type: none"> - Evolution of Entrepreneurship in India - Recent trends in Entrepreneurship - Role of Entrepreneurship Ministry in developing entrepreneurs in India - Meaning & Scope of Entrepreneurship - Entrepreneurship as career option - Essentials of being an entrepreneurship trainer <p>Training of Technical Terms of Abacus (7 hrs)</p> <ul style="list-style-type: none"> ✓ Introduction & History of Abacus ✓ Benefits of Abacus ✓ Finger Counting ✓ Value of Beads ✓ Addition and Subtraction Single Digit (Without Complements) ✓ Addition and Subtraction Single Digit (With 5's Complements) ✓ Addition and Subtraction Single Digit (With 10's Complements) ✓ Addition and Subtraction Single Digit (With Mixed Complements) ✓ Addition and Subtraction Double Digits (Without Complements) <p>Activities/Assignment (5hrs)</p> <ul style="list-style-type: none"> ✓ Visualization of Single Digit (Without Complements) ✓ Visualization of Single Digit (With 5's Complements) ✓ Visualization of Single Digit (With 10's Complements) ✓ Visualization of Single Digit (With Mixed Complements) ✓ Visualization of Addition and Subtraction Double Digits (Without Complements) 	16
2.	Work within the organisation's quality framework	<p>PC2.</p> <p>Accreditations & their policies IIVA (3 hrs)</p> <ul style="list-style-type: none"> - NEBET Policy - ISO Policies - SOP of IIVA 	18

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Legal Duties include:

- Ensuring the organisation meets its objectives as set out in the constitution
- Ensuring the organisation complies with the rules set out in its constitution and acts legally in all its activities (getting advice when necessary)
- Acting in the interests of the organisation and its beneficiaries, not for personal benefit
- Informing meetings of any interest in a contract which could lead to conflict of interest
- Keeping abreast of legislation that may affect the organisation's work and direction

FOUR LEVELS OF ABACUS & QUALITY STANDARDS OF EACH LEVEL (2 hrs)

CONCEPTUAL FRAMEWORK OF TRAINING SESSIONS(2 hrs)

- ✓ Addition and Subtraction Double Digits (5's Complements)
- ✓ Addition and Subtraction Double Digits (10's Complements)

ACTIVITIES/ASSIGNMENT (2 hrs)

- ✓ Visualization of Addition and Subtraction Double Digits (5's Complements)
- ✓ Visualization of Addition and Subtraction Double Digits (10's Complements)

PC3.

Roles and Responsibilities of an IIVA trainer (1 hr)

- Enter into the role of Content Curator
- Understand the basics of Abacus
- See the whole picture of training methods and tools
- Know the principles of information architecture
- Enter into the role of a Simulator
- Constant development
- Critical Thinking

EXPECTED QUALITIES IN A TRAINER BY THE CLIENT COMPANY-IIVA

The qualities of a good trainer are as follows:

- Methodical and well-planned
- Highly knowledgeable and competent enough
- Possess relevant industry experience
- Good in communication/presentation
- Practical enough to make the overall training session fruitful to the trainees.

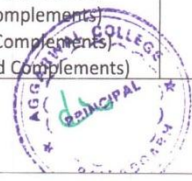
Technical qualities of Abacus (4 hrs)

- ✓ Addition and Subtraction Triple Digit (Without Complements)
- ✓ Addition and Subtraction Triple Digit (With 5's Complements)
- ✓ Addition and Subtraction Triple Digit (With 10's Complements)
- ✓ Addition and Subtraction Triple Digit (With Mixed Complements)

Activities/Assignment (4 hrs)

- ✓ Visualization of Triple Digit (Without Complements)
- ✓ Visualization of Triple Digit (With 5's Complements)
- ✓ Visualization of Triple Digit (With 10's Complements)
- ✓ Visualization of Triple Digit (With Mixed Complements)

