



Project Code Unnati

Career Guidance and Counseling Handbook for Students

ITI & Polytechnic



Disclaimer

The content provided in this book is for information purposes only. The outcomes mentioned in this book depend upon the user's discretion and do not guarantee a job or successful business in the future. No part of this book shall be distributed, reproduced, or transmitted by any means including soft and hard copies without the prior written permission of the publishing organization. The organization will not be liable for the damages, injuries or losses incurred from the use of the content.



AMBACHT

ITIs or Industrial Training Institutes are usually organisations or training centres that provide courses to students seeking easy employment just after completing school.

These Vocational centres train students in performing certain tasks to enable them to get a job by the end of the course duration.

C.

ITI & Polytechnic

Contents

Introduction

Purpose of this manual

About Project Code Unnati

About the Partnering Organizations

UNDP

UNV

SAP Labs

Head Held High Foundation

Labhya Foundation

Youth's Profile

Challenges faced by Youth

Preparing Youth to Succeed: The Need for Career Guidance and Counselling

Curriculum components

Breakdown of curriculum components

In-institution sessions

Self-learning material

Video learning hours

Guest lectures or industrial visits

Group & one-on-one counselling

Overall approach

Do's & Don't for the Youth

Do's

Dont's

Content: Career Guidance & Counselling

Preface: ITIs & Polytechnic Guidance & Counselling Module

Session 1: Building a SWOT Analysis

16

Handout

Worksheet

Session 2: Session 2: Entrance Exams, Scholarships and Internships Opportunities

20

Handout

Worksheet

Session 3: Critical Skills for Your Career Path

24

Handout

Worksheet

Session 4: The Power of Upskilling

28

Handout

Worksheet

Session 5: Identifying Career Challenges

32

Handout

Worksheet

Session 6: Identifying Skill Gaps

37

Handout

Worksheet

Session 7: Reprogramming Limiting Core Beliefs

42

Handout

Worksheet

Session 8: Identifying Alternative Career Maps

47

Handout

Worksheet

Session 9: Detailing Alternative Career Strategies

52

Handout

Worksheet

Session 10: Assessing Career Priorities

56

Handout

Worksheet

Content: Employability Skills

Preface: ITIs & Polytechnic - Employability Module	
Session 11: Dignity of Labour	62
Handout	
Worksheet	
Session 12: Workplace Policies	66
Handout	
Worksheet	
Session 13: Negotiation Skills	71
Handout	
Worksheet	
Session 14: Addressing Imposter Syndrome	75
Handout	
Worksheet	
Session 15: Managing Difficult Emotions	79
Handout	
Worksheet	
Session 16: Communicate Confidently	83
Handout	
Worksheet	
Session 17: Introduction to Bookkeeping	87
Handout	
Worksheet	
Session 18: Mapping Your User's Journey	93
Handout	
Worksheet	
Session 19: Introduction to Marketing	97
Handout	
Worksheet	
Session 20: Approaching Customers	102
Handout	
Worksheet	
Session 21: Ensuring Physical safety at Work	106
Handout	
Worksheet	
Session 22: Ensuring Mental safety at Work	111
Handout	
Worksheet	

Self-Learning - Worksheets

- Worksheet 1: Demonstrating Responsibility at Work
- Worksheet 2: Importance of Work Ethic
- Worksheet 3: Generating New Ideas
- Worksheet 4: Active Listening
- Worksheet 5: Giving & Getting Respect at Work
- Worksheet 6: Gender stereotypes and equality

Resources List

Reflection & Conclusion

Concluding Remarks

Student's Manual

***Providing Systemic Career Guidance & Counselling to
Youth in Karnataka***

Student Manual

Introduction:

Dear Student,

This manual has been designed to support you in your journey of becoming self-driven career managers. As you navigate your careers, it is imperative that you receive the appropriate high-quality guidance, skills, and knowledge to succeed in the work environment. As you move into uncertain, unique and dynamic professional environments, this manual will equip you with the right skills, mindsets and knowledge to strengthen your sense of self and skills to make informed career and life decisions.

The various activities, handouts, resources and other learning materials you receive through this manual and the Project Code Unnati app, along with the consistent guidance of your faculty and career coaches, will holistically support your journey as a learner and as the future of India's workforce. This manual has been designed by young people, keeping young people's needs at the centre. Throughout this journey, you will learn from trained career coaches, nodal officers and most importantly, your peers.

We hope that this experience is a meaningful contribution in your career pathway.

Purpose of this manual:

This Student's Manual has been designed specifically for the youth to get insights on the holistic curriculum on career guidance & counselling (CG&C) which the youth will be receiving through the program and contains the handouts and worksheets for self-learning and practice.

Acknowledgement

This handbook has been developed by UNDP in collaboration with Head Held High Foundation and Labhya Foundation for Project Code Unnati, supported by SAP Labs India.

About Project Code Unnati:

Project Code Unnati is an initiative by the United Nations Development Programme (UNDP), United Nations Volunteers (UNV) and SAP Labs India. The project has been developed as a three-year partnership (2020-23) in the backdrop of an increasing burden of youth unemployment and a plummeting Female Labour Force Participation Rate (FLPR) in India. Youth and women empowerment is the key to achieving inclusive, equitable and sustainable development. Therefore, Project Code Unnati builds on UNDP's experiences of working towards youth and women empowerment globally and specifically in India as well as its deep engagement with the Government of Karnataka.

Student Manual

The project is primarily implemented on ground by partner organisations and through Code Unnati app, an adaptive learning android app for skilling, reskilling and upskilling students, job-seeking youth or existing MSME workforce. The curriculum uploaded on the Code Unnati app is based on the current industrial requirements and future needs or changes in technological trends. The app is simple to use, easy on the eye and low-bandwidth ready. Additionally, over 200 courses are already available on the app in multiple languages and are free for all.

Overall, Project Code Unnati aims to provide ecosystem support to youth in the following ways:

- Flexible digital and online learning content/ platform
- Focus on innovative youth- and women-led entrepreneurship
- Fostering social entrepreneurship and start-ups contributing to accelerate the achievement of the Sustainable Development Goals (SDGs)
- Networking and industry connect for guest lectures, internships, apprenticeships, jobs, etc.
- Facilitating access to branding, advertising and marketing services and support
- Enabling market and financial linkages
- Promoting corporate volunteering, mentoring & handholding
- Institutional capacity building
- Building convergence, collaborations and partnerships across the ecosystem

About the Partnering Organizations:

UNDP

The United Nations Development Programme (UNDP) is the UN's global development network, advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. The project builds on UNDP's experiences on youth and women empowerment globally and specifically in India, it has deep engagement with the state government of Karnataka.

UNV

The United Nations Volunteers (UNV) programme contributes to peace and development through volunteerism worldwide. The project leverages UNV's strong on-the-ground presence for enhanced outreach and impact.

SAP Labs

SAP Labs are R&D locations that develop and improve key SAP solutions (Systems, Applications & Products). The project incorporates the essence of SAP's CSR strategies to make a meaningful contribution to youth and communities at the grassroots.

Head Held High Foundation

Head Held High Foundation is a Bangalore-based non-profit on a quest to tackle humanity's oldest and most persistent problem: poverty. Along with a passionate team and many committed partners, we work to reduce inequity in all its forms. Our poverty alleviation efforts include assessment, social protection, financial inclusion, training, skill building, livelihood creation and more.

Student Manual

Labhya Foundation

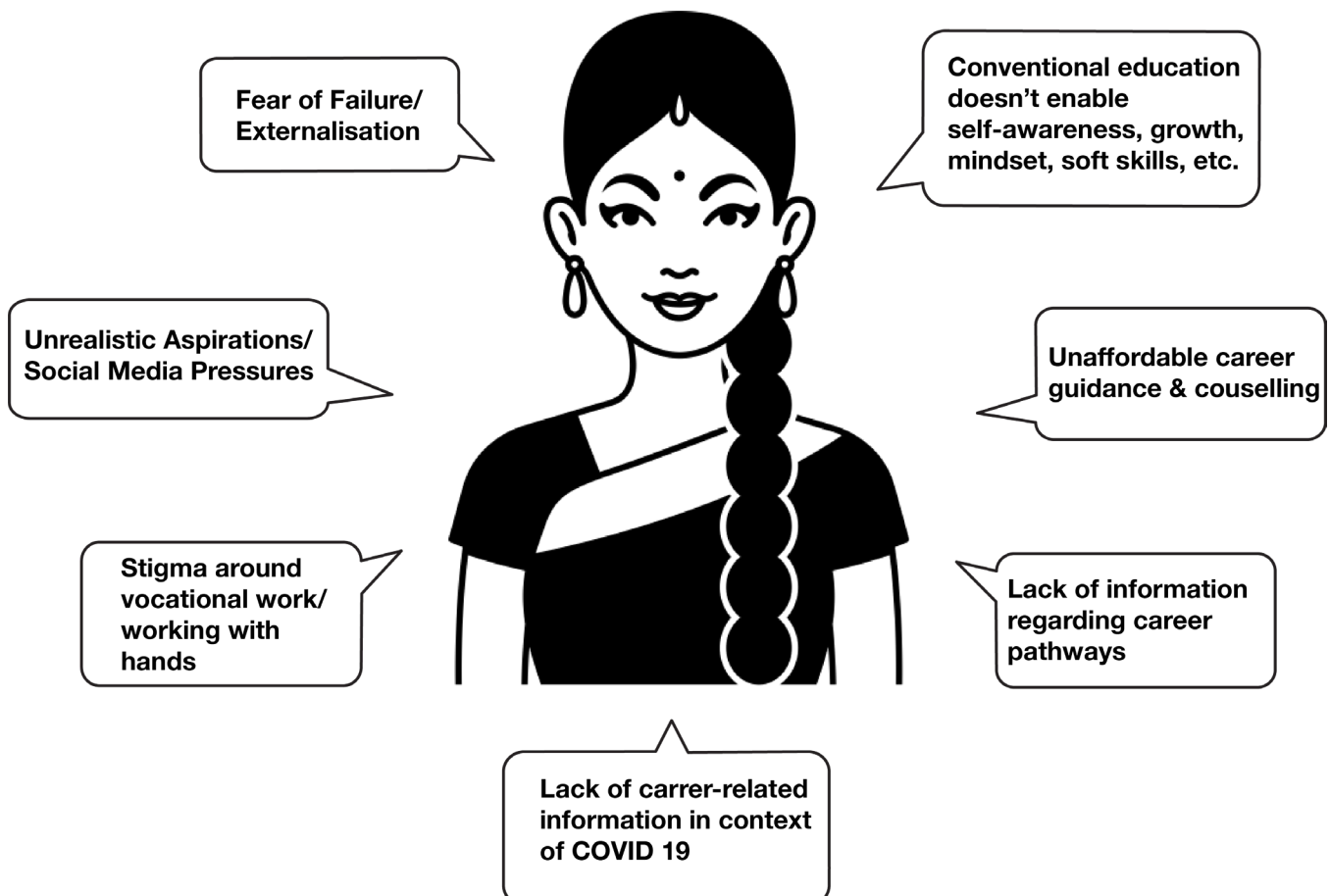
Labhya Foundation is an India-based non-profit that enables children from low socio-economic backgrounds with the necessary skills to cope with the effects of poverty through Social Emotional Learning (SEL) programs. The project leverages Labhya's expertise in designing curriculum for the youth.

Youth's Profile:

Project Code Unnati works with youth in Karnataka to empower them to make informed decisions. Across the target group of youth, in the age group of 15-25 years studying in Pre-university, University and ITI/Polytechnic, the interventions would work towards increased awareness, enhancing employability and business skills capacity, facilitation of linkages, mentorship support and nurturing the innovation potential.

