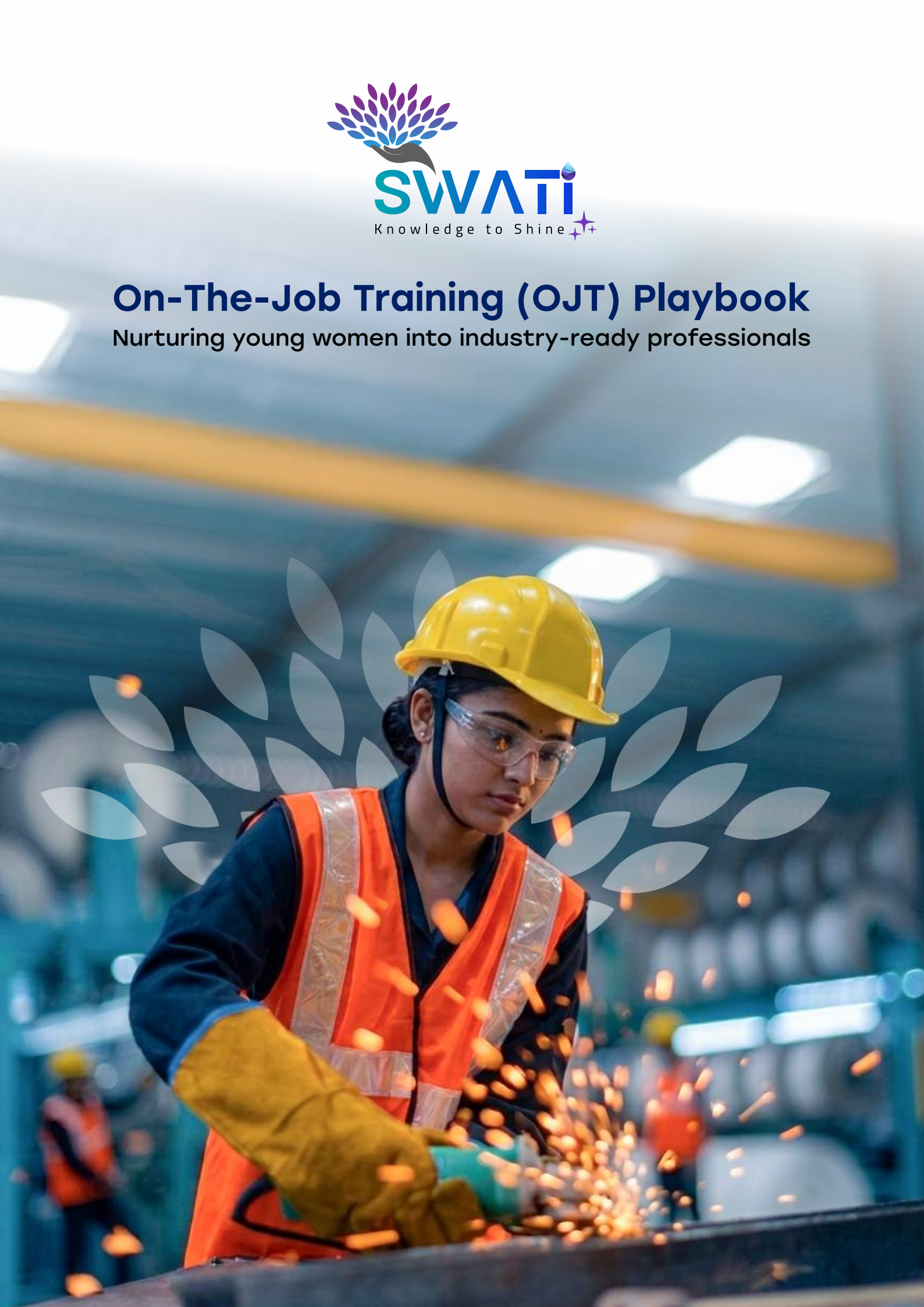




On-The-Job Training (OJT) Playbook

Nurturing young women into industry-ready professionals





This On-The-Job Training (OJT) Playbook is a comprehensive framework curated to the specific needs of the candidates at the time of undertaking internship or apprenticeship as part of SWATI Program. This playbook documents the expectations from three key stakeholders - academic institutions, SWATI candidates and employers. It is deliberately designed to be a practical and actionable document for all stakeholders involved in the SWATI Program.