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3.	<p>Manage work relationships and work effectively in the workplace</p>	<p>PC 4 – PC8. MANAGEMENT SESSIONS (2 HRS)</p> <ol style="list-style-type: none"> 1. Managerial Role of IIVA Trainer Include : <ul style="list-style-type: none"> - Setting overall policy and short, medium and long-term objectives - Identifying and discussing new areas of work - Ensuring there are systems for regularly monitoring and evaluating the organisation's work 2. Training Session on team building and functioning in a Team 3. Communication Systems in an IIVA Centre 4. Workplace Standards of IIVA Training Centre 5. How to become an Entrepreneur through IIVA 6. IIVA Professional Code of Ethics <ul style="list-style-type: none"> - Code of Ethics and Professional Practices <p>IIVA Certified Training Professionals of ABACUS and Entrepreneurship (2 hrs)</p> <p>Professional should have ethical responsibilities to their organization, employers, clients, society, as well as to other professionals. The following ethical foundations for professional activities in exercise related roles serve as a code of conduct for practicing professionals. The code implements many of these foundations in the form of rules of ethical conduct. Noncompliance with the code may affect an individual's initial or continuing status as a recognized certified professional by MPESC.</p> <p>Ethical Foundations</p> <ul style="list-style-type: none"> - The Trainer-Client relationship - Trainer conduct and practice - Avoiding conflicts of interest - Professional relations - Societal responsibilities <p>Technical Knowledge on IIVA Product – Abacus (11 hrs)</p> <ul style="list-style-type: none"> ✓ Big Complements EXPLANATION ✓ Introduction of Tables, Through Addition ✓ Multiplication S.D. x S.D ✓ Multiplication S.D. x 2.D. (without complement) ✓ Multiplication S.D. x 2.D. (5's complement) ✓ Multiplication S.D. x 2.D. (10's complement) ✓ Multiplication S.D. x 2.D. (Mixed complement) ✓ Multiplication S.D. x 3.D. (without complement) ✓ Multiplication S.D. x 3.D. (5's complement) ✓ Multiplication S.D. x 3.D. (10's complement) ✓ Multiplication S.D. x 3.D. (Mixed complement) <p>Activities/Assignment (3hrs)</p> <ul style="list-style-type: none"> - Fingering Speed Add 1 to 20 & subtract 20 to 1 - Visualization of multiplication of S. D. x 2.D. - Visualization of multiplication of S. D. x 3D 	18
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4.	Apply a client focused approach	<p>PC9 TRAINING ON ENTREPRENEURSHIP SKILLS (2hrs)</p> <p>SESSION ON COMMUNICATION SKILL FOR BETTER ORGANIZATIONAL PERFORMANCE (1 HRS)</p> <p>WORK PRACTICE SESSIONS ON ABACUS FOR CLIENT TRAINING (11 HRS)</p> <ul style="list-style-type: none"> ✓ Multiplication S.D. x 4.D. (without complement) ✓ Multiplication S.D. x 4.D. (5's complement) ✓ Multiplication S.D. x 4.D. (10's complement) ✓ Multiplication S.D. x 4.D. (Mixed complement) ✓ Multiplication 2.D. x 2.D. (without complement) ✓ Multiplication 2.D. x 2.D. (5's complement) ✓ Multiplication 2.D. x 2.D. (10's complement) ✓ Multiplication 2.D. x 2.D. (Mixed complement) ✓ Multiplication 3.D. x 2.D. (without complement) ✓ Multiplication 3.D. x 2.D. (5's complement) ✓ Multiplication 3.D. x 2.D. (10's complement) <p>Activities/Assignment (2hrs)</p> <ul style="list-style-type: none"> ✓ Visualization of multiplication of S. D. x 4D ✓ Visualization of multiplication of 2.D. x 2.D. 	16
5.	Work ethically	<p>PC10 to PC16 SESSIONS ON WORK ETHICS (3HRS) PERFECTION TOWARDS CONDUCTING ABACUS SESSION (11 HRS)</p> <ul style="list-style-type: none"> ✓ Multiplication 3.D. x 2.D. (Mixed complement) ✓ Multiplication 2.D. x 4.D. (without complement) ✓ Multiplication 2.D. x 4.D. (5's complement) ✓ Multiplication 2.D. x 4.D. (10's complement) ✓ Multiplication 2.D. x 4.D. (Mixed complement) ✓ Multiplication 2.D. x 1.D. (without complement) ✓ Multiplication 2.D. x 1.D. (5's complement) ✓ Multiplication 2.D. x 1.D. (10's complement) ✓ Multiplication 2.D. x 1.D. (Mixed complement) ✓ Multiplication 3.D. x 1.D. (without complement) ✓ Multiplication 3.D. x 1.D. (5's complement) <p>Activities/Assignment (2 hrs)</p> <ul style="list-style-type: none"> ✓ Visualization of multiplication of 3.D. x 2.D. ✓ Visualization of multiplication of 2.D. x 4.D. 	16
6.	Apply HSE practices in a Training/assessment Environment	<p>PC17 – PC21 HSE PRACTICE IN IIVA TRAINING (3HRS)</p> <ul style="list-style-type: none"> - Detailed study of effective health and safety policies and procedures of IIVA training centre - Monitoring & ensuring necessary insurance - Ensuring the organisation meets its contractual and other obligations, including employment contracts, premises agreements, funding contracts and equipment licences - Regularly attending management committee meetings and working with other members 	16