Challenges faced by Youth:

The below snapshot highlights the different challenges being faced by the youth in the current scenario



Preparing Youth to Succeed: The Need for Career Guidance and Counselling:

The Centre for Monitoring Indian Economy estimated that the unemployment rate in India at 7.38%, the highest in decades. These figures need to be considered alongside the demographic challenge that the Indian landscape faces. With 20% of the world's youth living in the country, we face a unique demographic challenge and opportunity. This demographic, if tapped into successfully, holds the key to bolster innovation and disproportionate changes to life and human development in the country. This opportunity also creates the urgency behind the current CG&C programme as it is vital that the youth of the country are skilled enough to make career decisions based on the awareness of their strengths and skills.

There is a strong need for a dynamic program that informs the youth of multiple career options that lie in front of them, and the means to reach those aspirations. It is also vital to provide the youth with multiple opportunities to build employability skills. As the job market changes, it is important that the youth also respond dynamically to these changes and build skills like self-awareness, collaboration, effective communication and other life skills that hold the key to bring about this transformation.

By creating a blended curriculum, the Project Code Unnati aims to provide employability skills and career guidance and counselling to the youth.

Curriculum components:

This manual, particularly, entails the curriculum for youth in Pre-university colleges and institutions with the aim to upskill them in:

- Career guidance & counselling
- 21st century skills
- Employability skills
- Digital skills

Each category consists of:

- In-institution sessions
- Self-learning material for the youth
- Video learning hours
- Guest lectures and industrial visits
- Group & one-on-one counselling

Breakdown of curriculum components:

In-institution sessions:

- **The lesson plan for the facilitator consists of:**
 - a. Instructor's note to provide the context of the session to the facilitator
 - b. Pre-session and post-session protocols for facilitator
 - c. Verbatim instructions for facilitator which operates on 'I do' (Introduction to new material), 'We do' (Self practice) & 'You do' (Closing activity) model
- **The PowerPoint presentation**
 - a. Can be used for both in person sessions and can be uploaded as self-learning module on Unnati app
 - b. Includes links to resources for the youth to find more information/ practice activities
- **The self-learning handout consists of**
 - a. Summarised version of the information in lesson plan for the youth
- **The activity worksheet consists of**
 - a. Self-learning activities and reflection questions for youth

Self-learning material:

The self-learning material consists of worksheets for the youth. The components of worksheets are:

- Self-learning reading material with examples wherever necessary
- Self-practice which includes activities based on the reading material as well as questions for reflection
- Practice with others (peers, family etc) where the youth is encouraged to do an activity with other people around them

Video learning hours

The video learning material will consist of:

- Videos of industry experts on diverse and latest topics
- The videos can be easily accessed by the youth on the code Unnati learning app

Guest lectures or industrial visits

At least 2 Guest lecture programs or 2 industrial field visits will be organized for each institution every quarter by the career coach/nodal officer.

Group & one-on-one counselling

There will be need based group & one-on-one counselling for the youth which will consist of:

- 6 sessions of 1 hour each
- The sessions will be based on the DECIDES framework that is - defining the problem, establishing the action plan, clarifying values, identifying alternatives, discovering probable outcomes, eliminating alternatives and starting action
- Each counselling session can be followed by a home assignment

Overall approach:

The sessions have been designed in the context of youth and keeping in mind their diverse learning needs. The curriculum aims to make the youth informed career & life decision makers by bringing a shift in their:

- Skills: to equip them to become work ready
- Knowledge: to be able to take well-informed career decisions
- Mindsets: to become self-driven career managers

To achieve this, the program pedagogy focuses on multiple means of engagement, representation and action.

Do's & Don't for the Career Coaches/Nodal Officers

Do's

1. Be punctual. Log in/arrive 5 minutes before the session
2. Greet facilitators and other participants
3. Check that everything you need for the session is in place. This may include writing material etc
4. Pay attention in the session and avoid distractions
5. Do your homework. Derive maximum benefit from the worksheets, handouts and other learning material available to you
6. Do not hesitate in asking a question wherever you have a doubt
7. Politely ask the facilitator to repeat if you do not get satisfactory answer
8. Engage actively throughout the session and take part in group activities
9. Be respectful and mindful of your tone
10. Embrace diversity and difference in opinions

Don'ts

1. Arrive late after the session has begin
2. Show disapproval or impatience when the answer to your question is unsatisfactory
3. Make unnecessary movements
4. Pass judgements on anybody's questions, work etc or make fun of them
5. Make noise and disturb the environment
6. Feel discouraged if you are unable to grasp at first
7. Shy away in speaking up
8. Come to the session without getting enough rest
9. Underestimate your co-learners
10. Use jargons, abbreviations or complex vocabulary while speaking

Career Guidance & Counselling

Preface

This module focuses on upskilling young adults from ITIs and Polytechnic Institutions, particularly in the technology domain. First, the challenges and impediments which they face- both in skills and knowledge- are identified. Next, after these challenges have been identified, they are assisted to

1. Identify a relevant career path (corporate, banking, teaching, business, etc) which meets their interests,
2. Identify key skills which might help them in their career choice and
3. Understand how they might constantly upskill themselves to cater to the changing demands and are provided guidance accordingly.

Furthermore, youth will be provided knowledge on the various entrance examinations which may leverage their career opportunities and are briefed on funding opportunities- such as scholarships, Government grants and corporate grants- which might support them in their career or business. Finally, they are taught the value and prominence of internships to prepare them for the work force and are taught how to seek for relevant internship programmes.

The comprehensive and developmental material designed for the youth is envisaged to boost their confidence, by nudging them to make fair and realistic decisions about future career avenues.

Through in-class sessions with the career coaches and extensive self-learning material, youth will develop important skills like:

- Self-awareness
- Examining options and possibilities
- Mapping choices
- Goal setting
- Prediction and managing skills
- Developing plans
- Decision making

The skills gained will help them reach their career and vocational goals.

Session

01

Building a SWOT Analysis

What is SWOT Analysis?

SWOT analysis is a framework that examines one's Strengths, Weaknesses, Opportunities, and Threats, in order to ensure their success and betterment. The aim of SWOT analysis is to focus and build on what you do well, address and work on what you're lacking, becoming aware of the opportunities and taking advantage of them, and being cautious of the threats that might come your way while trying to minimize them.

Why is doing a SWOT Analysis important?

This career map helps you understand your career aspirations and think about how you will achieve those aspirations. This brings clarity to your own career path.

Sample SWOT Matrix

Strengths

What do you do well?
 What are your unique qualities?
 What do others see as your strengths?
 Good Public Speaker
 Good at storytelling
 Have an eye to detail

Weaknesses

What could you improve?
 Which qualities do others have that you lack?
 What are others likely to see as weaknesses?
 Easily distracted
 Not always confident speaking to a diverse group
 Short-tempered

Opportunities

What opportunities are open to you?
 What can you take advantage of?
 How can you turn strengths into opportunities?
 Storytelling is becoming popular and is in demand.
 Good speaking skills can help me shine and help me get recognition in school/at work.
 Speaking skills can also help me crack job interviews in future.

Threats

What threats could harm you?
 What is your competition doing?
 What threats do your weaknesses expose you to?
 Mostly everyone has good speaking skills, I can get mixed in the crowd and go unnoticed.
 Getting easily distracted can make me do silly mistakes in exams.
 Due to being short-tempered, I may end up saying something wrong to people around me.

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now, do your own SWOT Analysis and draw your SWOT Matrix. Use the template below to create your matrix. Once you have created it, get feedback on your matrix from your peers, family, teachers, and others!

Strengths

What do you do well?
 What are your unique qualities?
 What do others see as your strengths?

.....

Weaknesses

What could you improve?
 Which qualities do others have that you lack?
 What are others likely to see as weaknesses?

.....

Opportunities

What opportunities are open to you?
 What can you take advantage of?
 How can you turn strengths into opportunities?

.....

Threats

What threats could harm you?
 What is your competition doing?
 What threats do your weaknesses expose you to?

.....

Let's Reflect!

- What challenges do you think you will face while doing your SWOT Analysis?
- How will you overcome these challenges?

Session

02

Entrance Exams, Scholarships and Internships

What are different scholarships, entrance exams and internships?

For pursuing different courses, there are different types of scholarships, entrance exams and internship opportunities. These scholarships can provide a financial award to the eligible students. Having an awareness about your respective entrance exams is also important. It allows you to apply to these courses at the required time. Many professional courses also provide job opportunities. These opportunities provide exposure to workplace settings and also help in building the necessary skills for your profile.

Why is a personal entrance exam, scholarship and apprenticeship checklist important?

This checklist will help you keep track of the different exams, scholarships and apprenticeship opportunities that you want to apply to. It will ensure that you are sending applications on time.

Sample Checklist

What are some entrance exams and scholarships that I am interested in?	Yuva Yuga Scholarship
What are the institutions that it will get me access to?	It will help me gain training in information technology skills
What are the eligibility criteria?	I have completed class 10th. Therefore I am eligible
How do I apply for my selected exams and scholarships?	I have to register online
When do the forms for my selected items come out?	The form is available in May

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let us make our own version now

What are some entrance exams and scholarships that I am interested in?
.....
.....
.....
.....
.....
.....
.....

How do I apply for my selected exams and scholarships?
.....
.....
.....
.....
.....
.....
.....

What are the institutions that it will get me access to?
.....
.....
.....
.....
.....

When do the forms for my selected items come out?
.....
.....
.....
.....

What are the eligibility criteria?
.....
.....
.....
.....

Let's Reflect!

- What challenges do you think you will face in gaining knowledge about your checklist?
.....
.....
.....
- How will you overcome these challenges?
.....
.....
.....

Session

03

Critical Skills for Your Career Path

What are different key skills?

A skill is the ability to do something well. An important part of making a career map is knowing the different skills that are required for the job roles that the youth are selecting for themselves. This knowledge involves knowing the different types of skills that exist. Secondly, it also involves knowing which skills they already have and which ones they need to build and improve further. We will be exploring the following skills today:

- | | |
|----------------------------------|---|
| 1. Communication | 2. Data Skills |
| 3. Information Technology skills | 4. Cooperation and working with others |
| 5. Problem Solving | 6. Reflecting and improving one's performance |
- Communication skills: skills required to effectively get the message across. Also includes the ability to listen actively and understand respondent's body language.
 - Data Skills: skills required to collect, compile, analyse and understand information to help improve the program you work in. These skills involve developing your skills in certain software like Microsoft Excel, Tableau, Python, etc.
 - Information Technology skills: skills required for using technology efficiently. A few important IT skills can be Cybersecurity, Cloud Computing, Data analytics and data science, Networking, Software development, Artificial intelligence and machine learning, programming and visualization.
 - Cooperation skills: skills which enable you to work well in small and large teams. This involves taking responsibility for your mistakes, respecting diversity, solving problems as a team, working together to meet a deadline, etc.
 - Problem solving skills: are skills that help you solve problems that you may encounter at work. This involves skills like creativity, researching skills, working in teams, emotional intelligence, risk management, decision making
 - Reflecting and improving performance: This involves analysing your own experiences and setting goals.

Why is it important to map job roles and skills?

Different job roles require different types of skills. Having this knowledge is important as it helps us think about our own aspirations and work towards acquiring the necessary skills which are needed.

Sample Skill Chart

What is the job role that I am applying to?	Shopkeeper
What are the skills that I require for this job?	Communication skills, Data skills, Analytical skills
How do I think this role utilises these skills?	As a shopkeeper, I need to talk to customers. For that I need communication skills. I also need to handle financial transactions. I need data skills for that.

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now, make your own Skill chart. Use the template below to create your own Chart. Once you have created it, get feedback on your Matrix from your peers, family, teachers, and others!

What is the job role that I am applying to?

.....
What are the skills that I require for this job?

.....
How do I think this role utilises these skills?

.....

Let's Reflect!

1. What challenges do you think you will face in encouraging others to control their dinosaurs?

2. How will you overcome these challenges?

Session

04

Power of Upskilling

What is upskilling?

