EMPLOYABILITY SKILLS

NSQF LEVEL - 4

STUDENT WORKBOOK

Year 1 / 120 hrs

As per Revised Syllabus July - 2025

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Directorate General of Training

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EMPLOYABILITY SKILLS (NSQF) - Year 1

STUDENT WORKBOOK

(As per Revised syllabus July 2025 under CTS)

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Your views and opinions are very important to us. Please share your valuable feedback.

Please write to: esfeedback@nimi.co.in

Welcome Page

Dear Learner,

Welcome to the Employability Skills Student Workbook. This workbook has been designed to help you understand:

What are Employability Skills?
How to learn Employability Skills.
How to use these skills to excel in the world of work.

In this book, you will learn many new and interesting topics which will help you get ready for employment. You will build knowledge and skills for developing your career path. The concepts are explained in simple language, along with examples and activities.

Use this workbook as a guide and a reflection journal, to share your thoughts and ideas. Remember, this book can help you become a self-learner and make you ready for your career!

All the best.
Happy learning!

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Why Do You Need Employability Skills?

Let us, first of all, understand the meaning of 'skill'.

Skill is the ability to do something well. If you practice regularly, you can become skillful. For example, driving skills. We learn the technique of driving, and with practice we can become good drivers.

	1. Decide what skills you wish to learn.
	2. Set a goal.
	3. Search ways that can help you in learning the skill.
	4. Practice regularly.

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Today, the most important skills are soft skills. Soft skills refer to the ability to communicate and work with the team, While hard skills focus on technical knowledge. These are the skills that are in high demand and can make you a successful candidate when seeking a job or a promotion.

Employability is a combination of skills and traits required for almost every job. These are common skills that make one desirable for an organisation. Recruiting managers or employers are most likely looking for people with these skills.

These days, employers don't only hire 'workers'. They are looking for people who can contribute to the organisation and can grow to become leaders in their field.

They want people who can:

- Talk well (communication skills).
- Listen well (follow instructions properly).
- Respect and get along with colleagues (interpersonal skills).
- Take responsibility and initiative (leadership skills).
- Apply knowledge to solve problems (critical thinking).
- Keep up with new trends (upskill).

Through these lessons, we hope that you will be able to develop your personality, improve your attitude, and become a person who is highly employable and can achieve great success in any organisation!

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1.1

Skills That Shape Your Future

In this lesson you will learn:

1. What employability skills are
2. Why employability skills matter in work and in life
3. Why your trade skills are valuable and something to be proud of

Skills People Use at Work

You see many people around you who work in jobs or businesses – teachers, drivers, technicians, beauticians, tailors, cooks, and others in your community.

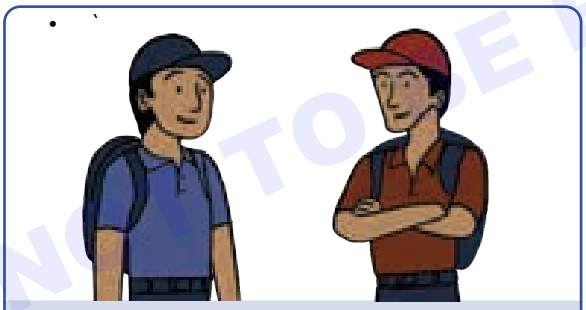
Tick the skills you think help these people do their work well.

- ☐ Repairing machines
- ☐ Speaking respectfully
- ☐ Listening carefully
- ☐ Driving safely
- ☐ Cutting and styling hair
- ☐ Learning new things quickly
- ☐ Teaching
- ☐ Time management
- ☐ Stitching clothes
- ☐ Cooking food
- ☐ Working well with others
- ☐ Using tools properly

Discuss with a partner: Which are the skills that can help in many different jobs?

1. What Are Employability Skills?

1A: Meet Jagath and Ashok



Both Jagath and Ashok completed the 'Refrigeration and Air Conditioning (RAC) course' in an ITI. Both know how to repair ACs. But they do their work differently.

Jagath reaches on time and greets the customer politely.



"Namaste Sir, I am Jagath from the service centre."

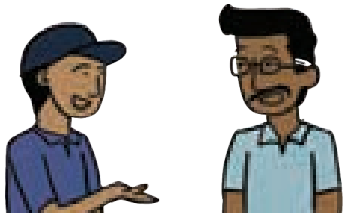
Ashok arrives late and looks rushed.



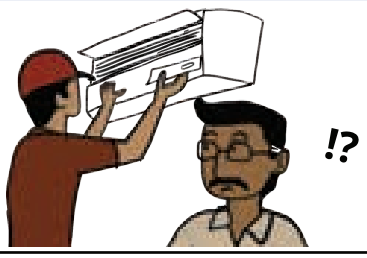
"Traffic was bad. Nobody can be on time in this city."

Jagath asks questions before starting.

"When did the problem begin? Is the AC making any sound?"

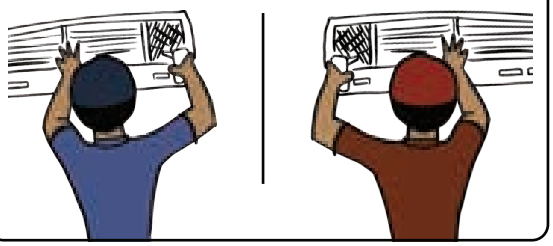


Ashok starts checking the AC immediately without discussing the issue. Customer looks confused.



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Both Jagath and Ashok know how to repair an AC. Their technical skill is the same.



Jagath explains the issue simply. Ashok finishes quickly and leaves.



ONE WEEK LATER

Jagath receives another service call from the same customer's family.



Ashok does not receive repeat calls from his customers.



Think and answer:

1. The customer was happy with Jagath but not with Ashok. What did Jagath do that made the customer happy?

_____

2. Look at Jagath's actions during his work. Tick the correct column for each one:

Jagath's Action	Skills for repairing the AC	Other skills that helped him work well
Opened the AC and checked the filter	☐	☐
Arrived at the customer's home on time	☐	☐
Replaced the damaged part	☐	☐
Listened carefully to the customer's problem	☐	☐
Cleaned and refilled the AC gas	☐	☐
Explained the problem to the customer clearly	☐	☐

3. If you were the owner of the service company, who would you keep as your employee?

☐ Jagath ☐ Ashok

Give Reasons. _____

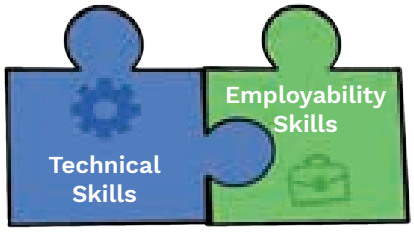
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LET'S LEARN!

Every worker needs two kinds of skills.

Technical Skills – the skills you learn for your specific trade. These are in the first column above. Jagath's technical skills are opening an AC, replacing parts, and cleaning the AC. For you, these will be the skills you learn in your ITI trade like wiring, welding, stitching, repair work etc.

Employability Skills – the skills that help you work well with others, communicate clearly, behave professionally, manage your time, solve problems, use technology and keep learning. Some of these are in the second column above.



A Skilled Worker

Technical Skills + Employability Skills = A Skilled Worker

Both can be learned and improved with practice. Technical skills help you do the work. Employability skills help people trust and value your work. Neither skill is enough on its own. Throughout this course, you will build many different employability skills that help you succeed in your career and daily life.

2. Why Employability Skills Matter

2A: Short-Term and Long-Term Benefits

Employability skills help you both, right away and in the future. Look at the two columns below.