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		<p>Abacus Sessions: (8hrs)</p> <ul style="list-style-type: none"> ✓ Multiplication 3.D. x 1.D. (10's complement) ✓ Multiplication 3.D. x 1.D. (Mixed complement) ✓ Multiplication 4.D. x 1.D. (without complement) ✓ Multiplication 4.D. x 1.D. (5's complement) ✓ Multiplication 4.D. x 1.D. (10's complement) ✓ Multiplication 4.D. x 1.D. (Mixed complement) ✓ Division 2D ÷ S.D. (Where remainder is Zero) ✓ Division 3D ÷ S.D. (Where remainder is Zero) ✓ Multiplication 3.D. x 1.D. (5's complement) <p>Activities/Assignment(5 hrs)</p> <ul style="list-style-type: none"> - Visualization of multiplication of 2.D. x 1.D. & 3.D. x 1.D. - Visualization of multiplication of 4.D. x 1.D. - Fingering Speed Add 31 to 50 & subtract 50 to 31 & Add 41 to 60 & subtract 60 to 41 - Visualization of Division 2D ÷ S.D. (Where remainder is Zero) - Visualization of Division 3D ÷ S.D. (Where remainder is Zero) 	
		Total	100

MEP/N0102: Maintain and enhance professional practice and technical competency			
	Elements	Pcs	Total Marks
1.	Model high standards of performance	<p>PC1-PC4 PROFESSIONAL TRAINING AND CLIENT ENGAGEMENT (2hrs)</p> <ul style="list-style-type: none"> - Vision and Mission of IIVA - IIVA's goal and objectives - Codes of Conduct of IIVA - Creation of learning environment of IIVA centre - Client-based projects <p>IIVA STANDARDS OF PROFESSIONAL PRACTICE : (3 hrs)</p> <ol style="list-style-type: none"> 1. Practice Standards 2. Code of Professional Responsibility <p>STANDARDS OF TECHNICAL PRACTICE – ABACUS (13 hrs)</p> <ul style="list-style-type: none"> ✓ Division 4D ÷ SD ✓ Division 3D ÷ DD ✓ Division 4D ÷ DD ✓ Division 3D ÷ DD WITH DROPPING ✓ Division 4D ÷ DD WITH DROPPING ✓ Addition and Subtraction of Decimals (2 digit numbers), Direct ✓ Addition and Subtraction of Decimals (2 digit numbers), 5 Complements ✓ Addition and Subtraction of Decimals (2 digit numbers), 10 Complements ✓ Addition and Subtraction of Decimals (2 digit numbers), mixed complements ✓ Addition and Subtraction of Decimals (3 digit numbers) Direct ✓ Addition and Subtraction of Decimals (3 digit numbers), 5 Complements ✓ Addition and Subtraction of Decimals (3 digit numbers), 10 Complements ✓ Addition and Subtraction of Decimals (3 digit numbers), mixed complements ✓ Addition and Subtraction of Decimals (4 digit numbers), Direct 	25