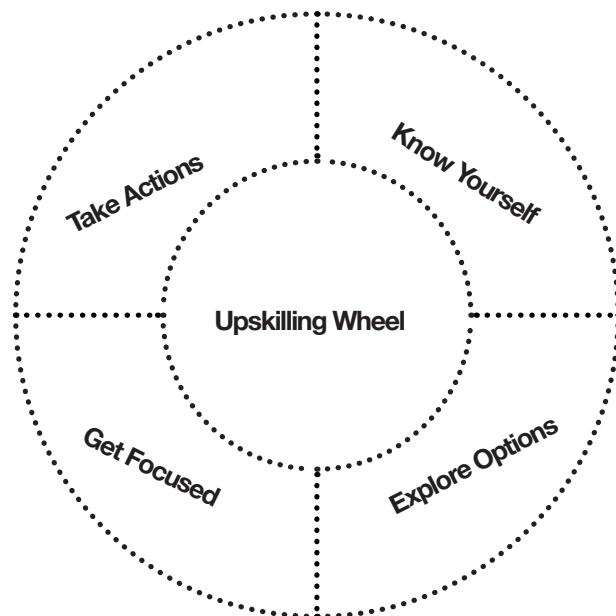
Upskilling is the process of enhancing one's current level of skill set and gaining additional skills.

Why is it important to upskill ourselves?

- Upskilling is important as it will help us in responding to the changing patterns and demands of our business/workplace effectively and get maximum benefit from it.
- Hence, by becoming aware of the different skills required in our business/workplace and by gaining them, we can keep ourselves up to date.
- There are plenty of skills which we can gain, however, it's not possible for us to have all the skills and also, all such skills might not be useful for us. Hence, we need to decide which skills we need to build depending on our business or job requirements and we will do this using the 'Upskilling Wheel'.

Sample Wheel

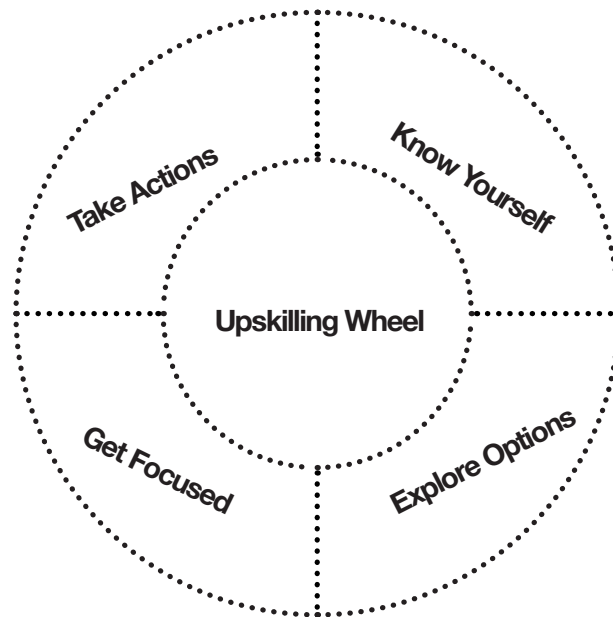
- **Know yourself**
(interests, strengths & ambitions)
 - I like to bake
 - I am creative and patient
 - I want to become a cake chef
- **Explore options**
(skills & education required)
 - Baking Skills
 - Presentation Skills
 - Interpersonal skills
 - Creativity
 - Time Management
- **Get focused**
(decision making & goal setting)
 - I can polish my baking skills, enhance my creativity and presentation skills by doing a bakery course for 30 days from 'XYZ Bakers'
 - For time management skills, I will learn techniques by watching Youtube Videos & tips learnt from these sessions. I will apply these techniques by practicing baking
 - For interpersonal skills, I will make sure to speak to at least one person each day and have a conversation with them
- **Take action**
(gaining skills and experience)
 - Starting bakery classes
 - Watching youtube videos/Revising tips gained in sessions
 - Talking to people
 - Baking cakes at home



A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now, make your own real Upskilling Wheel. Use the template below to create your Wheel. Once you have created it, get feedback on your canvas from your peers, teachers, and others!



Let's Reflect!

1. What challenges do you think you will face in Upskilling yourself?
.....
.....
2. How will you overcome these challenges?
.....
.....

Session

05

Identifying Skill Gaps

What does it mean to clearly define your career choices?

Defining your career choice means thinking about a few things. What are some things that make you curious? What are your interests and strengths? Any suitable career decision also includes your home, education. You can also think about your geographical challenges.

How do we clearly define our career choices?

The templates mentioned below can be helpful in achieving some clarity regarding the career decisions.

- Challenges Matrix
- Urgent-Important Matrix

Sample

My Background	I have completed my 10th grade.
What is the decision I plan to take?	I want to decide if I should move into the beauty industry
Do I have any relevant work experience?	No
What are my interests?	I am interested in different make-up techniques
What Industry/Course am I attracted to?	Beauty Industry
How would the following factors affect my choice: Home Local Community School/College/Institution Peer Group Local Job Availability	My parents may not be supportive of such a decision. My friends in school think I should open a beauty parlour. My school does not provide necessary training for such a profile. Since this is an entrepreneurship idea, I would open it in my house.
What are some challenges that I anticipate?	Lack of parental support Lack of financial capital Parents are pressuring me for marriage I have to attend a family wedding

Let us make our own version now!

Challenge Matrix

My Background	
What is the decision I plan to take?	
Do I have any relevant work experience?	
What are my interests?	
What Industry/Course am I attracted to?	
How would the following factors affect my choice: Home Local Community School/College/Institution Peer Group Local Job Availability	
What are some challenges that I anticipate?	

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Identifying Career Challenges

Here are some useful questions that you can use for developing clarity on your career decisions.

What are your career aspirations?

.....
.....
.....

Who are some people who will support you in this aspiration?

.....
.....
.....

Talk to at least one supporter and write down how they feel about your decision?

.....
.....
.....

Now use the following diagram to list down your aspirations and career progress. You can write down the positions you want to apply for and how you will progress. Think about your skills as well and mention them. Here are some things you can mention:

1. Where do you see yourself in six months?
2. Where do you see yourself in a year with this career map?
3. What are some skills that you will build during this journey?
4. What are some problems that you can solve?

Session

06

Identifying Skill Gaps

Why is it important to analyse our skill gaps?

If you have to make sustainable career decisions, then you must be aware of your skills. You should also think about your job role and the skills that it requires. In case the job requires any skills you do not have, then you can work towards building them. This is why analysing skill gaps is important.

How do we identify our skill gaps?

The templates mentioned below can be helpful in achieving some clarity regarding strengths, weaknesses and skill gaps:

- Strengths and Career Decisions Template
- Core Values and Work Culture
- Skills and Proficiency Matrix
- Skill gaps

Sample Templates

- **My career decision is-**
To open a tourist agency and become a travel and tour assistant
- **How does my career decision maximise my strength?**
Being a tourist agent, I will get to talk to many people.

Core Values and Work Culture

- My core values that I want to have in my workplace/educational institution are: Honesty, integrity and flexibility
- The type of work culture that I want is: Risk Taking
- How will this work culture help me realise my values: I want to open an agency for myself. It involves considerable risk, but gives me the chance to open my own business

Proficiency Matrix

Basic Proficiency	Little experience/ knowledge	Reasonable experience/ knowledge	Considerable experience/ knowledge	Expert experience/ knowledge
Advanced Statistics	Teamwork, public speaking	Analytical skills	Teamwork	

Skill Gaps

- **Identified SkillGaps-** Maintaining accounts and Running a buisness
- **Statistics-** Register in the ITI course for tourism so that I can learn from my peers. I can also intern at a few agencies.

Sample Templates

- **My career decision is-**
.....
- **How does my career decision maximise my strength?**
.....

Core Values and Work Culture

- My core values that I want to have in my workplace/educational institution are:
- The type of work culture that I want is:
- How will this work culture help me realise my values:

Proficiency Matrix

Basic Proficiency	Little experience/ knowledge	Reasonable experience/ knowledge	Considerable experience/ knowledge	Expert experience/ knowledge

Skill Gaps

- **Identified SkillGaps**
- **Statistics**

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Identifying Skill Gaps

We can also identify the resources around you that can help you narrow the skill gaps that you have and have a clear direction to your career ambitions. The following template can be useful for this



Any skills or changes I need to make in myself

.....
.....
.....



Any educational courses I need to pick-up

.....
.....
.....



Any attitude changes that I need to make

.....
.....
.....



Any mentors I can think of, who can help me

.....
.....
.....



Any information that I need

.....
.....
.....

Session

07

Reprogramming Limiting Core Beliefs

Why is it important to analyse our beliefs?

Our careers draw significantly from our beliefs about the world. These beliefs are dependent on our experiences and cultural upbringing. However, it is important that we keep examining these beliefs critically. Otherwise it is possible that some of these core beliefs may not be based on accurate observations. In such a case, these beliefs can hold us back from unleashing our true potential.

How do we identify our core beliefs?

We use the following techniques for analysing our core beliefs:

1. Noticing core beliefs
2. Noticing the effects of these beliefs

Let's look at the samples of these templates:

Noticing Core Beliefs

I am: I am a person trying to open a business amongst so many other people.

Other people are: Other people are my competitors. They will stop me from succeeding.

The world is: The world is full of competition and I have to try my best to survive.

The future is: The future is difficult for someone like me.

Noticing effects of beliefs

- **What is my belief?**
I believe that I will not be good enough when I open my own business.
- **What are some events that led me to believe this?**
When I sat down for my exams, I was not able to score well. So I thought that I am not good enough
- **What was unique about these events that led me to believe this?**
I experienced repeated failure. This affected my motivation and my determination
- **How does my current belief affect my actions?**
This belief comes in my way when I am trying new things. I believe that I will fail
- **Have there been some incidents where I have acted on this belief? How did that affect me?**
Yes. In school there was a technical literacy course that we could apply to. But I thought that the organisers would reject my application. So I did not apply.
- **Do these beliefs affect me positively or negatively? Why do I think so?**
This affects me negatively. I do not try new things or pick up new skills due to this belief.

Use the following templates to come up with your versions

Noticing Core Beliefs

I am:.....
Other people are:
The world is:
The future is:

Noticing effects of beliefs

- What is my belief?
.....
.....
- What are some events that led me to believe this?
.....
.....
.....
- What was unique about these events that led me to believe this?
.....
.....
.....
- How does my current belief affect my actions?
.....
.....
.....
- Have there been some incidents where I have acted on this belief? How did that affect me?
.....
.....
.....
- Do these beliefs affect me positively or negatively? Why do I think so?
.....
.....
.....

Identifying Limiting Core Beliefs

In this worksheet, you will be exploring how these beliefs can influence your career efforts. Reflect and write down your responses to the following questions:

- Think about some things that you are afraid of. What are they? Write them down below
.....
.....
.....
- How do you think your negative beliefs are related to your fears?
.....
.....
.....
- How will you ensure that your negative core beliefs do not affect your career choices?
.....
.....
.....

Session

08

Identifying Alternative Career Maps

Why is it important to have multiple career alternatives?

It is important that you identify alternatives to your existing career choices, in order to be prepared for unexpected challenges. It is always beneficial to think about more than one alternative career path and leaving space for numerous choices.

What are the different challenges that are important while identifying alternatives?

- There are three major reasons for keeping alternatives in our career trajectories.
 - Economic challenges
 - Geographical constraints
 - Availability of jobs
- Economic challenges are those challenges that come in due to circumstances like technological changes, lack of finance, demand supply issues etc. For example, let us assume you want to apply for an ITI course after your school. But you do not have the necessary funds for such a course. Such a challenge can be economic in nature.
- Geographical constraints are any terrain based challenges that can pose a difficulty to opportunities. For example, let us assume your map aims at starting an agricultural business in coffee based products. But you do not have coffee fields near your city. Then how would you approach your map?
- Availability of jobs is another important factor. While we can aspire to do different things, it is useful to ask if the jobs we are seeking are available around us as well? For example, if you are aiming to do an ITI course in radiology, then you should consider if the necessary jobs are available around you.