Tick the ones you would like for yourself.

Right Away (Short-term)	In the Future (Long-term)
☐ Get hired for a job	☐ Become a senior worker or supervisor
☐ Handle customers politely	☐ Start your own shop or business
☐ Speak clearly with your seniors	☐ Earn more money over time
☐ Feel confident in a new place	☐ Be respected by people in your field
☐ Finish your work on time	☐ Find better job opportunities

Think and answer: Which ONE benefit from the above list matters most to you right now? Circle it above and give reasons for your choice:

_____

_____

_____

2B: Someone You Know

Think of a real working person you know – someone in your family, neighbourhood, or community. It could be a shopkeeper, a tailor, a driver, a teacher, a helper, anyone who works for a living.

Answer about them:

1. What is their work? _____

2. Write one employability skill you have seen in them:

_____

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Discuss with a partner:
What is one situation where you saw this person use this skill? How do you think it helped them in their work?

_____

_____

LET'S LEARN!

Jagath's story shows one simple truth: **the way you work matters as much as the work itself**. Workers with strong employability skills are often trusted more by employers, customers, and coworkers.

A worker with strong employability skills:

- Gets hired faster as employers pick them over others with the same trade certificate
- Keeps their job longer because customers and seniors trust them
- Earns more over time because people are willing to pay more for quality work
- Has more job choices because they can easily bring their skills to different types of workplaces.
- Grows in their career

3. Your Trade Is Something to Be Proud Of

The world needs your trade. Every home, every shop, every factory depends on people like you.

3A: What Does Your Trade Do for the World?

Part 1 – Think and write on your own:

1. What is your trade? _____

2. List three things people in your neighbourhood or city use that are made, fixed, provided, or installed by people in your trade.

a. _____

b. _____

c. _____

Part 2 – Pair activity:

Now take turns with your partner. Complete this sentence by saying it out loud, then listen as your partner does the same:

"If everyone in my trade stopped working tomorrow, the first thing that would go wrong is..."

_____

_____

Part 3 – Think and answer:

How does it feel to know that what you are learning matters this much?

_____

_____

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LET'S LEARN!

Your trade skill is something thousands of people depend on every day, even if they do not know your name.

The electrician helps keep lights, equipment, and essential systems working. The AC technician helps people stay comfortable in homes, offices, and hospitals during hot summers. The tailor makes the clothes people wear every day. The welder helps build the structures we live and work in. The plumber helps bring clean water into homes and workplaces. The mobile phone technician helps people stay connected with family, friends, and work.

What you are learning is real, useful, and something to be proud of.

THE WORKER I WANT TO BECOME

You have seen Jagath and Ashok. You know the difference employability skills make. Now think about yourself. Write about the kind of worker you want to become.

My Worker Profile

My name: _____

My trade: _____

One thing I am already proud of about my trade:

_____

_____

One employability skill I want to build during this course:

_____

_____

Show your partner your worker profile. You are both starting the same course. By the end of it, you will both have many of the skills you just listed.

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I know what employability skills are.
- ☐ I can explain the difference between technical skills and employability skills.
- ☐ I understand why having both kinds of skills is important for getting and keeping a job.
- ☐ I feel proud of my trade and know why it is valuable.



Answer Key

1A: Meet Jagath and Ashok
2. Skills for repairing the AC - Opened the AC and checked the filter, Replaced the damaged part, Cleaned and refilled the AC gas.

Other skills that helped him work well - Arrived at the customer's home on time, Listened carefully to the customer's problem, Explained the problem to the customer clearly.

1.2

The World of Work is Changing - Am I Ready?

In this lesson you will learn:

1. How jobs and workplaces are changing today
2. What skills you will need for the future of work
3. Why you need to take charge of your own learning

Changes Around Me

Which of these changes have you noticed around you? Tick all that apply.

- ☐ My family uses a smartphone more than they did 5 years ago.
- ☐ My family pays for things with UPI / phone / online (not just cash).
- ☐ Someone in my family watches YouTube to learn or get information.
- ☐ A shop or service in my area has closed or changed in the last few years.
- ☐ My family knows about jobs or services that didn't exist when I was small.

Discuss with your partner: Which of these changes did you tick? Share one change you have seen.

Change is not new. You have already lived through a lot of it. This lesson is about a simple question: **If the world keeps changing like this, how do we prepare for work?**

1. How Work Is Changing

Let's look at how some common trades have changed over the years.

1A: Three Trades - Then and Now

Read about three workers, then answer the questions.

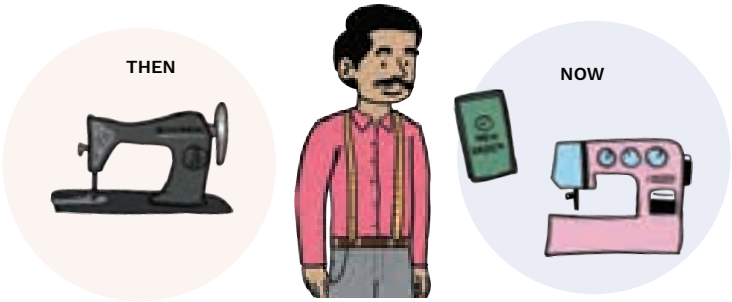
Ramesh, Electrician

"My father was also an electrician. When he started in the 1990s, he had a bag of basic tools – pliers, tester and tape. Today, I still use those tools, but I also use a multimeter and look up wiring diagrams on my phone. My customers pay me through UPI. Many of them found me through a WhatsApp group. They did not come to a shop to find me."



John, Tailor

"My mother stitched clothes from our home for 25 years. Customers came to her with fabric. Today, I run the same shop, but most orders come on WhatsApp. People send me photos of designs they saw online and ask, 'Can you make this?' I deliver finished clothes by courier to nearby towns."



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Anil, Two-Wheeler Mechanic

"I learned to repair petrol scooters at ITI. But now, more and more customers are bringing electric scooters. These are very different. They use batteries, motors, and electronic control systems
instead of a petrol engine. I am learning how to repair them by watching YouTube videos at night."



Think and answer:

1. What is one skill or part of the job that is still important for each worker today?

_____

_____

2. What is one new thing each worker has to do or learn today?

Worker	What's new for them
Ramesh (electrician)	
John (tailor)	
Anil (mechanic)	

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LET'S LEARN!

The trade Ramesh, John, and Anil chose has not disappeared. Electricians, tailors, and mechanics are still in demand. But how they do their work has changed in three ways:

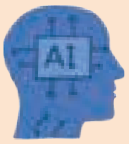
- **New tools** – multimeters, electric machines, diagnostic laptops
- **New customer expectations** – customers want WhatsApp updates, online payments, faster service, and they bring photos of what they want from the internet
- **New things to learn** – electric vehicles, new technology, new ways of finding customers

This is what people mean by "the world of work is changing." Most jobs are not disappearing. They are changing. Workers who keep up with the changes do well. Workers who don't may find it difficult to find work.

Remember: Your trade skill, i.e. what you are learning at ITI right now is still the foundation. Ramesh still needs to know wiring. John still needs to stitch well. Anil still needs to understand engines and motors. The new tools and skills are added on top of your trade. They don't replace it. Together, they can open up new career opportunities for you.

1B: What's Changing Now and What's Coming

Three big changes are shaping work today. You don't need to know everything about them yet. But you should know what they are.