Legal Notices & Disclaimers

- 1. General Disclaimer (Informational Purposes Only):** The content provided in this SWATI Program OJT Playbook is for general informational and educational purposes only. While every effort has been made to ensure the accuracy of the information, the Pygmalion Foundation, its partners and contributors make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability or suitability of the information contained herein. This document does not constitute legal or professional advice. Stakeholders should consult with their own legal counsel regarding compliance with specific labor laws, safety regulations and internal policies.
- 2. No Guarantee of Employment:** References to '100% transition to employment' or 'employment goals' in this playbook represent the strategic aspirations of the SWATI Program and do not constitute a binding guarantee of job placement, permanent employment or specific salary levels for any candidate. Employment offers are at the sole discretion of the Host Companies and are subject to the candidate's performance, market conditions and the employer's internal recruitment criteria.
- 3. Limitation of Liability (Safety & Operations):** The safety protocols, 'Golden Rules,' and operational guidelines outlined in this playbook are best-practice recommendations. They do not replace or supersede the specific Occupational, Safety and Health (OSH) policies of the Host Company or the statutory requirements of the Factories Act, 1948. The Pygmalion Foundation shall not be held liable for any personal injury, property damage or operational disputes arising from the implementation (or failure to implement) the guidelines suggested in this manual. The Host Company remains the primary entity responsible for shop floor safety and compliance.
- 4. Third-Party Compliance (POSH & Labour Laws):** This playbook references statutory acts such as the POSH Act (2013) and the Factories Act (1948). These references are summaries intended for awareness and do not constitute the full text of the law. Employers and Academic Partners are solely responsible for ensuring full legal compliance with all applicable local, state and central laws. The Pygmalion Foundation assumes no liability for non-compliance by partner organizations.

The SWATI Program Overview

The SWATI Program, a flagship initiative of the Pygmalion Foundation, is not just a skilling course; it is a life transformation engine. "SWATI" (from Sanskrit स्वाति, symbolises the transformation of dew drops into pearls) represents our commitment to nurturing young women into industry-ready professionals.

The Model:

Unlike traditional vocational courses, SWATI is an "**Employment Linked Vocational Training**" model. It combines academic rigor with immersive industrial exposure. More than 60% of the training duration is work based learning comprising of industry visits, internships and apprenticeships.

- **Target Group:** Young women (standard 10th/ 12th pass) from families having <₹ Lakhs per annum household income.
- **Academic Partnership:** Vocational training with Skill Universities, Academic and Training Institutions of national repute.
- **Integrated Curriculum:** Curated with industry partners.
- **Comprehensive Support:** Residential facilities, amenities including laptops, safety equipment, uniforms. Focus on safety and security of the candidates.
- **The Goal:** 100% transition to employment in industrial sectors.

This playbook has been divided into three parts each having clear laid out asks and checklists. The three parts are:



Part 1:
The Academic Partner Playbook:
For Skill Universities/ Academic
Institutions and Training
Organizations



Part 2:
The Employer Playbook:
For Industry Partners &
Host Companies



Part 3:
The Student Playbook:
For SWATI Candidates



Part 1: The Academic Partner Playbook

For Skill Universities/ Academic Institutions and Training Organizations

Objective: To ensure candidates are "Day 1 Ready"—psychologically, technically and logistically, before they enter the industrial environment.

Phase 1: Pre-Internship Logistics & Verification

Risk Mitigation and Administrative Compliances

Before a candidate steps onto a shop floor, she must be well prepared not only with her documentation but also the expectations at the workplace. Industrial partners operate on strict compliance and safety protocols; therefore, missing documentation or undisclosed medical conditions can lead to immediate disqualification or safety hazards. In addition to the paperwork, the candidate needs to be prepared to withstand the physical demands of manufacturing (standing for long hours, visual precision) and ensure their family is psychologically ready for the transition.