Let us explore some of these challenges now using this template

My career decision	Economic challenges	Geographical constraints	Availability of jobs
Pursuing an ITI course in radiology	It may be difficult for me to arrange for finances for funding my study program	I will be required to move out of my state as my area does not offer this course	There are few jobs available for radiology lab assistants

Now, write down your challenges in the table below

My career decision	Economic challenges	Geographical constraints	Availability of jobs

Let us identify our career alternatives. For guidance, refer to lesson plans 2,3,4 in the University Section and select your alternatives. The following template can also be beneficial. Let us look at a sample below:

My alternative decision	How will it help with my identified economic challenges	How will it help with my identified geographical constraints	How will it help with job availability?
Doing an ITI course as a pump operator	It will help me complete my education at an affordable cost	I can access these courses within my state	I can work as a Pump operator

Now, write down your findings below:

My alternative decision	How will it help with my identified economic challenges	How will it help with my identified geographical constraints	How will it help with job availability?

The following questions can also be helpful:

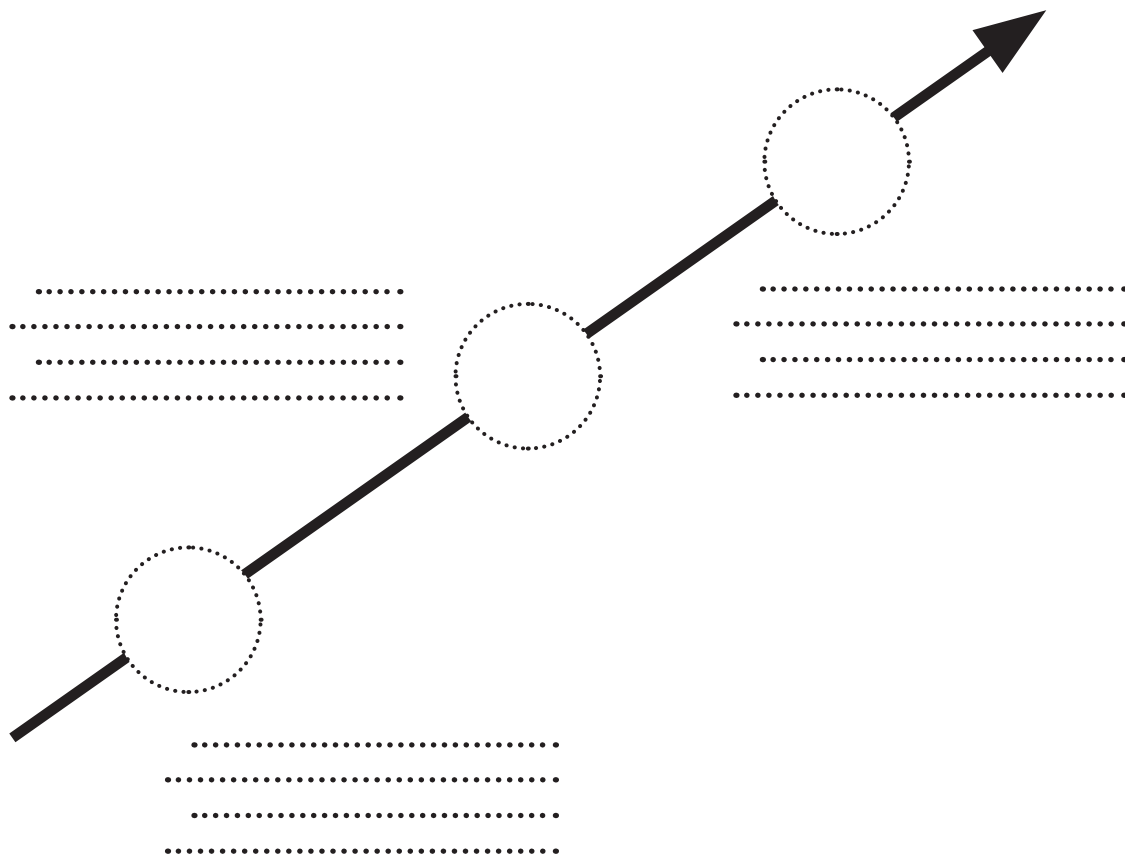
- **What are some skills that are required for these alternative profiles?**
- **What are some values that I can realise through these trajectories?**

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Use this space to explore the alternatives career maps in greater detail. Use the following template to guide you.

Think about how your career would progress across time and write your progression below



Session

09

Exploring Alternative Career Strategies

Why is it important to have detailed alternative strategies?

It is important to have multiple career strategies. This can help us tide over different challenges that arise and keep our options open.

What are the different techniques that we can use to set flexible goals?

We can use the following templates to help us set flexible goals.

1. Career Decision, entrance exam and scholarship matrix
2. Timeline

Refer to Lesson Plan 5 in the University Section for the details on different courses and entrance exams

Career decision, entrance exam and scholarship matrix

My career decision	Scholarships that are useful for me	How will I learn more about these?	Courses that are relevant to my decision	How will I learn more about these?	Internship /Apprenticeships that are relevant to my decision	How will I learn about these?
Becoming a nurse	ITI NCVT Scholarship	Research on the internet	ITI course for Nursing	Research on ITI websites	Interning with local hospitals	Exploring connections in the nearby hospitals

Now, let us make our timeline!

Steps to be taken	Time Allotted	Deadline
Research on Scholarships	1 day	Weekend
Research on application forms for ITI course	1 week	Next Week

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Use this space to create a more detailed version of the timeline. Break down the steps you want to take, the resources you require and the time you will take. Use the table for assistance.

Steps taken	Resources required	Time taken

Session

10

Assessing Career Priorities

Why is it important to assess priorities?

While it is important for us to identify alternatives to our chosen strategy, it is also useful to note that we will be unable to implement multiple plans at the same time. Therefore, it is important to decide on a few goals that are actionable and can be implemented.

What are the different techniques that we can use to assess goals?

We can use the following templates to help us assess goals

1. SMART goal framework
2. Career decision impact analysis

SMART goal framework

- The goals you decide need to be specific. It is important that you write goals so that you are clear about them.
- The goals are also supposed to be measurable. You need to know how you will be making progress on these goals.
- The goals need to be achievable. This means that it is unreasonable to set goals like finishing the syllabus of a year in one night.
- The goals need to be realistic. Think about the time you can give to working towards this goal in a day and make your deadlines accordingly
- The goals need to be timely. Think well before you allocate the time you will give for these goals.

My career decision	Impact of COVID	Impact of family	Cultural match	Finances
Opening a dress tailoring shop	Finding places on rent has been impacted because of lockdown	My family is supportive of this business.	I am opening the shop in my town. So, this will not be a challenge,	I do not have the necessary financial support

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

For each goal, find local individuals and talk to them about their experiences of doing your chosen career activity.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Employability Skills

Preface

This module focuses on upskilling ITIs and Polytechnic youth to become job-ready and employable. Besides the technical and subject knowledge, there are various aspects one needs to focus on in order to become employable, be it doing a job or starting their own business. Before entering work, it's important to be familiar with the important aspects of work life. Some of these aspects include respecting jobs of all kind and nature, having a professional up-to-date resume, being aware of the common work policies, knowing how to bargain and negotiate in personal and professional lives, understanding our needs and our end consumers' needs and how to approach them, marketing and how should they ensure physical and mental safety for themselves and everyone involved in the job or business.

Through in-class sessions with the career coaches and extensive self-learning material, youth will develop important skills like:

- Respecting each work
- Resume building
- Bargaining skills
- Basic accounting skills
- Marketing skills
- Interpersonal skills

The skills gained will help them attain their educational/career goals and vocational goals and thereby make fair and realistic decisions about the future opportunities.

Session

11

Dignity of Labor

What is Dignity of Labor?

The dignity of labour is the philosophy that all types of jobs are respected equally, and no occupation is considered superior and none of the jobs should be discriminated on any basis. Regardless of whether one's occupation involves physical work or mental labour, it is held that the job and people deserve respect.

How can we ensure dignity of labour at our work?

To understand how to ensure dignity of labour and dignity at work, we'll meet the 3 dignity dinosaurs. These dignity dinosaurs represent the behaviour we often see people doing but which should be avoided at all costs.

- **'Insulter dinosaurs'** - People having this type of behaviour or dinosaur in them often insult other people or their occupation.
- **'Joker dinosaurs'** - People having this type of behaviour or dinosaur in them often crack jokes about other people or their occupation.
- **'Stereotype dinosaurs'** - People having this type of behaviour or dinosaur in them often have stereotypical thinking about other people and their occupation.

How can we make these dinosaurs extinct?

You might find people around you who possess these dinosaurs in them, but you have to help these people control their inner dinosaur. And most importantly, you should also control your Dinosaurs by making them extinct. Always remember to do the right thing and say the right statements.

What are some things we can say to people who display the behaviour of these 3 dinosaurs?

- Look, that's very harsh, so don't say that about anyone. I would hate it if you said that about me
- You really shouldn't say that about any person or profession. Everyone has their own choices and circumstances. No work is big or small
- This is not right! You cannot associate any work with gender. Everyone is capable of
- doing anything. So do not make fun of anyone or the work they do

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Think about how you will make these 3 dinosaurs extinct and also what will you say to encourage others to control their dinosaurs. What are some statements you will choose to say to control these dinosaurs? Once you are done, get feedback on your statements from your peers, teachers and others!

- 1.
- 2.
- 3.

Let's Reflect!

- 1. What challenges do you think you will face in encouraging others to control their dinosaurs?
- 2. How will you make your dinosaurs extinct?

Session

12

Workplace Policies

What are workplace/ employer policies?

An employer will provide its employees with a handbook or workplace policies to set forth expected behavior and procedures within the workplace. These are known as Workplace or Employer Policies

What are some of the common workplace/employer policies?

- **Code of conduct**
 - It's a roadmap of how they should act, and it speaks to your company culture
 - Some of the basic information you'll want to include in your code of conduct includes:
 - Code of ethics (values everyone should follow).
 - Like -
 - Open communication, work with integrity etc
 - Dress code and grooming standards
 - Attendance requirements and working hours
- **Nondiscrimination policy**
 - Make it clear that your organization will not bear any discrimination done with any individual on the basis of age, height, weight, color, gender, caste, religion etc
- **Compensation and benefits policy**
 - This policy states the compensation package (salaries or wages) and perks (like bonus, insurance etc) that the employee will receive for their role
 - Different compensation and perks should be there for different positions
 - It also includes the compensation they will receive for overtime or the compensation that will be deducted in case they take many leaves
- **New hire and separation policy**
 - Provide the basic terms of employment and what employees can expect if and when they terminate, including:
 - Frequency of pay periods – weekly, bi-weekly, monthly
 - Transfers and relocation conditions
 - How long would be the notice period if the employee wants to leave

- **Workplace health and safety**

- It's important to provide your employees with a safe and healthy work environment.
- Your business should be proactive and write a health and safety policy that is designed for each workplace
- Making the workplace smoke free for non-smokers and also making provision for smokers

Leave Policy

- The leave policy is created to give employees a clear picture of the number of leaves an employee is allowed to take annually
- It should also mention public holidays
- The leave policy must also mention the percentage of salary cut that an employee will see in the case of unpaid leaves or half-days

Meal and break periods

- Employees should be well informed about their meals and break periods, their duration and how often can they take such breaks.

These policies serve as a basic template and each business is free to add the information as per the requirements of the business.

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Think about any policies you would want to see in your workplace or your business and try to design the policies. Once you are done, get feedback on your policies from your peers, teachers and others!

- 1.
- 2.
- 3.

Let's Reflect!

- 1. What challenges do you think you will face in designing or following the employers/ workplace policies?
.....
.....
- 2. How will you overcome these challenges?
.....
.....

Session

13

Negotiation Skills

What is the Negotiation Canvas?