1. AI and Machines – Computers and machines can now do some tasks that people used to do. For example: a phone that takes a photo of a plant and tells the farmer what disease it has. A car that tells the mechanic exactly which part is failing. A billing app that adds up the day's sales without writing in a notebook. This does not mean people are no longer needed. It means the way people work is changing. You will learn more about AI later in this course.



2. Changing Customer Expectations – Customers now expect faster service, online payments, photos of work done, and good reviews. Today, how you talk and work with customers matters as much as technical skills.



3. Green Energy and New Technology – India and the world are moving towards cleaner energy and greener jobs. New kinds of work are opening up like repairing electric vehicles, installing solar panels, and managing waste better.

Think and answer:
Look at the three changes above. Which one have you already noticed in your own trade, family, or area? Tick one.

- ☐ AI and machines doing some tasks
- ☐ Customers expecting faster, digital service
- ☐ New green or technology-based work coming up

Write one example of what you have seen:

_____

1C: What Is Changing in My Trade?

You just saw how electrician, tailor, and mechanic trades are changing. Now look at your own trade.

Part 1: Then and Now

Talk to a senior worker, a family member, or a neighbour who has been working in your trade (or a similar trade) for more than 10 years. Ask them these three questions and write their answers:

1. What is one thing in your trade that has stayed the same?

_____

_____

2. What is one new tool, app, or technology that has come in?

_____

_____

3. What is one thing customers now expect that they didn't expect 10 years ago?

_____

_____

If you cannot find a senior worker, talk to your trainer or another instructor at ITI. They will know.

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Part 2: Look at the Big List

Some jobs or businesses that were once very common have nearly disappeared	Some jobs that exist today did not exist earlier
• STD / PCO booths • Camera film developers • Audio cassette / DVD and CD shops • Scissor grinders going door-to-door • Typewriter technician • Cyber Cafes	• Ola / Uber driver • Swiggy / Zomato delivery • Social media content creator / YouTuber • Solar panel installer • Electric vehicle technician • Drone Operator

Think and answer:
Look at the two lists above. Where does your trade fit?

- ☐ My trade is stable – it has been around for a long time and will likely continue
- ☐ My trade is changing – the work is similar, but tools and customers are different
- ☐ My trade is new or growing – it didn't really exist 20 years ago

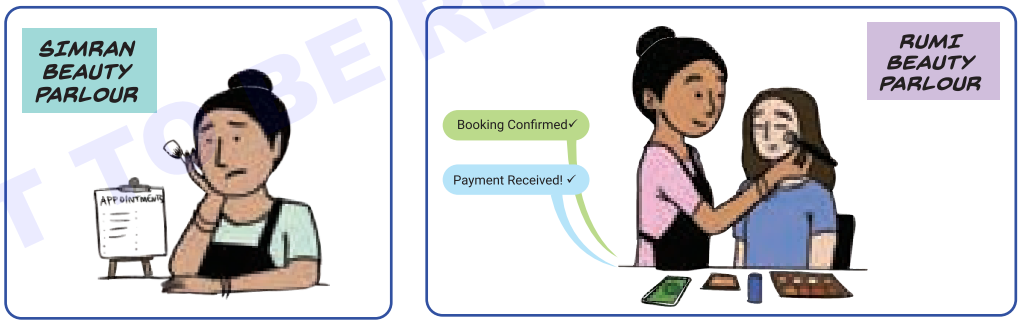
If your trade is changing, what's one thing you might need to learn that is not in your ITI syllabus?

2. What Skills Will I Need?

If work is changing, the skills we need are also changing. The good news: most of these skills can be learned. And you will build many of them through this course.

2A: Two Workers, Same Trade, Different Futures

Meet two beauticians, Simran and Rumi. Both finished the same Cosmetology course five years ago.



Simran does good work. She uses the same beauty techniques she learned during training. She waits for customers to walk into the salon. She writes appointments in a notebook and prefers cash payments. She has not tried learning new styles or techniques since finishing her course. Her work is steady, but not growing.

Rumi also uses the same basic beautician skills. But she has built some new habits:

- She uses WhatsApp to book appointments and send reminders
- She watches YouTube videos to learn new makeup and hairstyle trends
- She accepts UPI payments
- When a customer asks for a style she does not know, she says, "Let me learn about it and get back to you" and she actually does

Rumi's business is growing.

Think and answer:
1. What trade skills do Simran and Rumi have?

_____

_____

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2. What extra skills does Rumi have that Simran does not? List 3 skills:

a. _____

b. _____

c. _____

3. Rumi does not know everything. So why is she doing better than Simran?

_____

LET'S LEARN!

Rumi's trade skill is the same as Simran's. But Rumi has built four extra skills that help her in a changing world.

Skill	What it means
Digital comfort	Using phones, apps, and computers for work
Communication	Talking clearly with customers, teammates, and supervisors
Adapting to change	Trying new things, not giving up when something is new
Learning how to learn	Knowing how to teach yourself new things

Your trade skill is the foundation. These four skills are what help you keep growing on top of it. You will build all of them as you continue through this course.

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3. Taking Charge of Your Learning

In school, someone told you what to learn. In ITI, your trainer tells you what to learn. After this – at your job, or in your career, no one will give you a syllabus.

If you want to grow, you will have to decide for yourself: What do I need to learn next? Where will I learn it from?

This is what we mean by **"take charge of your own learning."**

3A: Who Decides What You Learn?

Here are three situations. For each one, tick what you would actually do.

Situation 1: You are working as an electrician. A customer asks about a "smart bulb" that connects to WiFi. You have never installed one.

☐ Tell the customer "I don't do that kind of work"

☐ Tell the customer "Give me a day" – then go home and look up how to do it

Situation 2: Your friend tells you that a service app like Urban Company is now active in your area, and plumbers are getting good extra work through it. You have never used it.

☐ Wait and see if it works out for others first

☐ Spend one evening figuring out how to register on it

Situation 3: Your supervisor mentions that the workshop will be getting a new type of machine next month. He says it during a conversation with the team.

☐ Wait until the machine arrives and learn it then

☐ Try to find out about it now – ask, search online, or watch a video

Discuss with your partner: Which option did you tick for each? Which option needs you to take the first step?

LET'S LEARN!

In all three situations, the second option shows someone taking charge of their own learning. Nothing in the situation forces you to act. It would be easier and feel safer to wait. But waiting means someone else gets the work, the opportunity, or the head start.

Workers who take charge of their learning:

- Don't wait to be told what to learn
- Notice what is changing around them and prepare for it
- Find their own sources of learning – videos, manuals, seniors, friends
- Aren't afraid to say "I don't know that yet, but I will find out"

Rumi from the earlier story is one of these workers. So is Anil, who is learning electric scooter repair on YouTube at night. So is anyone who notices something new and decides to figure it out without waiting.

WHAT WILL I LEARN NEXT?



Pick one thing related to your trade that you don't know yet but you would like to. It can be small. Write it here:

_____

_____

Now, write one place where you could find out about it (a person, a video, a manual, an app):

_____

_____

You don't have to start learning it today. Just notice that you can decide for yourself what to learn next. Bring this to the next class.

_____

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can describe how work in different trades is changing.
- ☐ I can name a few skills that will help me in the changing world of work.
- ☐ I understand why I need to take charge of my own learning.



Answer Key

1A: Three Trades - Then and Now

What's stayed the same: The basic trade skill – electricians still fix wiring, tailors still stitch clothes, mechanics still repair vehicles.