Document Integrity: A centralised digital repository (DigiLocker) is essential to prevent the loss of critical ID proofs, which may hinder gate entry passes and payroll processing.

Medical Suitability: Screening for colour blindness and haemoglobin levels is crucial as specific manufacturing roles require distinct visual acuity and physical stamina. Identifying these early prevents occupational mismatch.

Parental Alignment: Parent counselling manages expectations regarding shift timings and location, significantly reducing any friction caused by family pressure during the training. This also helps in building trust with the parents.

Phase 2: "Day 1 Ready" Employability Module

Bridging the Campus-to-Corporate Gap

Technical skills alone do not guarantee success. The transition from a classroom to a high-pressure assembly line requires resilience. This module is designed to eliminate the culture shock candidates often face. By simulating the rigors of professional communication and interview pressure, we ensure the candidate enters the company not as a student, but as a trainee professional.

Interview Resilience: Mock drills for both technical and HR rounds are essential to desensitise students to interview anxiety, allowing their actual skills to shine during the real assessment.

Digital Professionalism: In the Industry 4.0 era, a candidate must know how to communicate formally via email and present a professional brand on platforms like LinkedIn. This signals to the employer that the candidate is serious about their career.

Voice & Confidence: Group discussions and extempore sessions are critical for safety. On a noisy shop floor, a candidate must have the confidence to speak up clearly—whether to warn a colleague of danger or to ask a supervisor for clarification.

A. The Academic Partner Playbook For Skill Universities/ Academic Institutions and Training Organizations

Phase 1: Pre-Internship Logistics & Verification

| Document Verification Audit | | Minimum Standard | Good to Have | Status |
|-----------------------------|--|---|---|---|
| A.1 | Centralised Digital Folder for the student | Folder with hard copies of students | All mandatory documents scanned & stored digitally with restricted access | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| A.2 | Digi-Locker Account | Folder (hard copy/ soft copy) comprising of academic certificates | Active Digi-Locker account with verified identity | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| A.3 | APAAR ID | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A.4 | Aadhar Card | Hard copy is available | Scanned copy with updated mobile number & address | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| A.5 | 10th Marksheet | A clear and verified hard copy is available | Digitally verified via Digi-Locker and linked with APAAR ID | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| A.6 | 12th Marksheet | A clear and verified hard copy is available | Digitally verified via Digi-Locker and linked with APAAR ID | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| A.7 | Bank Passbook | Active bank account in the student's name | Net banking enabled bank account | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| A.8 | Aadhaar Number seeded with Bank Account | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A.9 | 5 Passport Size Photos | Recent passport-size hard copies available | Soft copies in addition to recent passport-size hard copies available | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

| Medical Fitness Screening | | | | | |
|---------------------------|--|-------|--|---|---|
| A.10 | General Physical Fitness | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A.11 | Colour Blindness Test | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A.12 | Haemoglobin Test | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Emergency Contact Details | | | | | |
| A.13 | Emergency contact numbers of Parents | _____ | Two active numbers verified | Alternate number + WhatsApp enabled | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| A.14 | Emergency contact numbers of the local guardian | _____ | At least one verified local contact | Address & ID proof documented | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| A.15 | Have the contact details of the Pygmalion Foundation SPOC been shared with the candidates? | | SPOC and program lead contact shared with students | Introductory meeting conducted with the SPOC and program lead | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| Remarks: | | | | | |

Phase 2: For "Day 1 Ready" Employability Module

| Mock Interview Drill | | | | | |
|----------------------|--------------------------------------|---------|---|--|---|
| A.16 | Mock Technical Interviews conducted? | | At least 2 structured mock interviews conducted | Practice interviews (at least 3) conducted by a panel and performance evaluated/ feedback given to students using clear criteria | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| A.17 | Mock HR Interviews conducted? | Yes/ No | At least 2 mock interviews conducted | At least 3 interviews conducted and personalised feedback report given to the students | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |

Digital Professionalism

| | | | | |
|------|---|--------------------------------------|---|---|
| A.18 | Active individual email ids _____ | Professional email ID created | Email signature standardised with institution branding | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| A.19 | Have sessions on Email Etiquette conducted? | At least 1 session conducted | Practice assignment + email writing assessment | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| A.20 | Updated LinkedIn profile? | Basic profile with photo & education | Optimised summary, skills & certifications & activity added | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |

