

SEL Indicator	Topic	Knowledge Unit	Skill Unit	Relevant Example	Level of Influence	Suggested NSQF Levels
		<ul style="list-style-type: none"> - self-management strategies to manage their own time - the importance of being mindful of other's time. 	<ul style="list-style-type: none"> - assume shared responsibility for collaborative work - take initiative when required, and step back to provide space for others to lead, when required. 	<p>workload and time and ensures there are no delays in his work. He follows the reporting structure laid out by the contractor. He takes initiative to report any incidental delays or mishaps on the way.</p>		
1	<p>Articulation, Expression and Listening</p> <p>“How might I express and listen effectively?”</p>	<p>The working professional has the knowledge of:</p> <ul style="list-style-type: none"> - speaking, listening and writing skills in the language required at the job role. - How to decipher meaning, including knowledge, values, attitudes and intentions in communication. 	<p>The working professional is able to:</p> <ul style="list-style-type: none"> - articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of roles and contexts. - listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. 	<p>A carpet weaver, Manoj, is contracted (along with 4 other weavers) by a contractor, for making hand-knotted carpets.</p> <p>The contractor hands him designs for 2 large carpets that he must weave this month. The weaver is able to read the design document provided by the contractor, decipher the design, the type of yarn to be used, and how to set the warp in the loom as per the design requirements.</p> <p>He also understands that he is expected to work collaboratively and without conflict, with 4 other weavers on these two carpets.</p>		

Standards NSDC, 2020