What's new:

- Ramesh: Uses a multimeter, looks up diagrams on a phone, accepts UPI payments, finds customers on WhatsApp
- John: Takes orders on WhatsApp, stitches from online photo references, delivers by courier
- Anil: Learns to repair electric scooters by watching YouTube

2A: Two Workers, Same Trade, Different Futures

1. Trade skill: Beautician skills like makeup, hair styling, skincare, and grooming.
2. Rumi's extra skills: (any 3 of) Uses WhatsApp for orders, watches YouTube to learn, accepts UPI payments, communicates clearly with customers, doesn't give up when something is new
3. Why Rumi is doing better: She doesn't know everything but she is willing to learn, communicate, and adapt. She takes charge of her learning instead of waiting.

1.3

Learning How to Learn

In this lesson you will learn:

1. Different ways to learn new things effectively
2. How to choose the right method for what you are trying to learn
3. How to check if you have really learned something or just think you have

One Thing You Already Know How to Do

Think of one thing you can do well today that you could not do two years ago. Examples – riding a bike, cooking a dish, using a phone app, a trade skill, anything.

Write it here:

_____

Now think about how you learned it. Tick all that apply:

- ☐ Someone showed me
- ☐ I watched a video
- ☐ I tried it myself many times
- ☐ I made mistakes and figured it out
- ☐ I asked questions until I understood
- ☐ I read about it
- ☐ Some other way: _____

Discuss with your partner: What did you learn? How did you learn it?

You already know how to learn. You have been doing it your whole life. This lesson is about doing it on purpose so you can learn faster and better, especially in your trade and at work.

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1. Different Ways to Learn

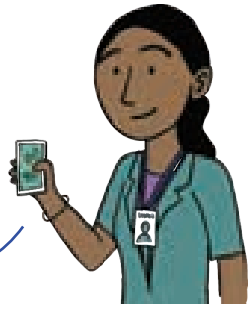
Different people learn in different ways. There is no one right way. Knowing your way helps you learn faster. Let's see how Salma learned three new things this year.

1A: Three Ways Salma Learned

Salma is a Health Sanitary Inspector. She works for the local municipality. This year she learned three new things. Let's hear from Salma how she learned each one.

Using the new inspection mobile app

"Our office started using a mobile app for inspection reports. I was confused at first, so I asked a coworker to show me how she was using it. The next day, I filed my first report on my own."



Inspecting a restaurant properly

"ITI taught me food safety basics. But a real restaurant inspection is different. There are many things to check that are not in the textbook. A senior inspector in our office is very experienced. I asked if I could go with her for a week. I watched. I asked questions. After that week, my inspections were much sharper."



Using a new water testing kit

"Our office got a new water testing kit. No one had used it before. I read the instruction booklet, then tried it on a water sample from my home first. I got it wrong twice but after trying again, I understood the process properly."



Think and answer:
1. For each skill, how did Salma learn it?

Skill	How did Salma learn it?
1. Using the inspection app	
2. Inspecting a restaurant	
3. Using the water testing kit	

Discuss with a partner: Why did Salma use different ways of learning?

LET'S LEARN!

Salma used three different ways of learning because each skill was different.
There is no single "best" way to learn. The best way depends on:

- What you are trying to learn (a quick fact vs a complex skill)
- Who is around to help (a friend, a senior, no one)
- What materials you have (a manual, a video, just yourself)

A smart learner asks: "What is the best way to learn this thing?"

1B. Four Simple Ways to Learn

Here are four methods that work well for learning anything new. You probably know all of them but it helps to name them, so you can use them on purpose.

1: Watch and Copy

See someone do it. Then try it yourself.

When this method works best:
When you can see someone doing the skill in front of you. Most trade skills can be learned this way – welding, fitting, stitching, hair cutting, electrical work.

2: Break it into Pieces

Learn one small part at a time, then put them together.

When this method works best:
When the skill is big or complex. Trying to learn the whole thing at once is confusing. Smaller pieces feel doable.

3: Teach Someone Else

Explain it to another person. If you can teach it, you know it better.

When this method works best:
When you think you have learned something, try teaching it to someone. If you can teach it, you know it well.

4: Practise and Make Mistakes

Learning happens when you try, notice mistakes, make small improvements, and keep trying.

When this method works best:
To learn any skill. No amount of watching or reading replaces doing.

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Which of these four methods have you used before? Tick them.

- ☐ Watch and Copy
- ☐ Break it into Pieces
- ☐ Teach Someone Else
- ☐ Practise and Make Mistakes

Tips:

Watching is not the same as knowing. It's easy to think "I get it" after watching someone twice. After watching, look away and try to remember each step in order. If you can't, you haven't learned it yet. Then try doing it without looking back at them. Doing is when learning becomes real.



Spread out your practice. 20 minutes of practice every day for 5 days teaches you more than 2 hours of practice in one day. Your brain needs gaps between practice sessions to lock the skill in.

Stuck? Walk away for 10 minutes. Sometimes you will try and try, and the skill just won't click. Don't keep pushing. Stand up, drink water, and walk around for 10 minutes. Then come back. Your brain keeps working on the problem in the background and very often, figures things out while you rest.

1C: Quick Try – Teach Someone Something

Of the four methods, "Teach Someone Else" is the one most learners have never tried on purpose. Let's try it now.

With your partner, take turns:

- Each of you teach the other one small thing you know well. It can be anything – a trick on your phone, how to tie a knot, a quick recipe, a shortcut on a route in your town, a tool tip from your trade.
- Take 3 minutes each.
- Use simple steps. Don't just tell them. Show them step by step.

After both of you have taught:

1. Did your partner understand what you taught? _____
2. Did you understand your own skill better after teaching it? _____
3. What did you notice when trying to explain something you do automatically? _____

_____

LET'S LEARN!

When you teach something, you discover what you actually know and what you only think you know.

Most of us do things without thinking about the steps. The moment we have to explain them, the gaps show up. This is why 'Teach Someone Else' method is so powerful. It's both a way to learn and a way to check what you have learned. We will come back to this idea in Section 3.

2. How to choose the right method

Knowing the four methods is one thing. Knowing which one to use for which task is what makes a smart learner.

2A: Pick the Right Method

Match each skill below to the method that would work best. Some skills/ tasks could use more than one method. Pick the one you think is most important.

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Skill	Best Method
1. Learning to give good customer service	
2. Learning to use a new app on your phone (It comes with instructions in the app and a friend already uses it.)	
3. Learning how to fix a customer's expensive equipment (You haven't seen it before and one wrong move could damage it. There's no second chance once you start.)	
4. Understanding a complex diagram or a long process	

Method options: Watch and Copy / Break it into Pieces / Teach Someone Else / Practise and Make Mistakes

Discuss with a partner: Did you pick the same methods? Where did you disagree?

LET'S LEARN!

The choice of method depends on two things:

- **Can you make mistakes safely?** With an app, mistakes are cheap. You can undo them. With expensive equipment, mistakes are costly. So you watch first, ask questions, and only try when you are ready.
- **What kind of skill is it?** Quick facts (like the names of tools) need repetition. Complex actions (like welding a joint) need watching + practising. Customer service needs real experience with real people.

A good learner picks the method to match the task. The same person who quickly tries a new app can also patiently watch a senior for hours because they know which approach fits which task.

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3. How to Check Your Learning

You have tried a method. You have practised. But how do you know if it has actually worked? Many people think they have learned a skill, until they try to do it independently and realize they still need more practice.

There is a simple way to check. After learning something, ask yourself these two questions:

1. **Can I do it without looking?** (Without watching the video again, without asking again, without checking the book.)
2. **Can I explain it to someone else?** (In simple words, step by step.)