Communication & Public Speaking

| | | | | |
|------|-----------------------------------|--|---|---|
| A.21 | Group Discussions (GD) conducted? | At least 2 GDs sessions conducted | At least 3 GDs conducted and personalised feedback report given to the students | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |
| A.22 | Extempore conducted? | At least 1 extempore session conducted | At least 3 sessions conducted with structured feedback for improvement | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> _____ |



Part 2: The Employer Playbook

For Industry Partners & Host Companies

Objective: To have a "Safe, Dignified and Skilful" workplace.

Phase 1: Infrastructure Readiness Audit (Pre-Arrival)

Creating Psychological Safety

For most young women in the SWATI Program, this is their first time entering a shopfloor. The physical infrastructure signals whether they are welcome and safe. A secure commute and hygienic amenities are not just facilities—they are the foundation of retention. If a candidate fears her commute or feels undignified due to lack of washrooms, she cannot focus on learning.

Secure Mobility: The commute is often the most vulnerable point. Auditing route lighting and ensuring GPS-monitored transport with female security guards mitigates external risks before the candidate even reaches the gate.

Hygiene as Dignity: Providing dedicated, lockable washrooms and sanitary disposal units is a non-negotiable standard of dignity that directly impacts the health and attendance of female trainees.

Phase 2: HR Onboarding & Role Clarity

Eliminating Ambiguity

Clear communication regarding role expectations, financial compensation and support structures removes anxiety. When a trainee knows exactly when she will be paid and who she can turn to for help, her mental energy shifts from worry to learning.

Financial Trust: Stipend transparency (amount, deductions, exact credit date) builds immediate trust.

The "Buddy" System: A Shop Floor Buddy (preferably a senior female technician) serves as a crucial emotional anchor. She bridges the gap for non-technical queries—like hygiene or health concerns—that a trainee might be too intimidated to ask her line manager/ in charge.

Phase 3: Day 1 Orientation Checklist

Setting the Cultural Tone

The first few days sets the trajectory for the entire internship. An address by Senior Management signals that the organization values their presence, while a rigorous safety tour prevents accidents. This phase is about establishing authority, safety protocols and the organization's zero-tolerance stance on harassment.

POSH & Zero Tolerance: Explaining POSH policies in the local simple language and introducing Internal Complaints Committee (ICC) members is critical for empowerment. It ensures trainees know they are protected by law and company policy against harassment or bullying.

Phase 4: Performance Management

Structured Growth vs. Burnout

Industrial environments can be overwhelming. A graduated target system allows the trainee to adapt to the physical rhythm of production before chasing output numbers. This phased approach, combined with rotational exposure, creates a versatile, multi-skilled workforce rather than a single-task operator.

Graduated Targets: Moving from "Observation" (Weeks 1-2) to "Independent Operation" (Month 2+) allows for safe skill acquisition without the pressure of production targets leading to errors or accidents.

B. The Employer Playbook For Industry Partners & Host Companies

Phase 1: Infrastructure Readiness Audit (Pre-Arrival)

| Commute & Connectivity | | | Minimum Standard | Good to Have | Status |
|------------------------|--|---|---|--|---|
| B.1 | Whether the route from the main road to the factory gate is safe to travel? | Ratings - 1(Strongly Disagree unsatisfied)/ 2/ 3/ 4/ 5 (Strongly Agree) | Basic safety check undertaken | Written route safety report with security mapping | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.2 | Whether the route from the main road to the factory gate has adequate safety presence (local police, security guards, etc.) | | Visible lady security presence | Regular coordination with local authorities | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.3 | Is company transport available for the students to the hostel/ residence? | | Transport provided or approved commute plan | GPS-monitored transport system | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.4 | Lady security guard present during the commute? Yes/ No | | Security personnel assigned | Dedicated female security guard for the batch | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.5 | GPS-based monitoring of transport vehicles? | | Route plan of the transport vehicle with contact numbers of driver and security personnel available | Live monitored GPS with reporting logs | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| Safety & Security | | | | | |
| B.6 | 24x7 operational CCTV cameras at vital locations or places, such as entry/ exit, common passages, etc in the factories and industries? | | CCTV at entry/exit & shop-floor | CTV logs maintained & reviewed | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.7 | Where CCTV is not possible, manned entries/ gates and security deployment at the site/ office/ location? | | Security personnel deployed | The entry/exit register is maintained and monitored periodically | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