The Negotiation Canvas is a tool to help you perform better in any negotiation. The negotiation canvas has 10 key elements:

1. My desired outcome: What do I want?
2. Their desired outcome: What do they want?
3. My key interests: Why do I want it?
4. Their key interests: Why do they want it?
5. My walkaway alternative: What will I do if we don't reach an agreement?
6. Their walkaway alternative: What will they do if we don't reach an agreement?
7. My bargaining chips: What can I offer to them?
8. Their bargaining chips: What can they offer to me?
9. Possible solutions: At least 3 possible solutions
10. Agreement: Decision reached

Why is making a negotiation canvas important?

The negotiation canvas is a great tool to help you perform better in any negotiation. Using this canvas will help you to clearly define your goals, create more value and find solutions that work for both parties.

Sample Canvas

1) Emma's desired outcome? Orange		2) Sara's desired outcome? Orange	
3) Emma's key interests? Orange Cake Hungry for something sweet	7) Emma's bargaining chips? Pulp	8) Sara's bargaining chips? Peel	4) Sara's key interests? Orange Juice Thirsty for orange juice
	Money	Money	
	Water	Chocolate	
5) Emma's walkaway alternative Lose the Orange Fight with her sister	9) P1 Water	9) P2 Money	6) Sara's walkaway alternative Lose the Orange Fight with her sister
	9) P3 Pulp		
10) Agreement Emma to get the peel, Sara to get the pulp			

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Imagine that you have to go to an island for 20 days with your friend and you are only allowed to carry 3 items in total. Use the template below to create your canvas together with your friend. Once you have created it, get feedback on your canvas from your peers, teachers, family, and others!

1.
2.
3.

Canvas Template

1) Emma's desired outcome? What do I want?	2) Sara's desired outcome? What do they want?			
3) Emma's key interests? What do I want?	7) Emma's bargaining chips? What can I offer?	8) Sara's bargaining chips? What can they offer?	4) Sara's key interests? What do they want?	
5) Emma's walkaway alternative What will I do if we don't reach an agreement?	9) P1 Possible solution	9) P2 Possible solution	9) P3 Possible solution	6) Sara's walkaway alternative What will they do if we don't reach an agreement?
	10) Agreement Decision reached			

Let's Reflect!

1. What challenges do you think you will face while negotiating in the future?
2. How will you overcome these challenges?

Session

14

Addressing Imposter Syndrome

What is Imposter Syndrome?

Imposter syndrome refers to an internal experience of believing that you are not as competent/good as others perceive you to be. People facing Imposter Syndrome find it hard to accept compliments and often attribute their success to external factors such as help from others, or good fortune. On the other hand, when things go wrong, they blame themselves. Some of the common beliefs that people form are:

1. I feel uncomfortable or foolish sharing my achievements with others.
2. Worrying that people will think how little I know.
3. My achievements are a matter of luck.
4. I worry that others will find out that I'm not as capable as they perceive me to be.
5. I hate making a mistake, being less than fully prepared, or not doing things perfectly.

Why is dealing with Imposter Syndrome important and how can one combat it?

Imposter Syndrome characterized by negative thinking and self-doubt can have an effect on many areas of one's life and can negatively impact their health. Hence, it's important to break this chain of self doubt and emerge as confident beings.

One of the techniques of combating Imposter Syndrome is through Thought Record which is a tool designed to help us recognize and change our limiting thoughts.

Sample Thought Record

Where were you?	Emotion or feeling	Negative Automatic Thought	Evidence that supports that thought	Evidence that does not support that thought	Alternative Thought	Emotion or feeling
<ul style="list-style-type: none"> • At school 	<ul style="list-style-type: none"> • Useless • Anxious 	<ul style="list-style-type: none"> • I can not give correct answers in the class • My classmates will laugh at me 	<ul style="list-style-type: none"> • Nothing 	<ul style="list-style-type: none"> • I gave an answer one time and it was correct • No one has ever laughed at me 	<ul style="list-style-type: none"> • I am not useless, I am just having difficulty, but that's ok because I am still learning 	<ul style="list-style-type: none"> • Hopeful • Calm

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now think about any negative thought/memory that you still worry about. Document your feelings about that thought/memory in the Thought Record template!

1.
2.
3.

Where were you?	Emotion or feeling	Negative Automatic Thought	Evidence that supports that thought	Evidence that does not support that thought	Alternative Thought	Emotion or feeling
The place you were at	Emotions can be described with one word such as Sad, Angry, etc	What thoughts were going through your mind?	What facts support the truthfulness of this support?	What facts or experiences indicate that this thought may not be true?	Write a new thought that comes after knowing the evidence	How do you feel about the situation now?

Let's Reflect!

1. Have you ever faced or do you think you will face Imposter Syndrome?
-
2. How will you combat negative thoughts in the future?
-

Session

15

Managing Difficult Emotions

What is Stress?

Stress is a normal response to any physical or emotional challenge we face. Stress develops when we feel overwhelmed with our anxiety and are unable to use effective coping mechanisms.

Why is it important to manage stress and other difficult emotions (worry, anger, confusion etc)?

Often the challenges we encounter in our life bring stress. Not only does stress affect us mentally (lack of concentration), but it can also significantly deteriorate our physical health (tired, stomach ache). Hence, managing stress becomes very crucial. To manage and deal more effectively with stress and other difficult emotions, a set of techniques are used. These 6 techniques are:

- Calming skills
- Distracting skills
- Physical skills
- Happy people
- Happy places
- Happy vision

To identify the pattern for our stress and make use of the techniques which work best for us when we face a similar situation in the future, we keep track using an emotion record.

Sample - Emotion Record

Situation	Emotions and body sensations	Technique(s) to manage stress	New emotions
- Board exams are approaching and I have a lot to study	- Nervous - Anxious - Rapid heartbeat	- Distracting skills <ul style="list-style-type: none"> • I will listen to soothing music - Happy people <ul style="list-style-type: none"> • After listening to music, I will call a friend for some time 	- Feeling motivated to study - Regular heartbeat

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now, make your own emotion record. Use the template below to journal your feelings whenever you feel stressed!

Situation	Emotions and body sensations	Technique(s) to manage stress	New emotions
What is causing you difficult emotions?	How are you feeling/ body is reacting?	Which out of the 6 techniques will you use?	How are you feeling now/ body is reacting?

Let's Reflect!

1. What challenges do you think you will face in maintaining your emotion record?

.....

2. How will you overcome these challenges?

.....

Session

16

Communicate Confidently

What are communication skills?

Communication skills are the abilities you use when giving and receiving different kinds of information. In order to convey our thoughts/feelings/views to the other person or pass any information, we need to communicate. So, communication is the act of transferring information from one place, person, or group to another.

Why are communication skills important?

We often misunderstand others and get misunderstood. To avoid such situations, building good communication skills is essential as they allow others and yourself to understand information more accurately and quickly. By imbibing 7C's of communication, one can become an effective communicator. These 7C's are Clear, Concise, Concrete, Complete, Correct, Courteous and Coherent. Besides, we also need to take care of non-verbal communication which includes our body language and gestures.

Sample - Goal Sheet

Clear	I will make use of simple words which are easily understandable by everyone.
Concise	I won't drift away from the conversation by saying or writing the same thing using different words.
Concrete	I will try to avoid fillers as much as possible during my conversations. One filler I use often is Ahh, I'll try to avoid it
Complete	I will try not to cut anyone in the middle and let them complete what they have to say while being an active listener.
Correct	I will be honest in my communication and state facts/data wherever required.
Courteous	I will try to speak softly to others and not use disrespectful words.
Coherent	I will try to put my words in a way that they are logical and easily understandable. I'll take care of the sequence while speaking. For example - Good morning! How are you? Instead of How are you? Good morning!
Gestures and Body Language	I will avoid unnecessary movement as much as possible I will give my undivided attention to the person and truly listen to their concerns

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now, make your own Goal Sheet. Use the template below to create your own goal sheet. Once you have created it, get feedback on your goal sheet from your peers, family, teachers, and others!

7 C's of communication	Action Points
Clear	
Concise	
Concrete	
Complete	
Correct	
Courteous	
Coherent	
Gestures and Body Language	

Let's Reflect!

1. What challenges do you think you will face in communicating effectively?
.....
2. How will you overcome these challenges?
.....
.....

Session

17

Introduction to Book keeping

What is Bookkeeping?

Bookkeeping is the process of recording, classifying, summarizing, interpreting, and communicating financial transactions pertaining to a business. Financial transactions mean transactions that can be expressed in money.

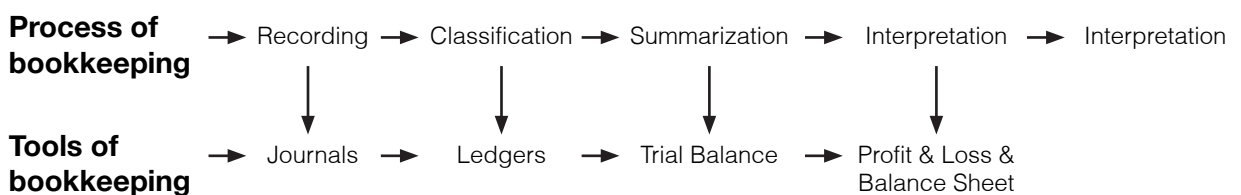
Why is maintaining books of account important?

Bookkeeping plays a vital role in running a business because it helps you track income and expenses. Also, at the end of every year/every month/every quarter, a businessman/woman needs an answer to the following questions:

- How much have I earned in a year/month/quarter?
- How much amount do I have to pay to others, i.e, my liability?
- How much amount do I have to receive from others, i.e, my assets?

Every day we make a lot of transactions and it is not possible for us to remember them by heart. Hence, documenting these transactions will help us find the answers to the above questions.

Process of Bookkeeping



Financial Transactions

- Milk purchased for ice-creams for Rs 100
- Sold ice cream to Ram for Rs 60
- Sold ice cream for cash for Rs 80
- Wages paid Rs 30
- The commission received Rs 40

Sample Journal

Particulars		Debit	Credit
Purchases A/C To Cash A/C (Purchases Milk for Cash)	Dr	100	100
Ram A/C To Sales A/C (Sold Goods to Ram)	Dr	60	60
Cash A/C To Sales A/C (Sold Goods on Cash)	Dr	80	80
Wages A/C To Cash A/C (Wages paid for cash)	Dr	30	30
Cash A/C To Commission A/C (Commission recieved for Cash)	Dr	40	40

Rules of Bookkeeping

Debit	Credit
Increases an asset account	Decreases an asset account
Increases an expense account	Decreases an expense account
Decreases a liability account	Increases a liability account
Decreases an equality account	Increases an equality account
Decreases revenue	Increases revenue
Always recorded on the left	Always recorded on the right

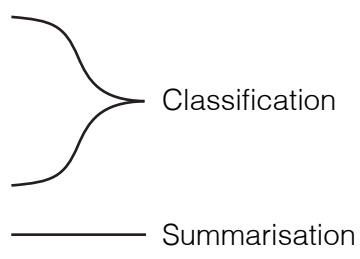
Sample Profit and Loss A/C

Dr		Cr	
Expenses		Income	
Purchases	100	Sales	140
Wages	30	Commission	40
	130		
Profit	50		
	180		180

Sample Ledger

Sales A/C (income)

Dr		Cr
	Ice Candy Sold (Cash)	50
	Choco Bar Sold (To Ram)	60
	Mango Bar Sold (Cash)	30
	Total Sales	140



Sample Trial Balance

Particulars	Debit	Credit
Total Sales		140
Total Purchases	100	
Total Wages	30	
Total Commission Recieved		40

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now, let's see how it works in the real world. Let's find out a shopkeeper/businessman in our neighborhood and try to see how they maintain their books

.....

.....

.....

.....

.....

.....

.....

.....

.....

Let's Reflect!

1. What information did you gather from the shopkeeper/businessman?
2. Is their way of documenting similar to what we learnt?

.....

.....

.....

.....

.....

.....

.....

.....