If...	Then...
Both answers are YES	You have really learned it
One answer is NO	You are close, but not fully there yet
Both answers are NO	You haven't really learned it. That's okay — go back and try a different method, or practise more

3A: Two-question test

Pick one thing you learned in ITI in the last month. Ask yourself:

- ☐ Can I do it without looking?
- ☐ Can I explain it to someone else?

If you ticked both, you have got it. If not, what would help you learn?

- ☐ Watch it again
- ☐ Practise more
- ☐ Ask someone
- ☐ Try teaching it to a classmate

LET'S LEARN!

The two-question test takes 30 seconds. But most learners never use it.
They feel confident after watching a video, or after one practice attempt, and they move on.
Then weeks later they realise – "I never actually learned that."

Use this test:

- Before trade exams – for each topic, can you do it without looking? Can you explain it?
- Before a job interview – for each skill on your CV, can you actually do it?
- When a senior shows you something at work – at the end, ask yourself the two questions.

The two-question test turns thinking you have learned something into knowing you have.

TRY THIS WEEK!

You now have four methods. You know how to pick one. You know how to check if it worked. Pick something you actually want to learn this week. It can be anything that you have been meaning to learn.

Write your answer:

What I want to learn

_____

The method I will use

_____

Why I picked this method

_____

My first small step (something I will do in the next 3 days)

_____

_____

How I will use the two-question test to check my progress

_____

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Then take the first step. Don't wait to feel ready. The biggest difference between people who keep learning and people who stop is not talent – it is that they take the first step quickly.

Bring this back to next week's class:

1. What you did
2. What happened
3. What you will try next

Learning is not always easy. Sometimes you will get stuck. Sometimes you will fail. Sometimes your friends will learn faster than you. Sometimes you will feel like giving up.
When that happens – what do you tell yourself?

In the next lesson, we will talk about the mindset that helps you keep going when learning is hard.

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I can describe how I learn best.
- ☐ I know four simple methods that help me learn new skills.
- ☐ I can choose the right method for what I am trying to learn.
- ☐ I can use the two-question test to check if I have really learned something.
- ☐ I have picked one thing to learn this week and a first step to take.

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Answer Key

1A: Salma's methods
1. Watch and Copy – asked a coworker to show her
2. Watch and Copy (extended) – shadowed a senior inspector for a week
3. Break it into Pieces + Practise and Make Mistakes – read the manual, then tried on a home sample, fixed her mistakes

Why different methods? Each skill was different. A quick task someone else already knew → ask them. A complex skill needing real-world judgement → shadow an expert. A new tool no one had used → study the manual and practise carefully.

2A: Which method for which skill?
Note: Multiple answers are reasonable. Strong matches:

1. Customer service → Watch and Copy a good example, then Practise with real customers.
2. New phone app (friend uses it, instructions inside) → Practise and Make Mistakes (mistakes are cheap; you can undo them). Or ask the friend = Watch and Copy.
3. Customer's expensive equipment (no second chance) → Watch and Copy or Break it into Pieces. Do NOT pick Practise – the cost of mistakes is too high.
4. Complex diagram → Break it into Pieces – study one part of the diagram at a time, then put it together.

The key insight: methods 1 and 2 above can use Practise because mistakes are safe. Method 3 cannot, because mistakes are costly. Method 4 needs Break it into Pieces because the diagram is complex.

1.4

Developing a Growth Mindset

In this lesson you will learn:

1. What it means to have a growth mindset
2. How to apply growth mindset in everyday life and work situations
3. How to build habits that keep you growing

Something I Once Couldn't Do

Think of one thing you can do today that you once believed you couldn't do.
It can be from any part of your life: cooking a dish you used to be scared of, speaking in front of the class, talking to new people confidently, giving interviews, repairing or operating something on your own or anything else.

Write it here:

_____

How did this change happen? Tick all that apply.

- ☐ I practised many times
- ☐ Someone helped me believe I could
- ☐ I had no choice but to try
- ☐ I started small and built up
- ☐ I changed how I thought about myself
- ☐ Something else: _____

Discuss with your partner: Share what changed and what you learned about yourself from this experience.

You have already changed something about yourself. This shows that you can grow, learn, and improve over time. This lesson is about choosing to grow on purpose, every single day.

1. What Is a Growth Mindset?

The single most important question about your future is this: Do you believe you can learn and improve, or do you think you will always stay the same?

1A: Two Trainees, Same Problem

Bhumi and Prapti are both welding trainees. Both have just produced a bad weld during practice.

"I am just not good at welding. Some people are born for this. I am not."

Bhumi puts down her tools and decides not to try again today.



"What did I do wrong here? Was the heat too high? Did I move too fast?"

Prapti picks up another piece of scrap and tries again, this time slower.

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Think and answer:

1. What does Bhumi think about her welding skill?

_____

2. What does Prapti think about her welding skill?

_____

3. If both keep thinking this way for one year, who is more likely to become a better welder? Why?

_____

LET'S LEARN!

Bhumi and Prapti are looking at the same problem. But they tell themselves very different stories about it.

- Bhumi thinks her ability is fixed. You are either good at welding or you are not. So she stops trying.
- Prapti thinks her ability can grow. She is not a perfect welder yet, but she can get better with practice and effort. So she keeps going.

This belief – Can I grow, or am I stuck with what I have? – shapes everything in life. We have a name for these two ways of thinking:

Fixed mindset	Growth mindset
"I am just not good at this."	"I am not good at this yet."
"This is just how I am."	"I can change this with some effort."
"I can't speak English."	"I can't speak English yet."
"I am not the studying type."	"I have not found the right way to study yet."
"My father and I will never understand each other."	"We don't understand each other yet. Let me try something different."

The single most powerful word in a growth mindset is "**yet**."
That one small word changes everything. It tells your brain: "This is where I am right now – not where I will always be."

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1B: My Own Mindset

Read each statement below. Tick the option that is closer to how you usually think.
Be honest. There are no right or wrong answers.

Statements	A	B
When I am bad at something, I think...	"That's not my thing"	"I have not built that skill yet"
When I lose my temper, I think...	"I just have a bad temper"	"I am learning to control my anger better"
When someone says I am "good at" something, I think...	"Yes, it's natural to me"	"I improved because I practised."
When I face something completely new, I think...	"This isn't for someone like me"	"Let me see what I can learn from this"

Look at your answers. Most people have both kinds of thinking – fixed in some situations and growth-focused in others. The goal is not to think perfectly all the time. The goal is to notice when you are limiting yourself and remind yourself that you can improve.

A **growth mindset** means being honest about where you are, while believing you can improve with time and effort. It does not mean forcing yourself to continue everything. Sometimes a job, situation, or path may not be right or safe for you. In those cases, changing direction can be the better choice.

2. Applying Growth Mindset in Everyday Life and Work Situations

A growth mindset is easy when life is calm. It gets tested during difficult situations.

2A: When You Make a Mistake

A mistake is information. It is not a final answer about who you are.

Read this situation:
Geeta started her first apprenticeship at a two-wheeler workshop two days ago. While trying to fit a part on a customer's bike, she damaged it. The owner of the shop had to apologise to the customer and pay for the replacement from his own pocket. Geeta feels terrible. That night, she couldn't sleep.

Two ways she could think about it:

Way 1
"I knew I wasn't cut out for this. The owner must regret hiring me. Maybe I should leave and find something else."



Way 2
"That was a costly mistake. What exactly went wrong? Was it the way I was holding the part? Did I miss a step? I need to ask the owner to show me again and I will go slower next time."