Hygiene & Dignity

| | | | | | |
|------|---|--|--|--|---|
| B.8 | Dedicated female washrooms accessible near the shop floor? | | Separate clean and working washrooms available | Hygiene inspection checklist is maintained and monitored at the washrooms | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.9 | Facilities in the washrooms: | | | | |
| i. | Running water | | Continuous water supply | Water quality is tested periodically | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| ii. | Soap/ hand wash | | Handwash provided | Automated dispensers installed | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| iii. | Sanitary napkin dispensers/ incinerators/ disposal bins | | Disposal bins available | Napkin dispensers/ incinerators installed | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| iv. | Privacy locks/ lockers | | Storage lockers provided | Personal lockers with door locks made available | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.10 | Designated Rest Room for breaks? | | A separate rest space allocated | Separate rest room with privacy equipped with drinking water & a first-aid kit | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.11 | Secure, private areas for changing into uniforms/ PPE (changing rooms)? | | Private changing space available | Private changing space available with lock door | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.12 | Clean potable water? | | Safe drinking water available | Regular water quality testing. Water testing reports maintained | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.13 | Accessible water stations at the workstations/ shop floors? | | Water stations near the shop-floor | Multiple water points installed | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

| Mess and Food Quality | | | | |
|-----------------------|--|---------------------------|--|---|
| B.14 | Mess services available for breakfast/ meals/ snack? | Food provision available | Nutrition-balanced meal plan | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.15 | Mess regularly cleaned and washed? | Regular cleaning schedule | The hygiene audit checklist is maintained and documented | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.16 | Food cooked in a mess is hygienic and of good quality? | Food is hygienic & safe | Periodic third-party food audit conducted | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

Phase 2: HR Onboarding & Role Clarity

| Role Definition | | | | |
|-----------------|---|---|---|---|
| B.17 | Designation of the candidates - intern/ apprentice/ trainee? | Role informed (Intern / Apprentice / Trainee) | Written letter issued with designation | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.18 | Have the candidates been made clear about the working hours and the shift timings? | Shift timings informed verbally/ informally | Written schedule shared | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.19 | Stipend transparency with clearly spelled: | | | |
| i. | Amount | Explained | Issuance of detailed salary slip | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| ii. | Deductions (commute, mess, etc.) | Deductions explained | Detailed salary slip issued with breakdown | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| iii. | Date of Credit | Credit date informed | Written in the appointment letter & automated bank credit with notification | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.20 | Stipend to be paid directly into the bank accounts? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| B.21 | Are company policies, including working hours, leaves, over-time, shifts etc. clearly elaborated? | Basic policies explained | Employee handbook shared | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.22 | Whether the work profile has been clearly explained? | Role explained verbally | Written job description provided | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

| The "Buddy" System | | | | |
|--------------------|---|--------------------------|--|---|
| B.23 | Has the shop floor Buddy been assigned? (Ideally a senior female technician or operator) | A female buddy allocated | Preferably senior female mentor assigned | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

Phase 3: Day 1: The Orientation Checklist

| The Arrival | | | | |
|-------------|--|---|--|---|
| B.24 | Has the senior management (Plant Head/ HR Head) addressed the batch during the initial days of training? | Welcome session conducted & formal induction undertaken | Welcome session conducted & formal induction undertaken by senior management | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.25 | Expectation settings with the candidates, with clear Do's and Don'ts, were conducted? | Do's & Don'ts explained | Orientation organised with written material circulated | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

| The Safety Tour | | | | |
|-----------------|---|---|--|---|
| B.26 | Physical tour of the factory including Fire Exits, Assembly Points, First Aid Stations and "Red Zones" (Restricted Areas) | Fire exits & red zones shown | Demonstrated and the safety acknowledgment form signed | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.27 | Occupational Safety and Health (OSH) workshop conducted? | Basic OSH training and practice conducted | Certificate of completion issued/ training documented | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