Session

18

Mapping Your User's Journey

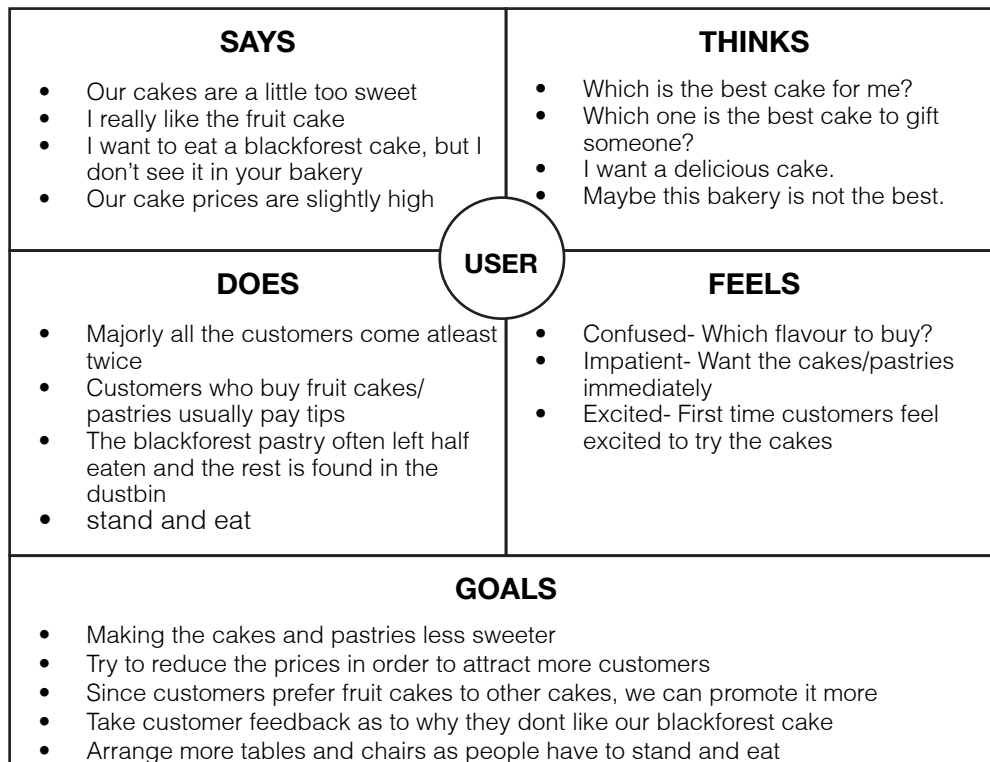
What is an Empathy Map?

An empathy map is a square divided into four quadrants with the customer in the centre. Each of the four quadrants comprises a category that helps us understand the mind of the customer. These 4 categories are: Says, Thinks, Feels & Does.

Why is making an Empathy Map important?

For every business, it's very important to have customers, understand their needs, maintain good relationships with them and give them the best product or service. Empathy Map is a tool that really helps you get to know your customers. By understanding what your customers think, feel, say and do, you will be able to clearly identify their wants and needs

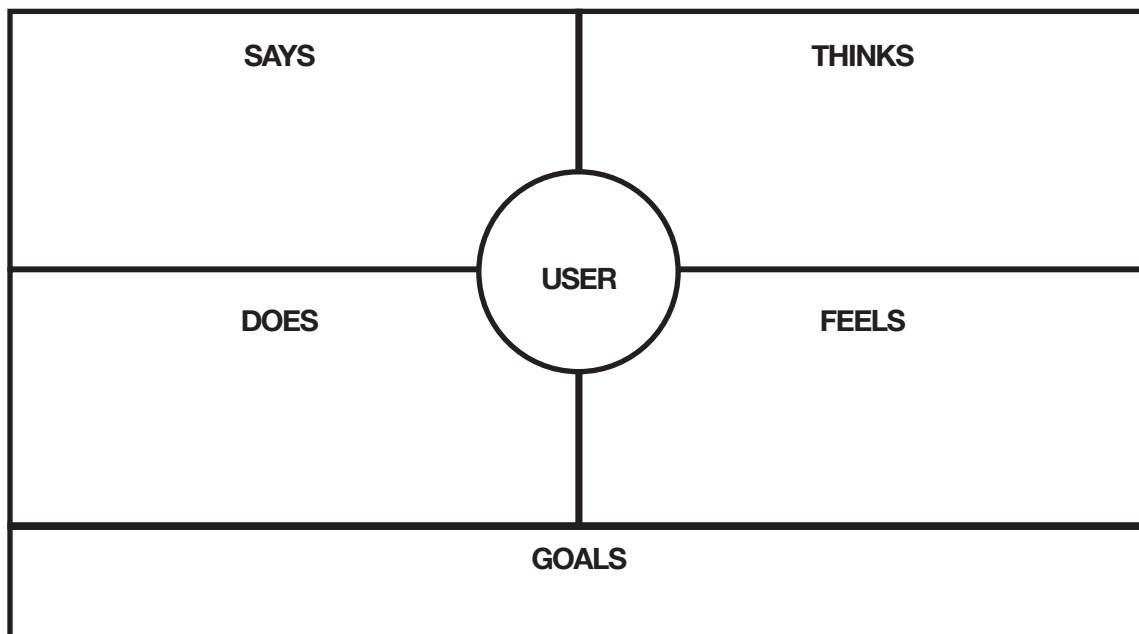
Sample Empathy Map



A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Think about your own customers and create an Empathy Map. Use the template below to create your Canvas. Once you have created it, get feedback on your map from your peers, teachers, family and others!



Let's Reflect!

1. What challenges do you think you will face in understanding your customers?

.....
.....
.....

2. How will you overcome these challenges?

.....
.....
.....

Session

19

Introduction to Marketing

What is Marketing?

Marketing refers to activities a company/business undertakes to promote the buying or selling of its product or service.

Why is marketing important?

Marketing is important because it helps you sell your products or services and make them reach a large audience. Without proper marketing, many businesses wouldn't exist because marketing leads to increased sales.

What are the components of marketing?

Marketing has 4 components, namely:

- **Product/Service: The item you are selling**
 - Deciding which item to sell or which service to provide
 - Deciding which product/service will appeal to customers
 - Finding out if similar products are sold, how they are made, priced, and what customers like or dislike about them

- **Place/Distribution: Finding the best way to get your product to the selling point**
 - Who should you sell your product to - retailer, middleman, or customer?
 - A retailer is an entity or person who sells goods/ services directly to the customer. Example - Shopkeepers
 - Middlemen are also known as wholesalers. A middleman purchases products from business owners and sells them to the retailers or shopkeepers
 - Customers are the end users of the product. You may choose to directly sell products to the customers

- How to make the product/service reach the selling point
 - It covers the mode of transport
- Where to sell: house to house, markets, shops, etc.
- Does your product/service require storage? If yes, where to store them?
 - For example - cakes require storage and you can store them in your refrigerators
- **Price: Setting price of your product/service above the cost to make a profit**
 - Setting your price such that it covers all your costs, ideally, it should exceed the cost
 - Prices of your product/services can be similar to competitor's products
 - Special prices for quick sales - Discounts, offers, etc. It means deduction from the cost of price. For example if you have set your cake's price at MRP 100 then after providing a discount of 10%, customers will only have to pay MRP 90 to you. $(100 - 10\% \times 100)$
 - Special prices for first-time customers to motivate them to buy
 - Deciding whether customer purchases are based on price or quality
 - If the customers like to buy cheap products but can compromise with the quality, you may want to lower your product or service price
 - If your customers do not care much about the price and are more concerned with quality, you may keep the price slightly high
 - Price changes in different seasons of the year. Example - If you sell woolen stuff, the prices can increase in winters and sell at less price during summers
- **Promotion: Creating ways to persuade customers to buy your product**
 - Ways to introduce a new product, such as free samples
 - Ways to advertise - through banners, word of mouth, pamphlets etc
 - Demonstration of how to use the product
 - Creating messages about the product - any slogan
 - Example - McDonald's – "I'm lovin' it"
 - Creating an image of the product in the customers' minds
 - Through pictures/videos/testimonials

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Reflect & Practice!

1. Which product/service do I want to sell?

.....
.....

2. Why would customers buy/avail this particular product/service?

.....
.....

3. How much price do I want to set for this product/service?

.....
.....

4. What are the prices at which related products are sold?

.....
.....

5. Whom would you like to sell the product to? - Retailer / Middlemen / Customer

.....
.....

6. Identify the type of transport you will use to get your product to them

.....
.....

7. What would be the tagline or slogan of your product/service?

.....
.....

8. How will you promote your product/service?

.....
.....

9. How do you think your product/service will do in the market?

.....
.....

10. Share the answers to all the above questions with your friends, family, and teachers and write down their responses

.....
.....

Session

20

Approaching Customers

Why is it important to provide Spectacular service to our customers?

If a customer purchases a wonderful product but has a bad experience, it is likely that he/she will remember the bad experience better than the quality of the actual product. On the other hand, if the customer purchases a poor product but the people are really helpful and understanding in the process, the customer will be less upset about the product. Which is why customers need to be provided with spectacular service. This should be in addition to providing quality products.

How can we provide Spectacular Service to our customers?

To provide spectacular service to our customers, we need to consider 5 key points. These are:

1: Attitude and Enthusiasm

- Have a positive attitude, do not sound rude or straight forward.
- No matter how many customers you have, always make every SINGLE customer feel valued. You should treat everyone with enthusiasm.

2: Care, concern, and courtesy

- Always show care, concern and be courteous towards your customers.

3: Responsiveness

- Be quick in responding to your customer's need and feedback.

4: Reliability

- Being reliable means capable of being trusted.

5: Helpfulness - going the extra mile

- Treating your customer right is important but taking an extra step to keep them happy will definitely pay you off.

Sample Action Plan

Component	Goal
Attitude and enthusiasm	I will always pass a smile when a customer comes to my shop/home etc.
Care, concern, and courtesy	<ul style="list-style-type: none"> • Whenever any customer enters, I will greet them and ask how they are doing • When the customer leaves, I will thank them and wish them a great day • I will speak in a polite tone
Responsiveness	Whenever someone writes to me or asks me about the product I sell, I will give them a prompt response
Reliability	I will try to be reliable by charging fair price for my products
Helpfulness - going the extra mile	During summers whenever any customer comes to my shop/home, I'll offer them a glass of water

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Now think about your own business now and make an action plan on how you will provide spectacular service to your customers. Use the template below to make your own action plan.

Once you have created it, get feedback on your canvas from your peers, teachers and others!

Component	Goal
Attitude and enthusiasm	
Care, concern, and courtesy	
Responsiveness	
Reliability	
Helpfulness - going the extra mile	

Let's Reflect!

What challenges do you think you will face in providing spectacular service to your customers?

.....

How will you overcome these challenges?

.....

Session

21

Ensuring Physical Safety at Work

What is a job hazard?

Job hazard is defined as anything at work that can hurt you, either physically or mentally.

What are the different types of physical hazards?

There are 5 types of hazards that can cause physical harm. These are:

- **Chemical hazards**
 - Can be present in areas or job tasks. They exist as solids, liquids or gases. Examples:
 - Open containers
 - Liquid chemicals
 - Metal dust
 - Fumes
- **Safety hazards**
 - Anything at work that can injure your body. Examples:
 - Being hit, cut or amputated
 - Burned, shocked or electrocuted
 - To slip, trip or fall
- **Physical hazards**
 - Anything that can put you in contact with
 - Constant loud noise
 - Vibration of tools or equipment
 - Inadequate lighting
 - Too hot or too cold temperatures
- **Ergonomic hazards**
 - Tasks that create temporary or permanent pain in your muscles, joints, tendons or nerves. Examples:
 - Repetitive movements
 - Awkward postures
 - Heavy lifting
 - Forceful motion
- **Biological hazards**
 - Anything that can make you sick or develop a disease. Examples:
 - Contact with blood or an infectious disease
 - Can develop allergies, asthma, cancer etc
- We can prevent these hazards using prevention strategies.