Think and answer:

1. Which way of thinking will help Geeta in this job?

_____

2. Think of a mistake you made in the last month – at ITI, at home, or anywhere. Write it here (one line):

_____

3. What is a fixed-mindset response to that mistake?

_____

4. What is a growth-mindset response to that mistake?

_____

LET'S LEARN!

Everyone makes mistakes in life. That is normal. If you treat each mistake as proof that you are bad, you will stop trying. If you treat each mistake as information, you will keep getting better. **A quick reminder when you make a mistake: "This shows me what to fix. It does not show who I am."**

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2B: When Someone You Know Does Better

Read this situation:
Ravi sees on WhatsApp that his school friend Aamir has got a job. The job is at a big company. They finished school at the same time. Ravi has not found a job yet.



Three ways Ravi could think about this:

Way of thinking	What he says to himself
Envy	"It is not fair. Some people just get lucky."
Avoidance	"I do not care. I will do my own thing."
Curiosity	"What did Aamir do? Can I learn from him?"

Think and answer:
1. Which way of thinking will actually help Ravi?

_____

2. What is one specific thing Ravi could do this week to learn from Aamir?

_____

3. Has this ever happened to you? Has someone you know moved ahead of you? Write what happened in one line:

_____

4. Looking back – which way did you think about it?

- ☐ Envy
- ☐ Avoidance
- ☐ Curiosity

Discuss with a partner: Was it hard to be curious? Why?

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LET'S LEARN!

When someone moves ahead of you, remember three things:

1. **Everyone moves at a different pace**. One person getting a job earlier does not mean someone else is falling behind.
2. **Their success is information, not a final answer.** It tells you the thing can be done. That is good news for you.
3. **You can just ask.** "How did you do this? What helped?" are short, brave questions. Most people are happy to share. They like being asked.

3. Three Habits That Build a Growth Mindset

A mindset is not only what you think. It is what you do, again and again, until your thinking changes. Here are three small habits. Try one this week.

3A: Habit 1 – Add “Yet”

Every time you catch yourself saying “I cannot…” or “I am not the kind of person who…” – add “yet.”

The most useful place to use this is when you face something completely new. A first job, a first interview, your first time at a bank or government office, your first day in an unfamiliar place.
A fixed mindset says: “I don’t know how to do this. I shouldn’t be here.”
A growth mindset says: “I don’t know how to do this yet. I can figure it out.”



Try it now. Below are some common thoughts people have. Read each statement. Rewrite it using the word “yet” to show that the skill can be learned with practice.

Fixed-mindset thought	Add “yet”
“I cannot speak in front of people.”	
“I don’t know how to handle a job interview.”	
“I do not know how to handle this conversation.”	
“I cannot visit the bank alone.”	

3B: Habit 2 – Catch Your Inner Voice

We all talk to ourselves inside our heads. Most of us do not notice what we are saying.
Try this once today and once tomorrow. Pause for 10 seconds. Then ask yourself:
“What am I telling myself right now?”
If it sounds like “I am useless” or “I always mess up” or “This is not for me” – that is a fixed mindset talking. You can rewrite it.

A simple replacement to try: “This is hard. I am still figuring it out.”
What you say to yourself shapes what you do next. Notice it. Change it.



Reflect:
What is one thing you often say to yourself that sounds like a fixed mindset?

_____

What is the growth-mindset version of that same thought?

_____

3C: Habit 3 – Face One Hard Thing

There is usually one thing you have been avoiding. It could be a conversation. A form you need to fill. Asking for something. Trying something new at work. Speaking to someone about a problem. This week, face one of these things. Just one.

You do not have to succeed at it perfectly. You just have to face it. The relief afterwards builds your belief that you can face the next one.

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Pick one now:
The one hard thing I will face this week

_____

When I will do it

_____

What I might be telling myself that is stopping me

_____

What I can tell myself instead

_____

PRACTICE GROWTH MINDSET!

You have just learnt about three habits. Pick any one for this week. Just one.

The point is to actually do it.

- ☐ Use "yet" once. Catch yourself saying "I cannot..." or "I am not...". Add "yet." Notice what changes.
- ☐ Catch your inner voice once. One pause this week. Ask: "What am I telling myself right now?" If it sounds like a fixed mindset, rewrite it.
- ☐ Face one hard thing. The one you wrote down in 3C. Do it this week.

After you try it, write what happened. Bring it to the next class:

What I tried: _____

What happened: _____

What did I learn about myself? _____

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand the difference between a fixed mindset and a growth mindset.
- ☐ I can see how this applies to all parts of my life.
- ☐ I know what to do when I make a mistake, when someone moves ahead of me, or when I face something new.
- ☐ I have picked one habit to start this week.

Answer Key

1A: Two Trainees, Same Problem

1. Bhumi believes welding ability is fixed – you are born good at it or you are not.
2. Prapti believes welding ability can grow – she can get better with practice and effort.
3. Prapti will be the better welder in one year. She keeps practising and learning from her mistakes. Bhumi gives up, so her skill stays where it is.

2A: When You Make a Mistake

Way 2 (growth mindset) helps Geeta. She figures out what went wrong, asks for help, and improves. Way 1 could make her quit job after one mistake. She will never get the chance to get better at it.

2B: Others doing better

1. Curiosity helps Ravi. It opens the door to learning from Aamir.
2. He could message or call Aamir and ask: "Great news! How did you find the job? What helped you get it?"

1.5

Critical Thinking at Work and in Daily Life

In this lesson you will learn:

1. What critical thinking is, and how to tell facts from assumptions
2. A simple 5-step way to solve any problem at work or at home
3. How to choose well when you have more than one option

True or False?

Read each statement. Tick TRUE or FALSE.

Statement	TRUE	FALSE
If a bulb is not glowing, the bulb is fused.	☐	☐
If a tap is not giving water, the water tank is empty.	☐	☐
If a customer is quiet in a shop, they do not want to buy anything.	☐	☐

LET'S LEARN!

Every statement above has more than one possible explanation. Our brain often jumps to the first explanation without checking other possibilities.
If you ticked TRUE, you are not alone. These statements sound right. You may have ticked without pausing to ask: "What else could it be?"

If you ticked FALSE, ask yourself - why?
If you paused and thought "wait, there could be other reasons", you were already doing something important. You were thinking carefully.

This whole lesson is about that pause, and how to use it on purpose.

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1. What is Critical Thinking?

1A: What Would You Do?

You have a bad cold. Someone shared a message in a WhatsApp group: *This special herbal drink makes a cold go away in one day.* Many people react with 👍 emoji. Some people also reply, "It worked for me!"

What would you do first? Tick all that apply:

- ☐ Believe it because many people say it works
- ☐ Ask: "Who posted it? Are they a doctor?"
- ☐ Check with a doctor or a trusted health website
- ☐ Just try it - what's the harm?
- ☐ Think about what could go wrong (side effects?)

Discuss with your partner: What did you tick? Why?

LET'S LEARN!

What is Critical Thinking?
Sometimes we react too quickly. We believe things we hear, trust messages without checking, jump to conclusions, or make decisions without thinking carefully.

In the activity above, the message had likes and comments. But these are not proof. Proof comes from a knowledgeable and trustworthy source like a doctor, a verified website, or someone with real experience.

Critical thinking is the way of thinking carefully before you believe something, act on it or make a choice.

Critical thinking has three simple parts:
1. Ask questions about what you hear, see, or are told.
2. Check facts. Do not trust guesses or popular opinion.
3. Think carefully before you respond.