| POSH & Zero Tolerance | | | | |
|-----------------------|--|--|---|---|
| B.28 | Explanation of the Prevention of Sexual Harassment (POSH) policy in simple language conducted? | Policy explained in simple language | Policy explained & POSH handbook shared | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.29 | Members of the Internal Complaints Committee (ICC) introduced | Names introduced with contact details shared | Introduction with the committee in person and contact details shared in writing | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.30 | Has the candidate given a direct phone number/ email for complaints? | Phone/ email shared | Dedicated complaint coordinator's details provided | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.31 | Is anti-bullying policies clearly communicated to the candidate? | Policy communicated | Policy shared in a written document and signed zero tolerance declaration | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

| | | | | |
|------|--|---------------------------|--|---|
| B.32 | Has any sensitisation of male employees at the shopfloor been conducted in the past 1 year? | Basic awareness conducted | Annual gender sensitisation program conducted with documented training | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.33 | Whether training of supervisors and other staff on how to respond to complaints of sexual harassment/ gender discrimination has been undertaken? | Supervisors briefed | Formal certified training completed | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

Phase 4: Performance Management

| Graduated Targets | | | | | |
|---|---|---|--|---|---|
| B.34 | Whether a phased approach of target allocation been undertaken? i. Weeks 1-2: Observation & Shadowing (No targets) ii. Weeks 3-4: Assisted Operation (50% target) iii. Month 2 onwards: Independent Operation (80-100% target) | Gradual targets implemented and explained | Target achieving tracking sheet maintained | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- | |
| Rotational Exposure | | | | | |
| B.35 | Whether departmental rotation of students have/ will be undertaken? (Quality Control, Assembly Line, Supply Chain, Maintenance, Engineering Research & Development, other....) | The rotation plans are available though it is need basis | Multi-department exposure available | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- | |
| Assessment & Certification (For Supervisors/ Floor Manager) | | | | | |
| B.36 | Punctuality of candidates? | Ratings - 1(Strongly Disagree unsatisfied)/ 2/ 3/ 4/ 5 (Strongly Agree) | Attendance tracked manually | Attendance tracking with digital face punching/ bio-metric. Time recorded and documented | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.37 | SOP adherence (does the candidate follow instructions?) | | Supervisor feedback recorded | Formal assessment sheet maintained and recorded | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.38 | Teamwork (is the candidate a team player - support others?) | | Peer feedback collected | Team performance rating documented | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| B.39 | Skill Growth (with time, has there been any improvement in the candidate's performance?) | | Performance improvement observed | Competency mark maintained, if skill is lacking, training provided | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

General Observations:

| | | | | |
|------|---|---|---|---|
| B.40 | Whether the Company will issue a formal Certificate/ Letter of Apprenticeship/ Internship clearly stating the training duration (with dates) and the skills acquired? | Training certificate/ letter to be issued | Skill mapping attached with certificate | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
|------|---|---|---|---|

Placement Assessment

| | | | | |
|------|---|-------------------------|----------------------------------|---|
| B.41 | Whether the candidates are ready for a 'Pre-Placement Offer'? (HR to confirm) | HR assessment conducted | Structured PPO evaluation report | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
|------|---|-------------------------|----------------------------------|---|



Part 3: The Student Playbook

For SWATI Candidates

Objective: To establish high standards of Professionalism, Personal Safety and Maximised Learning.

Phase 1: Pre Arrival Readiness

Professional Responsibility

Your journey as a professional begins before you enter the factory gate. Being prepared with documentation and the correct uniform is your first demonstration of discipline. It shows the employer that you respect their rules and are ready to work, preventing unnecessary administrative hassles on your first day.

Discipline

Carrying valid ID and wearing safety shoes is not just a rule; it is a compliance requirement. Without these, you may be denied entry, starting your tenure on a negative note.