Sample Action Plan

Type of Hazard	Prevention
Chemical hazards	<ul style="list-style-type: none"> • Wear protective equipment like gloves, foot and eye protection, protective hearing devices (earplugs), hard hats, respirators and full body suits • Always wash hands after handling chemicals • Never eat, drink or touch these chemicals
Safety hazards	<ul style="list-style-type: none"> • Make sure that the wires and electric boards are covered • Have necessary equipment such as fire extinguisher • Have warning sign boards • Make sure that the floors are dry
Physical hazards	<ul style="list-style-type: none"> • Reduce noises and vibrations present in the workplace • Ensure proper lighting at your workplace have proper ventilation
Ergonomic hazards	<ul style="list-style-type: none"> • Avoid lifting heavy weights • Ensure sufficient rest breaks • Reposition the work tables as per your comfort
Biological hazards	<ul style="list-style-type: none"> • Wash your hands frequently • Keep your surroundings clean, dust free

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Think about these five hazards and design your own prevention strategy against these hazards. You can use the below template to create your prevention strategy. Once you are done, get feedback on your statements from your peers, teachers and others!

Type of Hazard	Prevention
Chemical hazards	
Safety hazards	
Physical hazards	
Ergonomic hazards	
Biological hazards	

Let's Reflect!

What challenges do you think you will face in preventing yourself from these hazards?

.....

.....

.....

How will you overcome these challenges?

.....

.....

.....

Session

22

Ensuring Mental Safety at Work

What is a job hazard?

Job hazard is defined as anything at work that can hurt you, either physically or mentally.

What is Mental Hazard?

A type of hazard that is concerned with mental safety is called Psychosocial Hazard. It exists in work environments that promote stress, harassment and violence.

First, let's understand what all factors cause **stress, harassment & violence**.

- **Stress**
 - Stress is defined as a response to physical or emotional pressure that we experience. Stress at work can be caused due to:
 - Long working hours
 - Heavy workload
 - Mismatch between interest and work
 - Job insecurity
 - Conflicts with colleagues, boss etc
 - Work related challenges
 - Poor feedback
 - Lack of guidance or support
 - No time for breaks
- **Harassment**
 - Harassment is an unwelcome verbal or physical behavior that is based on race, color, religion, gender, nationality or age. Harassment can be caused due to:
 - Bullying
 - Threatening
 - Belittling
 - Assault
 - Stalking
 - Abusement - Verbal or physical
 - Staring
 - Making fun or insulting someone
- **Violence**
 - Violence is not physical, it also includes:
 - **Threatening behaviour** - such as shaking fists, destroying property or throwing objects
 - **Verbal or written threats** - any expression of an intent to cause harm
 - **Verbal abuse** - swearing, insults or showing superiority
 - **Physical attacks** - hitting, pushing or kicking

We can prevent these hazards by using prevention strategies.

Sample Prevention Strategy

Components of Psychological Hazard	Prevention
Stress	<ul style="list-style-type: none"> • Prioritize and Organize • Make to-do list • Set clear goals, do not try to achieve everything • Set deadlines • Form positive relationships with people around you and talk with them • Do some simple stretching at your workplace • Eat right, stay hydrated • Get enough sleep each night • Take sufficient breaks • Raise your voice and stand up for yourself when you feel something is not right
Harassment	<ul style="list-style-type: none"> • Stand up for yourself against the wrong • Speak directly with the harasser and tell them they are wrong • Register a complaint against the person who harassed you
Violence	<ul style="list-style-type: none"> • Assess the threat • Communicate quietly and calmly • Try to diffuse the situation • Spend Time Away From Your Abuser • Don't Keep the Abuse a Secret

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Practice!

Think about these components of psychosocial hazard and design your own prevention strategy against these components. You can use the below template to create your prevention strategy. Once you are done, get feedback on your statements from your peers, teachers and others!

Components of Psychological Hazard	Prevention
Stress	
Harassment	
Violence	

Let's Reflect!

What challenges do you think you will face in preventing yourself from psychosocial hazards?

.....

.....

How will you overcome these challenges?.....

.....

.....

Worksheets

Worksheet 1: Demonstrating Responsibility at Work

Worksheet 2: Importance of Work Ethic

Worksheet 3: Generating New Ideas

Worksheet 4: Active Listening

Worksheet 5: Giving and getting respect at work

Worksheet 6: Gender Stereotypes and equality

Let's Understand!

Q1. What is responsibility?

Responsibility is the obligation of an individual to perform the duty or task assigned to them. If you have responsibility for something or someone, or if they are your responsibility, it is your job or duty to deal with them and to take decisions relating to them.

Q2. How to improve responsibility at work?

Responsibility is a skill that you learn and gain by practicing. Here are some ways to practice being personally responsible in the workplace:

- Know your job, do it, and do it well.
- Own the work you do, celebrate successes and grow from your mistakes.
- Set small achievable goals and strive to achieve them.
- Be proactive in taking and completing responsibilities.
- Be persistent in your efforts. Complete what you are responsible for!

Self - Practice

For the Situation 2 given below, answer the question about whether the person acted responsibly or not. Situation 1 has been filled for your reference.

Situation 1: Sample

Devendra is a bus driver and is given a new route. His manager has encouraged him to practice it before he has to drive it for real to pick up passengers. His new route begins at 8:15 a.m. and he must complete 3 stops and drop the passengers off at 9:00 a.m.

Q1. What was Devendra responsible for?

Devendra was responsible for obeying his manager and practicing a drive before starting the actual route.

The ultimate duty of Devendra was to start his duty on time (8:15 a.m.), pick passengers from 3 stops and drop them on time (9:00 a.m.).

Q2. Devendra was responsible to whom?

Devendra was responsible to the manager and the passengers.

Q3. What would happen if Devendra did not fulfil responsibility in this situation?

If Devendra did not fulfil his responsibility of practicing the route in advance, he might have to face difficulty in understanding the routes and fixing the timings on the first day of his duty.

If Devendra did not fulfil his responsibility of picking and dropping the passengers on time, everyone might get late and he might get scolding from his manager. If the problem continues, he can be asked to quit his job.

Worksheet 1: Demonstrating Responsibility at Work

Worksheet

A Handout is written material given to inform or provide students with additional information.

Situation 2:

Marty works on the assembly line in a large computer factory. His company received a very large order for 500 computers and they need everyone to work overtime for the next 5 days in order to get the job done. Marty has plans to go to a movie tonight.

Q1. What was Marty responsible for?

.....

.....

.....

Q2. Marty was responsible to whom?

.....

.....

.....

Q3. What would happen if Marty did not fulfil responsibility in this situation?

.....

.....

.....

Practice with others

Speak with any of your family members and find out what are some of the responsibilities they usually have at work.

Let's Reflect!

Q1. What were some of their responsibilities?

.....

.....

.....

Q2. How do they fulfil these responsibilities?

.....

.....

.....

Q3. Do they follow any of the 5 tips to fulfil their responsibilities?

.....

.....

.....

Q4. What happens/would happen if they do not fulfil their responsibilities?

.....

.....

.....

Let's Understand!

Q1. What is work ethic?

- Work ethic is the ability to maintain proper moral values within the workplace. It is an attitude that an individual possesses and it allows him to make decisions and perform his duties with positive moral values.

Q2. How can we develop a strong work ethic?

- People with good strong work ethic often display a list of positive characteristics. Some of these characteristics are given in the table below.

Positive Attitude	Loyal	Dedication
Flexible/Adaptable	Honest	Good communicator
Cooperative	Punctual	Regular
Hardworking	Active listener	Fair
Trustworthy	Team player	Respectful

Self - Practice

- Think and write any 3 positive characteristics you have or would like to build. One sample has been filled for your reference.
- Note: You can take help from the values given in the above table. You can also find other positive values which are not mentioned in the table above.

Positive Characteristics

Example - Dedication

- 1.
- 2.
- 3.

Now, we will make an action plan and develop our habits to build these positive characteristics.

One sample has been filled for your reference.

Action Plan

Example: Dedication

Habit 1: I will take ownership of every work that I do and make efforts to complete it fully

Habit 2: I will work towards increasing my attention span and minimize distractions

Characteristic 1:

Habit 1:

Habit 2:

Characteristic 2:

Habit 1:

Habit 2:

Characteristic 3:

Habit 1:

Habit 2:

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Practice with others

In the space below, create a list of work ethic characteristics, both positive and negative, that other people (peers, family members, teachers etc) would use to describe you. Try to identify a minimum of 10 characteristics.

How others see me:

.....

.....

.....

.....

.....

.....

.....

Cross off the characteristics you would like to get rid of in the box above and make efforts to remove them from your life completely!

.....

.....

.....

.....

.....

.....

Let's Understand!

Q1. What is a business idea?

A business idea is a concept which can be used for commercial purposes. It typically centers around a product or service that can be sold for money, according to a unique model.

Q2. What are some tips for giving and receiving respect at the workplace?

- Not every idea is a business idea. To qualify as a business idea, your idea should meet the following checkpoints:
 1. You are enthusiastic about your idea
 - a. If you truly love your work, you'll have bigger chance of succeeding
 - b. Since you'll be spending significant time working in your business, the idea should be such that you are passionate and enthusiastic about
 2. It should be commercial
 - a. One of the main requirements for an idea to qualify as a business idea is that you should be able to earn money from it or earn a value worth money
 - b. Be it selling or a product or providing a service, it should have the capability to earn you money. Ideas implemented to serve people (e.g - charity) do not come under business ideas
 3. Should promote ethical behaviour
 - a. Your business idea should be such that it is ethical and beneficial to the society
 - b. Business involving scams, scandals and frauds do not constitute a business idea and should not be indulge in at any cost
 4. Feasible
 - a. No matter how good or creative your idea is, it should be feasible
 - b. Example - Thinking of opening in a factory in a place with no water supply might not be the best idea because production of goods is not feasible there. Hence, it's important to consider about the important resources such as: natural resources, capital you are willing to invest, physical space etc
 5. Should tap your personal strengths
 - a. How do your strengths match up to the business idea you're considering?
 - b. If the business requires plenty of personal contact, for example, are you good with people?
 - c. Your strengths will go to work with you every day, so take time to consider whether your idea aligns well with your strengths or not
 6. Meet a need or solve a problem
 - a. Customers spend money because they believe that what they buy can solve their problems, fulfill their needs, or satisfy their desires.
 - b. If your business idea doesn't address a real problem, need, or desire, launching it will be difficult

Worksheet 3: Generating New Ideas

Worksheet

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Checkpoint	Evaluation
You are enthusiastic about your idea	I love baking and I can do that all the time
It should be commercial	By selling cakes, I will be able to earn money and with time I will be able to gain profit
Should promote ethical behaviour	People like cakes and having a bakery is socially acceptable by society. To avoid any fraud and scam, I will use hygienic products and will not overcharge my customers
Feasible	Starting a bakery seems feasible if I start baking cakes from my kitchen. Once my business expands, I will open a bakery shop
Should tap your personal strengths	I am patient and creative, this will help me in baking different flavours of cake
Meet a need or solve a problem	In my colony, there is no bakery nearby and people have to travel long distances to buy a cake. Hence, opening a bakery will help me expand my business and will save other people's time and efforts in travelling extra miles

Let's Practice!

Think about your ideas and evaluate if it is a business idea or not! Use the template below to evaluate. Once you have created it, get feedback on your clock from your peers, teachers, family, and others!

Checkpoint	Evaluation
1. You are enthusiastic about your idea	
2. It should be commercial	
3. Should promote ethical behaviour	
4. Feasible	
5. Should tap your personal strengths	
6. Meet a need or solve a problem	

Let's Reflect!

Q1. What challenges do you think you will face in designing your business idea?

.....

.....

Q2. How will you overcome these challenges?

.....

.....

Let's Understand!

Q1. What is active listening?

- Active listening means treating listening as an active process, rather than a passive one. This means participating in conversation, rather than remaining silent. Active listeners show they are listening, encourage sharing, and try to understand the speaker and remember what they have said.

Q2. How to become an active listener?