1B: The Missing Toolbox

We just learnt that one part of critical thinking is checking facts and not trusting guesses (assumptions). But what exactly is a fact, and what is just an assumption? Let us see.

Fact – something you can prove. You can see it, hear it, measure it, or check it.
Assumption – a guess you believe without checking if it is true.

A toolbox has gone missing from your workshop after lunch. It was near the workbench in the morning. Now it is not there. The lunch area is right next to the workbench, and many workers were eating there during the lunch break. A new trainee is standing nearby looking nervous.



Read each statement. Write F if it is a Fact. Write A if it is an Assumption.

Statement	F or A
The toolbox was kept near the workbench in the morning.	_____
After lunch, it was not there.	_____
Many people were in the area during lunch.	_____
The toolbox is heavy.	_____
The toolbox has been stolen.	_____
The new trainee must have taken it.	_____
It is lost forever.	_____
It will be found if we search properly.	_____

Discuss with your partner: Pick any statement you marked as A (Assumption). Tell your partner why you marked it that way. What proof would you need to turn it into a fact?

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LET'S LEARN!

Are assumptions always bad?
No! We all make them every day.
But acting on the wrong assumption has a cost. In the toolbox case, blaming the new trainee with no proof would be unfair to them. And the real story might be very different. The toolbox could be in another room, or someone may have moved it for a job.
The bigger the decision, the more you need facts and not assumptions.

Watch out for these assumption-words:
maybe... probably... must be... I think... could be... always... never... everyone says...

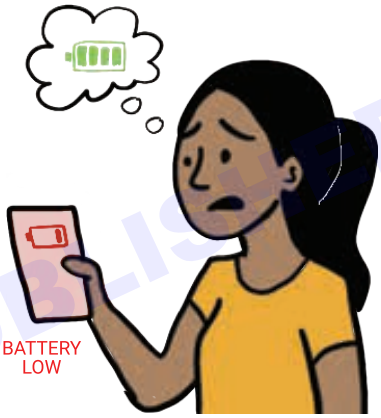
When you hear these words from yourself or others, stop and ask: **"Is this a fact or an assumption? How can I check?"**

2. A Simple Way to Solve Any Problem

Critical thinking is not only for messages you hear. It also helps when something goes wrong and you have to figure out what to do.

2A: Help Meera Solve a Problem

Meera's phone used to last a full day on one charge. For the last week, it drops from 100% to 20% in just 3–4 hours, even when she is not using it much. She cannot keep charging it again and again, especially when she is at her ITI or travelling.



Answer these questions in order:

1. In one or two lines, write down: what is wrong, and what facts do you already know about it?

_____

_____

_____

2. Why might this be happening? List possible causes. Then tick (✓) the one you think is most likely.

☐ _____

☐ _____

☐ _____

3. Think of solutions for the cause you ticked. List 2–3 things Meera could do.

- _____
- _____
- _____

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4. Which solution would you try first? Why?

_____

_____

5. After Meera tries it, how will she know the problem is really solved?

_____

_____

Discuss with your partner: Did you both list the same causes? Did you pick the same solution to try first? Share your answers with each other.

LET'S LEARN!

What is a Problem, and How Do We Solve One?
A problem is the gap between where you are now (Point A) and where you want to be (Point B), when the path is not clear.

Problems are not only things that break. A problem can be:

- Something wrong (a phone losing charge fast, a machine stopping)
- Something unclear (you don't know what your supervisor really meant)
- Something to be improved (you are slow at a task and want to get faster)

The 5 Steps to Solve a Problem
What you just did for Meera is called problem-solving, and there are 5 steps to it. Look at your answers above. You already used all 5 steps of problem solving there!



1. Define the Problem | **2. Find the Cause** | **3. Think of Solutions** | **4. Pick One and Try** | **5. Check the Result**

Step	What it means
1. Define the Problem	What exactly is wrong? What facts do you already know? Define the problem clearly.
2. Find the Cause	Why is this happening? List possible causes. Then ask "Why?" a few times to dig down to the root cause — the real reason behind it.
3. Think of Solutions	What could you do about the cause? List 2–3 options.
4. Pick One and Try	Choose the best option. Why this one? Then try it.
5. Check the Result	Did it really work? If not, go back and try another option.

If a problem feels too big, break it into smaller parts and solve each part one at a time.

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Tip: The "5 Whys" Method
Sometimes the first cause you find may not be the real one. Keep asking "Why?" to find the real reason behind the problem.



Problem: Meera's phone battery drains fast.
Why? Too many apps are running in the background.
Why? The apps are allowed to run in the background.
Why? Meera did not change the default app settings after installing them.

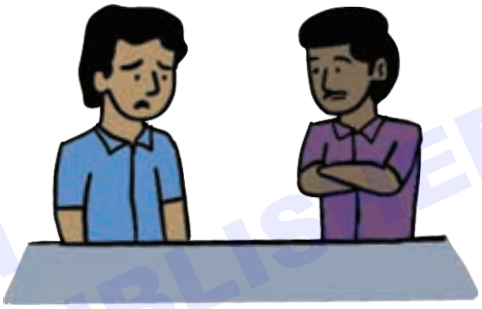
Root Cause: Default app settings were left unchanged.

Real Solution: Don't just close the apps every time. Meera should go to Settings → Battery and turn off background activity for unnecessary apps.

When to use it: Use the 5 Whys whenever a problem keeps coming back, or when the first cause you find feels too shallow / incomplete.

2B: Help Arjun at Work

Now try the same 5 steps on a different kind of problem — one where the cause is clear, but the solution is not.
Arjun is doing his apprenticeship. His supervisor told him on Monday that the materials he needs for a big task would arrive by Wednesday morning. It is now Wednesday afternoon. The materials have not come. The supervisor is not in the office today. A senior worker is waiting for Arjun to start the task.



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1. **Define the Problem:** What is the real problem here? Is it "not being able to start work," or is it something bigger (like a missed deadline, or a senior worker waiting)?

2. **Find the Cause:** Why is it happening? / What is causing Arjun's problem?

3. **Think of Solutions:** What are 3 things Arjun could do right now?

4. **Pick One and Try:** Which solution should Arjun try first? Why?

5. **Check the Result:** After Arjun tries his first solution, how will he know it worked?

Discuss with your partner: Compare your solutions. Did one of you pick something the other had not thought of? Share your answers with each other.

These 5 steps work for any problem – a task at work, a misunderstanding with a friend, or a choice you can't make.

3. Making a Choice

Critical thinking also helps when making choices.

3A: Choose Your Apprenticeship Place

You want to do an apprenticeship during your ITI course. There are three places nearby. You can only choose one.

	Option A: Old, Small Business	**Option B: New, Big Business**	**Option C: Medium Business**
Size & Age	Small, one-room setup; 50+ years old	Just opened; large workshop	10–15 years old; medium size
Tools	Uses old machinery	Latest tools and technology	Mix of old and new
Training	You learn on your own	Strict hours, less guidance	Owner trains apprentices carefully
Stipend	No stipend	Monthly stipend	Small monthly stipend
After apprenticeship	Experience letter only	May give full-time job if vacancy	Usually offers full-time job based on your work
Distance from home	15 min walk	1 hour by bus	30 min by bus

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1. Which option did YOU choose?
Tick one: A / B / C

2. What did you think about when choosing? List 3–4 things you looked at before deciding. (Write what was going through your mind.)

1. _____

2. _____

3. _____

4. _____

Discuss with your partner: Did you both look at the same things? Write down one thing your partner looked at that you had not thought of:

_____

LET'S LEARN!