Phase 2: On the Shop Floor: The Golden Rules

Personal Safety

The shop floor is a high-performance zone where mistakes can cause injury. These protocols are designed to keep you safe and help you learn faster. Safety is non-negotiable and your conduct determines how much the company will invest in you.

Safety First: Rules regarding loose hair and jewellery exist because rotating machinery poses a life-threatening entanglement risk.

Health: The physical demand of manufacturing requires you to pro-actively manage your health. Hydration and proper lifting techniques (ergonomics) ensure you can sustain a long career without chronic injury.

Journaling: The "Daily Logbook" is your tool to reflect on what you learned. By writing it down, you solidify your knowledge and show your supervisor that you are serious about mastering the skill.

C. The Student Playbook For SWATI Program Candidates

Phase 1: Pre-Arrival

| Document Verification Audit | | Minimum Standard | Good to Have | Status |
|-----------------------------|---|------------------------------|---|---|
| C.1 | Documents | | | |
| i. | College ID | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ii. | Company offer letter (original and copy) | Hard copy | Soft copy stored securely | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| iii. | Aadhaar Card | Valid ID carried (hard copy) | Soft copy in addition to laminated copy | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| C.2 | Whether the candidate is wearing a clean and tidy uniform? | | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |
| C.3 | Whether the candidate is wearing safety shoes or as instructed by the Company? | | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |
| C.4 | Whether the candidate is having a small pocket notebook and pen for quick notetaking? | | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |

Phase 2: On the Shop Floor: The Golden Rules

| Safety First (No Compromise) | | | | |
|------------------------------|--|--|--|---|
| C.5 | Loose hair tied in a bun? | | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |
| C.6 | Loose dupattas or jewellery? | | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |
| C.7 | Contact numbers of the following to be handy with the candidates: | | | |
| i. | Company security control room number | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ii. | Point of contact from the academic institution | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| iii. | Point of contact from Pygmalion Foundation | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Health-related & Well-Being

| | | | | |
|-----|--|---|---|---|
| C.8 | Hydration: Whether the candidate is drinking water frequently? | Drinks water regularly | Carries a personal water bottle and drinks water at fixed intervals (every 1 to 2 hours) without being reminded | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| C.9 | Ergonomics: Whether the candidate is learning the right way to lift heavy bins (lift with knees, not back) to avoid long-term injury. (Ask your supervisor/ floor manager/ buddy for guidance) | Knows the correct lifting method (bend knees, keep back straight) | Consistently uses correct lifting posture and asks the supervisor when unsure | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

Professional Conduct

| | | | | |
|------|--|----------------------------------|--|---|
| C.10 | Is the candidate punctual? ("On time" means 10 minutes early) | Arrives on time | Arrives 10 minutes early consistently | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| C.11 | Whether the candidate is carrying mobile phones at shop floor? | Keeps mobile phone in the locker | Keep it in the hostel | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |
| C.12 | Whether the candidate is following company protocol? | Follows basic company rules | Consistently follows SOPs and behaves professionally without reminders | <input type="checkbox"/> Minimum Standard Met <input type="checkbox"/> Good to Have Achieved <input type="checkbox"/> ----- |