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		<p>Activities/Assignment (7hrs)</p> <ul style="list-style-type: none"> - Visualization of $4D \div SD$ - Visualization of $3D \div DD$ - Visualization of $4D \div DD$ - Visualization of $3D \div DD$ with dropping - Visualization of $4D \div DD$ with dropping - Visualization of addition and subtraction of 2 digits number - Visualization of addition and subtraction of 3 digits number 	
2.	Professional development needs and prepare development plan	<p>PCS-PC8</p> <p>DEVELOPMENT OF IIVA TRAINER (2 hrs)</p> <ul style="list-style-type: none"> - Eligibility of IIVA Trainer - Adult Learning - Professional Development of IIVA Trainer a. Shared vision for planning, implementing, and evaluating training b. Purpose of the Study c. Methods – Survey - Creation and Implementation of Evaluation and Quality Assurance System <p>WHAT MAKES A TRAINER IN IIVA? (3hrs)</p> <ul style="list-style-type: none"> - SWOT Analysis - 720° Evaluation - Career Graph Development <p>DEVELOPMENT OF IIVA TRAINER ON ABACUS MODULE (15 hrs)</p> <ul style="list-style-type: none"> ✓ Addition and Subtraction of Decimals (4 digit numbers), Direct ✓ Addition and Subtraction of Decimals (4 digit numbers), 5 Complements ✓ Addition and Subtraction of Decimals (4 digit numbers), 10 Complements ✓ Addition and Subtraction of Decimals (4 digit numbers), mixed complements ✓ Decimal Multiplication where multiplicand is a decimal number & multiplier is a whole number ✓ Decimal multiplication where both multiplier and multiplicand are decimal numbers ✓ Decimal multiplication where Multiplier is in decimal with whole digit as 0 ✓ Decimal multiplication where Multiplier IS IN DECIMAL, 0 AT TENTH PLACE ✓ Decimal Multiplication where Multiplier IS IN DECIMAL, 0 AT TENTH & HUNDREDTH PLACE ✓ Decimal Multiplication where Multiplier IS IN DECIMAL, 0 AT TENTH, HUNDREDTH & THOUSANDTH PLACE ✓ Division of two whole numbers by SD Divisor, where quotient is a decimal number ✓ Division of whole numbers by DD divisor where quotient is a decimal number ✓ Division of whole numbers by TD Divisor, where quotient is a decimal number ✓ Division (When dividend is decimal number & divisor is whole number) ✓ Division (When both divisor and dividend are decimal numbers) 	25

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3.	Undertake Formative Assessment	<p>PC11-PC13 ASSESSMENT OF LEARNER'S LEARNING: The need for evaluation; Guidelines for course evaluation; Course evaluation questionnaires; Trainer self-assessment questionnaire for use before the session; Trainer self-assessment questionnaire for use after the session</p> <ol style="list-style-type: none"> 1. Assessment techniques 2. Choosing an assessment technique 3. Testing 4. Constructing a test 5. Administering a test 6. Scoring a test 7. Analyzing test results 8. Implications for instruction 9. Self-assessment 10. Reviewing the educational process 11. Classroom observation/critiquing 12. Team teaching 13. Collaboration skills 14. Organization 15. Communication Skills 16. Feedback/critiquing 17. Working in groups 	20
4	Collect and review learner feedback	<p>PC14 – PC18: DEVELOPMENT OF COURSE EVALUATION QUESTIONNAIRES</p> <ol style="list-style-type: none"> 1. Preparation of trainer self-assessment questionnaire for use before & after the session 2. Preparation of course evaluation/reaction questionnaire 3. Meaning of questionnaire, outcome evaluation, questionnaire analysis, etc. 4. Development of feedback form <p>Training session on filling of document (soft and hard copy) as per the IIVA norms of learner confidentiality policy</p>	20
5.	Undertake post-training activities	<p>PC19-PC21 POST TRAINING ACTION PLAN</p> <ol style="list-style-type: none"> 1. Preparation of checklist of verification of training room equipment's 2. Good Bye gestures 3. Explanation of Performance expectations to learners 4. Winding up of Training Material 5. Development of testimonial form 6. Deciding technology for support facilities 	15
			100