- Show You're Listening

Put away distractions: Watching TV, using your phone, or doing other things while listening sends the message that the speaker's words are not important. Putting away distractions allows you to focus on the conversation and help the speaker feel heard.

Use verbal and nonverbal communication: Body language and short verbal cues show interest and empathy

Verbal Cues	mm-hmm, uh, oh, ya etc	that's interesting	that makes sense	that makes sense
Non-verbal cues	nodding in agreement	reaction to content (e.g. smiling, worried)	eye contact	touch (if needed)

- Encourage Sharing

Ask open-ended questions: These are questions that encourage elaboration, rather than "yes" or "no" responses. Open-ended questions tell the speaker you are listening, and you want to learn more.

Open ended questions	"what is it like to _____?"	"can you tell me more about _____?"	"What are your thoughts about _____?"	"How did you feel when _____?"
----------------------	-----------------------------	-------------------------------------	---------------------------------------	--------------------------------

- Understand the speaker

Be present: Listening means paying attention to body language, tone, and verbal content. Focus your attention on listening, instead of other mental distractions, such as what you want to say next.

Listen with an open mind: Your job is to understand the speaker's point of view, even if you don't agree. Avoid forming opinions and making judgments until you fully understand their perspective

Speaker	I have been having a hard time at school. There's way too much to do and I can't keep up.
Listener	It sounds like you're doing your best to keep up, but there's too much. That sounds stressful

- Remember the content

Remembering what the speaker has said makes them feel valued and willing to share. For this purpose, you can make notes or document important points, if needed

Self - Practice

• Let's now talk about the barriers to active listening. Below are a few barriers to effective listening. Fill in the remaining spaces with more barriers. In the right hand column, identify a solution that would overcome that barrier.

• Hint: Remember to look at the active listening tips.

Barriers to Listening	Solution
1. Background noise	<ul style="list-style-type: none"> • Close windows/doors • Move to a less noisy place
2. Personal bias	<ul style="list-style-type: none"> • Make efforts to understand the speaker and not pass any judgements without understanding them completely
3.	•
4.	•
5.	•
6.	•
7.	•
8.	•
9.	•
10.	•

Have a conversation with one of your friends on 'What did you do on your last vacation/holiday?' Remember to be an active listener!

Let's Reflect!

Q1. What were some of the verbal & non-verbal cues that you used?

.....

.....

Q2. Which all open ended questions did you ask?

.....

.....

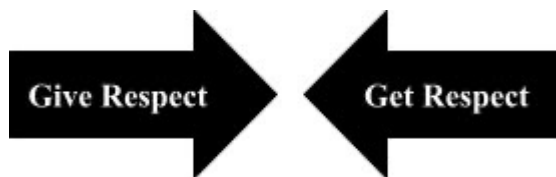
Q3. Did you face barriers while communicating? How did you overcome these barriers?

.....

Let's Understand!

Q1. What is Respect?

- Being respectful means you act or speak in a way that shows you care about how you are affecting other people, places and things.
- If you give respect, you are most likely to get it back.



Q2. What are some tips for giving and receiving respect at the workplace?

- Treat people with kindness and courtesy
 - Encourage people to express their opinions and ideas
 - Listen to what others have to say before speaking
 - Never interrupt or cut off another person
 - Never insult people or put down their ideas
 - Treat people fairly and consistently
 - Do not belittle or nitpick anyone
 - Praise more than you criticize
 - Treat the other person the way you want to be treated
 - Be empathetic - thoughtful of other person's feelings and situations
 - Have dignity and respect everyone and their views
 - Learn everyone's name
 - Keep your word and fulfil what you commit
 - Keep your cool and do not become short tempered
 - Apologize and admit mistakes
 - Stand up for yourself if someone says something wrong
 - Help other people succeed
 - Take criticism and learn from it
 - Acknowledge others and say thank you
 - Be polite and have a soft tone

Self - Practice

Write or type an example of how you could show respect for people, places, and things.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Practice with others

Have a conversation with any of your peers, family members, teachers or neighbors about anything you wish to.

Remember to show respect because if you give them respect, you'll get it back!

Let's Reflect!

Q1. Did you show respect to the other person? How?

.....

.....

.....

Q2. Did you get respect back? Why or why not?

.....

.....

.....

Q3. How did you feel after treating or not treating others with respect?

.....

.....

.....

Q4. How did you feel after getting/not getting respect?

.....

.....

.....

Let's Understand!

Q1. What is the difference between sex and gender?

- Sex refers to the biological characteristics that define humans as female or male.
- Gender is used to describe the characteristics of women and men that are socially constructed by people of the society. Example - Boys/Men cannot cry, girls/women are not physically strong, etc.

Q2. What is gender stereotype?

A gender stereotype is the idea or expectation that all girls are very similar and all boys are very similar, with little individual difference. For example, it is a gender stereotype if a book, toy or tool is described for boys and a kitchen set or doll house is described for girls. Gender stereotypes exist everywhere and we should challenge them rather than accept them. Some common examples include:

- Boys are just more aggressive than girls
- Girls like to shop and boys like to play football
- Boys are better at science and girls are better at English
- Boys don't cry and girls are emotional
- Women are better at looking after children than men

Q3. What is a gender lightbulb moment?

A gender lightbulb moment is a time you became aware of being treated differently because of your gender. For example, a girl not being allowed to play football, or a boy being told he shouldn't play with dolls. It could be anything like the toys you were allowed to play with, being aware of different rules for boys and girls, to feeling uncomfortable because of your gender in a certain situation.

Q4. What is gender equality?

Gender equality is when people of all genders have equal rights, responsibilities and opportunities. It also means that all genders are free to pursue whatever career, lifestyle choice, and abilities they want without discrimination. Their rights, opportunities, and access to society are not different based on their gender.



Self - Practice

Please read the following statements carefully and then circle to indicate if you agree, disagree or are unsure about it. Once you have filled in, compare your responses with your peers and see how they feel about these statements!

Boys are better at maths than girls	Agree	Disagree	Unsure
Girls are better at reading than boys	Agree	Disagree	Unsure
It is ok for boys to cry	Agree	Disagree	Unsure
Girls are strong	Agree	Disagree	Unsure
Boys are good listeners	Agree	Disagree	Unsure
Boys can be nurses	Agree	Disagree	Unsure
Girls can be doctors	Agree	Disagree	Unsure
Girls like football	Agree	Disagree	Unsure
It is the sole responsibility of women to do the housework	Agree	Disagree	Unsure
Men should be the sole earning members of the family	Agree	Disagree	Unsure
Men are the boss of the house	Agree	Disagree	Unsure
Girls can have short hair	Agree	Disagree	Unsure
Boys can wear pink	Agree	Disagree	Unsure
Men should be paid more than women	Agree	Disagree	Unsure
Girls should look pretty	Agree	Disagree	Unsure
Girls and boys can play together	Agree	Disagree	Unsure
Men and women should have equal rights	Agree	Disagree	Unsure
There are only 2 genders; male and female	Agree	Disagree	Unsure
In order to be beautiful, one should have a fair skin tone	Agree	Disagree	Unsure
Boys should not dance	Agree	Disagree	Unsure

A worksheet is a sheet of paper given by a teacher to students that lists tasks for the student to accomplish

Let's Reflect!

Q1. Were your and your peers' responses the same? Why or why not?

.....

.....

.....

.....

Q2. Do you see gender stereotypes happening in your family/school/college etc? How will you challenge such stereotypes?

.....

.....

.....

.....

Q3. Have you experienced a gender lightbulb moment? If yes, what did you do?

.....

.....

.....

.....

Session

Reflection &

Conclusion

Path to Success

Objective:

Participants will be able to reflect on their experience of receiving CG&C and employability skills support.

Theme:

Employability Skills

Participants:

TI & Polytechnic students

Total Time:

90 minutes

Materials Required:

White sheets/ chart papers/ writing material.

Instructor Note:

As youth come to an end of their learning journey wrt CG&C and employability skills sessions, it is important to provide a space for reflection. This will give young people the opportunity to reflect on their learning and key takeaways as self-driven career managers.

Opening Protocol:

5 minutes

- Greet the participants.
- Take attendance.
- In pairs, ask participants to share with each other how they are feeling.

Opening Activity:

15 minutes

- Alright, everyone! Today we will get to reflect on our learning journey so far
- Before we begin, let's take a few minutes to think about this question: Where do I see myself in 10 years?
- Now, you have 5 minutes. In groups of 5, each participant will share
- Now, one representative from each group has to come forward and share all the responses of their group mates

Introduction to New Material:

40 minutes

- As we become prepared to be self-driven career managers and prepare to take full ownership of our careers soon, let's take this time to reflect on what our learnings have been in the past sessions!
- Now we're going to visualise our most successful self in the future. This could be 5 or 10 or even 20 years in the future. Some questions that might help us visualise are:
 - Why are you successful?
 - What does your success look like?
 - What has been your career trajectory?
- Now, we will think about our most successful self-more deeply and fill in the following table individually:

In the following table, fill in the knowledge, skills and mindsets that your most successful self will have in the future:

Knowledge	Skills	Mindset
(What am I an expert of? What is a topic around which I can answer any question?)	(What are some skills that U have mastered to become this successful? E.g., writing, photography, leadership, entrepreneurship)	(How do I think about life and success? What is most important to me? How have I overcome my challenges and fears?)

Thank you for filling out the table! Now we will reflect on the sessions that have helped us access the resources that can help us reach and be our most successful self.

- Add a row to your table and against each knowledge, skill or mindset, write down something you have learnt through our sessions that might contribute to your future knowledge skill or mindset!

Now, we will write 5 action steps we will take every day to reach our most successful self in the future.

Self Practice:**15 minutes**

- Now, in our groups, we will share our table and learnings.
- In our groups, we will also share our action steps and receive feedback from the group
- We have 15 minutes for this. Show me a thumbs up when you're done!
(Go around the class and support participants if they have doubts. Give feedback where required.)

Closing Activity:**10 minutes**

- Thank you for an amazing journey so far!
- Now, on the blackboard, I request everyone to come one by one and write down their answer to "What will be my most successful self" so we can create a collective vision board!

Closing Protocol:**5 minutes**

- Thank the participants for their time
- Announce the next steps if any
- Collect 1-2 most interesting activity sheets/artefacts from students and show to Nodal officer and institution head after session
- Click pictures of the charts/sheets and board for documentation

Resources List

- **Kaushalkar (web-portal of Skill Development Entrepreneurship and Livelihood (SDEL) Department, Karnataka)**
 - <https://www.kaushalkar.com/>
- **National Skill Development Corporation (Resources and training opportunities in various fields)**
 - <https://nsdcindia.org/>
- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY) - Skill Training**
 - <https://pmkvyofficial.org/Index.php>
- **ASEEM - directory of skilled workforce**
 - <https://smis.nsdcindia.org/>
- **Government Career Schemes**
 - <https://www.ncs.gov.in/Pages/CareerSchemes.aspx>
- **Government Job Seekers' Schemes**
 - <https://www.india.gov.in/people-groups/community/job-seekers>
- **National Institute for Career Service(NICS)**
 - <https://labour.gov.in/nics/>
- **National Apprenticeship Training Scheme (NATS)**
 - <https://portal.mhrdnats.gov.in/>
- **AICTE Internship Portal**
 - <https://internship.aicte-india.org/>
- **Regional Directorate of Skill Development & Entrepreneurship Karnataka**
 - <https://rdsdekarnataka.dgt.gov.in/>
- **Startup Karnataka**
 - <https://rdsdekarnataka.dgt.gov.in/>

Concluding Remarks

On behalf of the entire team and our partner organizations, we would like to congratulate you for the experience you've had on successful implementation of this module. We deeply appreciate your incredible efforts and hard work to enable young learners to become self-driven career managers. With the help of the knowledge you imparted, skills you exhibited and the mindsets you encouraged, our learners will surely set perfect examples at their workplaces and feel equipped to confront their life challenges head-on!