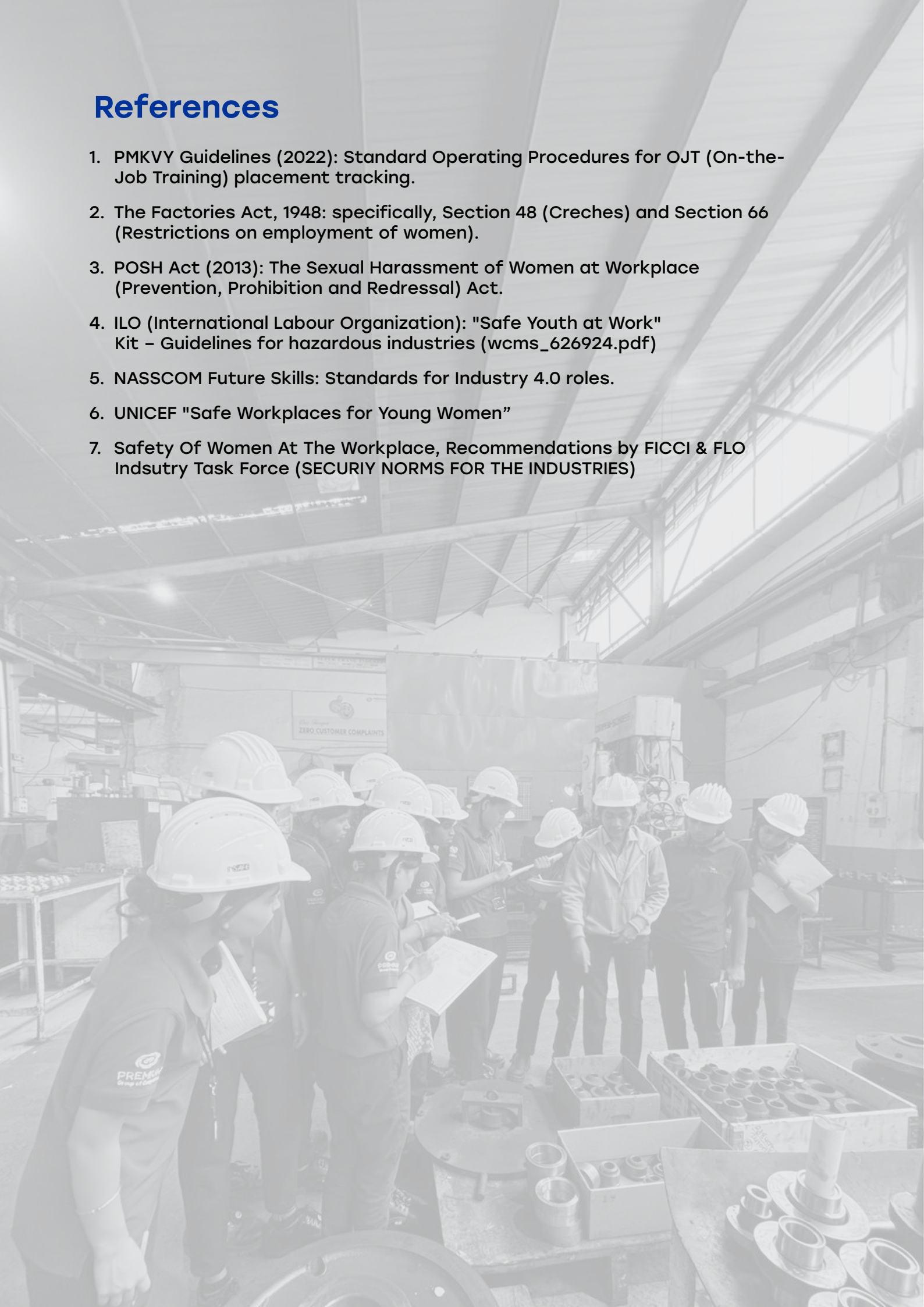
Inquisitiveness

| | | |
|------|---|---|
| C.13 | Whether the candidate is an active listener? (Don't just do; ask why) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |
| C.14 | Whether the candidate asks questions about their work? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |
| C.15 | Whether the candidate is maintaining logbooks? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes |

Remarks:

References

1. PMKVY Guidelines (2022): Standard Operating Procedures for OJT (On-the-Job Training) placement tracking.
2. The Factories Act, 1948: specifically, Section 48 (Creches) and Section 66 (Restrictions on employment of women).
3. POSH Act (2013): The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act.
4. ILO (International Labour Organization): "Safe Youth at Work" Kit – Guidelines for hazardous industries (wcms_626924.pdf)
5. NASSCOM Future Skills: Standards for Industry 4.0 roles.
6. UNICEF "Safe Workplaces for Young Women"
7. Safety Of Women At The Workplace, Recommendations by FICCI & FLO Industry Task Force (SECURIY NORMS FOR THE INDUSTRIES)





Feedback & Continuous Improvement

This **SWATI On-The-Job Training (OJT) Playbook** is a living document, designed to evolve with the needs of our stakeholders.

We value your insights in making this program safer, more efficient and more impactful.

For any feedback, queries or suggestions, please reach out to reachout@pygmalion.in