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		<ul style="list-style-type: none"> - Electrical equipment and services - Fire Workplace (ventilation and heating) - Furniture and fixtures - Manual handling - Computers and similar equipment - Electrical equipment and services - Fire - Workplace (ventilation and heating) 	
2.	Conduct Training Session	<p>PC3 – PC10 TRAINING & ASSESSMENT SYSTEM</p> <p>Needs of teacher trainer</p> <ul style="list-style-type: none"> - Understanding comparative educational systems - The education system - The teacher training system - Needs assessment - Adult learning - Andragogy vs. pedagogy - Personal learning styles - Motivation - Considerations in designing a training program - Defining program goals and objectives - Selecting topic areas - Designing learning activities - Training rhythm and flow - Incorporating program evaluation - Analyzing training constraints - Training techniques : a) Ice breaker b) Brainstorming c) Lectures d) Demonstrations e) Games/Simulations/Structured experiences: f) Small groups g) Role play h) Fishbowl i) Field trips j) Interviews k) Panels: l) Case studies: m) Critical incidents: n) Peer training: o) Attendance and record management system <p>COMPUTER TRAINING OF IIVA TRAINER</p> <ul style="list-style-type: none"> - Computers - An overview of computer and systems - MS Word - MS Excel - MS Power Point - Internet 	25

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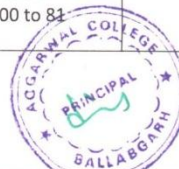
		<p>PC14 CONTINUOUS IMPROVEMENT PROCESS (CIP) OF IIVA (4 hrs.)</p> <ul style="list-style-type: none"> - Process of identifying the key are areas of improvement - Flow chart - Cause and Effect diagram - Control Charts <p>TRAINING ON QUALITY STANDARDS (5 hrs)</p> <p>FINAL LEVEL OF ABACUS TRAINING (2 hrs)</p> <ul style="list-style-type: none"> - Practice of Complements - Revision and doubts 	
		Total	100
MEP/N0103: Deliver competency based training			
	Elements	Pcs	Total Marks
1.	<p>Organise and check Training facilities and aids</p>	<p>PC1 LOGISTICS ARRANGEMENTS FOR TRAINING:</p> <ul style="list-style-type: none"> - Pre training checklist - Joining instructions - Training materials prepared - Trainer materials (OHTs, CD-Roms, etc.) handouts, etc., training room & break rooms arrangements - Comfort: temperature, air conditioning, light, acoustics - Food & refreshments - Equipment: - Seating arrangements - Training equipment - Video, screen - Flipchart and pens - Overhead projector - Computer equipment - Participant's materials organized: Handouts, etc. - Computer ready (if using slides), OHP and OHTs ready - Maintenance of Hygiene factors: - White board with non toxic markers - Poster paper (either with a stand or with a sticky back) and non toxic markers SET UP Before Training - Ensure binders have appropriate participant materials for this session - Room Prep: - Arrange tables and chairs in a U-shape so that everyone can see one another as well as the white board <p>PC2 HEALTH AND SAFETY CHECKLIST FOR TRAINING ROOMS TO CARRY OUT A RISK ASSESSMENT OF THE LEARNING ENVIRONMENT:</p> <ul style="list-style-type: none"> - Movement around the classroom (slips and trips) - Work at height (falls) - Furniture and fixtures - Manual handling - Computers and similar equipment 	20

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		Activities/Assignment (5hrs) <ul style="list-style-type: none"> - Visualization of addition and subtraction of 4 digits number - Visualization of decimal multiplication - Fingering Speed Add 51 to 70 & subtract 70 to 51 - Fingering Speed Add 61 to 80 & subtract 80 to 61 - Visualization of decimal division 	
3.	Participate in professional development & up skilling activities	PC 9-PC11 IIVA COMPETENCY TRAINING FOR TRAINERS (1 hr) PROFESSIONAL DEVELOPMENT AND UP-SKILLING OF IIVA TRAINER IN ABACUS (12hrs) <ul style="list-style-type: none"> ✓ HCF/GCD between 1D & 1D ✓ HCF/GCD between 1D & 2D ✓ HCF/GCD between 2D & 2D ✓ HCF/GCD between 2D & 3D ✓ LCM between 1D & 1D ✓ LCM between 1D & 2D ✓ LCM between 2D & 2D ✓ LCM between 2D & 3D ✓ Percentage Calculation (single digit % of 2D) ✓ Percentage Calculation (single digit % of 3D) ✓ Percentage Calculation (double digit % of 2D) ✓ Percentage Calculation (double digit % of 3D) Activities/Assignment (12hrs) <ul style="list-style-type: none"> ✓ Visualization of HCF/GCD between 1D & 1D ✓ Visualization of HCF/GCD between 1D & 2D ✓ Visualization of HCF/GCD between 2D & 2D ✓ Visualization of HCF/GCD between 2D & 3D ✓ Visualization of LCM between 1D & 1D ✓ Visualization of LCM between 1D & 2D ✓ Visualization of LCM between 2D & 2D ✓ Visualization of LCM between 2D & 3D ✓ Visualization of Percentage Calculation (single digit % of 2D) ✓ Visualization of Percentage Calculation (single digit % of 3D) ✓ Visualization of Percentage Calculation (double digit % of 2D) ✓ Visualization of Percentage Calculation (double digit % of 3D) 	25
4.	Reflect on and evaluate professional practice	PC12-PC13 IIVA PROFESSIONAL PRACTICE OF ABACUS (6hrs) <ul style="list-style-type: none"> ✓ Square root of 3 digits number ✓ Square root of 4 digits number ✓ Square root of 6 digits number ✓ Cube Root of 4 Digits number ✓ Cube Root of 5 Digits number ✓ Cube Root of 7 Digits number Activities/Assignment (8hrs) <ul style="list-style-type: none"> ✓ Visualization of square root of 3 digits number ✓ Visualization of square root of 4 digits number ✓ Visualization of square root of 6 digits number ✓ Visualization of Cube Root of 4 Digits number ✓ Visualization of Cube Root of 5 Digits number ✓ Visualization of Cube Root of 7 Digits number ✓ Fingering Speed Add 71 to 90 & subtract 90 to 71 ✓ Fingering Speed Add 81 to 100 & subtract 100 to 81 	25

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MEP/N0104: Support and Coach learners			
	Elements	Pcs	Total Marks
1.	Identify needs of learners	<p>PC1 - PC6 IIVA TRAINING EVALUATION SESSIONS FOR LEARNERS: (7hrs)</p> <ul style="list-style-type: none"> - Kirkpatrick Model of evaluation of training effectiveness - Activity on Kirkpatrick's Four-Level Training Evaluation Model - Visual Confirmation - Social Ownership - Skill Assessments - Formation of IIVA Training Evaluation Form <ol style="list-style-type: none"> 1. Self 2. Learners - Formation of IIVA Trainer's/Facilitator's Manual <p>TECHNICAL SESSION ON ENTREPRENEURSHIP (7 hrs):</p> <ol style="list-style-type: none"> 1. Who is an Entrepreneur? <ul style="list-style-type: none"> • Aspects • Meaning • Definition • Concept • Wage Employment & Entrepreneurship • Types • Characteristics • Functions 2. Who can become an Entrepreneur? <ul style="list-style-type: none"> • Why become an Entrepreneur? 3. What are the Qualities required to become an Entrepreneur? <ul style="list-style-type: none"> • How to become an Entrepreneur? 4. Entrepreneurship <ul style="list-style-type: none"> • Meaning • Definition • Concept • Characteristics • Five Core Elements of Entrepreneurship 5. Entrepreneurship in India : Journey since Independence <ul style="list-style-type: none"> • Vision for 2020 6. Indian Government in fostering Entrepreneurship <ul style="list-style-type: none"> • Initiatives & Schemes 7. Role of Ministry of Skill Development And Entrepreneurship 8. Abacus & Entrepreneurship 9. How to become an Entrepreneur by learning Abacus? <p>ACTIVITY 1: LEVEL TESTING ON TRAINING SKILLS (6HRS)</p> <ul style="list-style-type: none"> - Assessment of Training Skills: - Assessment I - Assessment II <p>ACTIVITY 2: Level Testing on Abacus Skills (5hrs)</p> <ul style="list-style-type: none"> - Evaluation Test I - Evaluation Test II - Evaluation Test III - Evaluation Test IV - Evaluation Test V 	25

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2.	Provide support to learners to meet identified needs, within scope of role	<p>PC7-PC11 LEARNERS' ANALYSIS SESSION OF TRAINING SKILLS (12hrs)</p> <ol style="list-style-type: none"> 1. Analysis of Evaluation Forms <ul style="list-style-type: none"> - Application of tools 2. Analysis of Competency level <ul style="list-style-type: none"> - Application of tools 3. Activity on grouping of Learners as per their level of understanding <ul style="list-style-type: none"> - Activity on Segmentation and team building <p>LEARNERS' ANALYSIS SESSION OF ABACUS SKILLS Support Sessions on Abacus (13 hrs)</p>	25
3.	Support individual students with additional Needs in the training session	<p>PC12-PC15 SUPPORT SESSIONS FOR LEARNERS (10 hrs)</p> <ol style="list-style-type: none"> 1. Activity on coaching and planning of competency based coaching sessions <ul style="list-style-type: none"> - Flowchart - Designing - Performance chart 2. Task Analysis of trainer 3. One to one session and personal coaching session <ul style="list-style-type: none"> - Report making of Individual Assessment Sheet <p>TRAINING SESSION ON COMMUNICATION TECHNIQUES AS PER THE GROUP OF LEARNERS (10HR) ROLE PLAY SESSIONS (5 hrs)</p>	25
4.	Provide Coaching and Motivation	<p>PC16- PC18 Skill Development Sessions on Coaching skills (8 hrs)</p> <ol style="list-style-type: none"> 1. Scope of Improvement (SOI) form of IIVA 2. Self Assessment Test for Learners 3. Q&A Session (trainer- learner) 4. Feedback 5. Presentation Sessions of Learners 6. Feedback Discussion session & designing the feedback form <p>Skill Development Sessions on Motivation skills (6 hrs)</p> <ul style="list-style-type: none"> - Sessions on Skills involved in Self-Motivation - Setting high but realistic goals - Taking the right level of risk - Seeking constant feedback to work out how to improve - Being committed to personal or organizational goals and going the 'extra mile' to achieve them - Actively seeking out opportunities and seizing them when they occur - Maslow Theory <ol style="list-style-type: none"> 2. Activities on (5 hrs) <ul style="list-style-type: none"> - Goal Setting - Risk taking and risk calculation - Career graph formation - Differentiating between personal and organizational goal - Presentation of learner 3. Formulation of business plan on running an iiva centre (3 hrs) 4. Session on career development in IIVA as a IIVA trainer (3 hrs) 	25
Total			100

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