How Do We Make Good Choices?

Look at what you and your partner wrote down in Step 2. Most people, when choosing between options, look at a mix of these things:

Safety / Risk	Cost	Time	Usefulness
What it means: Is it safe? What could go wrong?	**What it means:** How much money does it take? Or earn?	**What it means:** How long? How far? How urgent?	**What it means:** How good is it for me, now and for my future?

For most practical choices like what to buy, which apprenticeship to pick, or which way to do a task these 4 check points help you decide. At work, safety is always the first check point. A cheap or quick option that is not safe is never the right choice.

But remember that the check points change depending on the kind of choice. For bigger life choices (who to marry, how to help a friend, what is right or wrong), other things matter too like your feelings, your values, your family, or what is good for others. You should be able to identify your own criteria (checkpoints) for each choice.

The habit you are building is this: for any choice, pause and ask – "What are the important check points for THIS decision?" and then weigh them honestly.

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3B: Check Your Choice

You picked one option in 3A. Now run it through the 4 check points to see if it really is the best choice for you. Look back at the table in 3A. Use those facts to answer.

My choice:

- ☐ A
- ☐ B
- ☐ C

Check Point	Answer for your choice
Cost	Will you get a stipend? How much will travel cost you each month?
Time	How long is the daily travel? Will you have time left for ITI and rest?
Usefulness	Will you learn new skills? Will it help you get a job later?
Safety / Risk	What is the biggest risk if you pick this option? (No learning? No job? Too tiring?)

Now, look at the other two options you did not pick. Is there any check point where another option is clearly better than your choice?

- ☐ Yes – which option, and on which check point? _____
- ☐ No – my choice is best on all the check points that matter to me.

Final answer:

- ☐ I am keeping my original choice. Reason: _____
- ☐ I want to change my choice to: ☐ A ☐ B ☐ C. Reason: _____

Remember: There is no single right answer. What matters is that you thought about it with facts and check points, not just a feeling.

PRACTICE IN DAILY LIFE

Before the next class, do one of these. Write your answer in your notebook and bring it to class:

- ☐ **Option 1: Solve a problem at home:** Pick one problem this week (a leaking tap, a phone not charging, food spoiling fast, an argument between family members). Use the 5 steps to solve it.
- ☐ **Option 2: Make a life choice:** Think of one choice you have to make this week (what to buy, how to spend Sunday, whether to attend a function). Use the 4 check points to decide.
- ☐ **Option 3: Check a social media post:** Look at one message or post you received this week. Ask: Is this a fact or an assumption? Who posted it? Can I check it with a trusted source? Write down what you found.

One thing I will remember from this lesson:

_____

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I can pause and think carefully before I believe a message or claim.
- ☐ I can tell the difference between a fact and an assumption.
- ☐ I can use the 5 steps to work through a problem or make a choice.
- ☐ I can use the 4 check points to make a better choice.

Answer Key

1B: The Missing Toolbox

1. F - can be checked or verified by anyone who saw it.
2. F - you can see the empty spot.
3. F - you can count the people.
4. F - you can lift it or weigh it.
5. A - no proof anyone stole it.
6. A - no proof the new trainee took it.
7. A - a guess about the future; no search has been done.
8. A - also a guess about the future.

2.1

Understanding Self – My Interests and Abilities

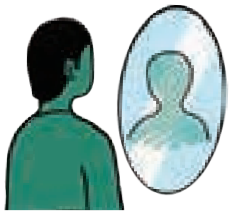
In this lesson you will learn:

1. How to understand yourself better
2. How knowing yourself helps you choose work that suits you

What Do You Already Know About Yourself?

Tick each box that is true for you:

- ☐ I know at least one thing I enjoy doing
- ☐ I know at least one thing I am good at
- ☐ I know at least one thing I want to get better at
- ☐ I have already thought about what kind of work would suit me



Discuss with a partner: Share one thing you know about yourself.

We don't choose work randomly. We choose work that fits us – what we enjoy, what we are good at, and what matters to us. So before we talk about jobs and careers, we need to know ourselves.

1. Understanding Self

Understanding yourself means knowing what you enjoy, what you are good at, what you want to get better at, and what matters to you. It is about becoming more aware of yourself as a person.

1A: Meet Three Trainees



Parag *(Fashion Design trainee):* "I love trying new styles. I feel very happy when I am sketching designs. I am also very patient. I never rush my hand-stitching, so my finish is always clean."



Sylvia *(Mechanic Motor Vehicle trainee):* "I really enjoy fixing bikes and scooters. I lose track of time in the workshop. I am also very observant. I can tell what is wrong just by listening to the engine."



Arbaaz *(COPA trainee):* "I enjoy learning new software and apps. I get curious when there is a new tool to try. I am very organised. My files and folders are always neatly arranged."

Think and answer:

Trainee	What they enjoy doing	What they are good at
Parag		
Sylvia		
Arbaaz		

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LET'S LEARN!

You just noticed two different things about each trainee.

Interests are the activities you enjoy. When something is of your interest:

- You lose track of time when doing it
- You feel happy or relaxed while doing it
- You want to learn more about it on your own

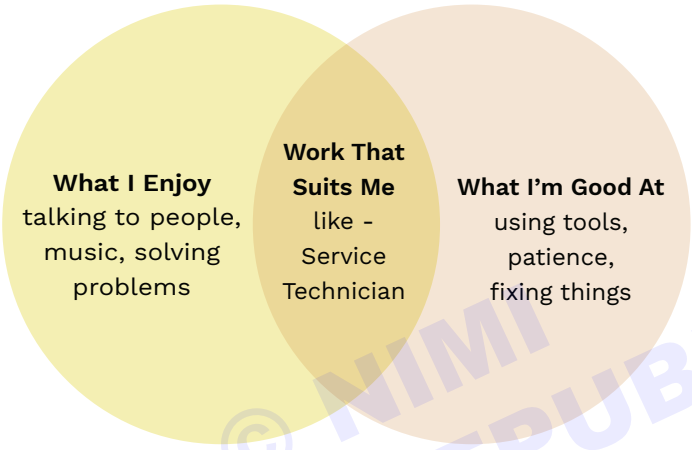
Abilities are the things you are good at. Abilities include both:

- **Skills you have learned** – like using tools, reading measurements, riding a scooter, using a computer, speaking English
- **Qualities you have** – like being patient, being observant, being good with people

Anything you do well is an ability.

Important: What you enjoy and what you are good at are not always the same.

- You can be interested in something without being good at it yet.
- You can be good at something without enjoying it.
- The work that suits you best is usually where the two overlap.



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Tip: Interests can change over time. What you enjoyed when you were younger may not be what you enjoy now. That is normal. Notice what you enjoy now.

1B: My Interests and Abilities

Step 1: My Interests

Look at the list below. Tick the activities you really enjoy.

- ☐ Fixing or repairing things
- ☐ Drawing, designing, or decorating
- ☐ Cooking or making food
- ☐ Playing or watching sports
- ☐ Working with machines or tools
- ☐ Using a computer or phone for new things
- ☐ Singing, dancing, or making videos
- ☐ Gardening or working outdoors
- ☐ Cleaning and organising things
- ☐ Building something new with my hands
- ☐ Taking care of children, elders, or animals
- ☐ Reading or learning new things
- ☐ Other: _____



Pick your top 3 interests:

1. _____
2. _____
3. _____

Step 2: My Abilities

Now look at the list. Tick 3 things you are good at – these can be skills you have learned OR qualities you have.

- ☐ I can fix or build things with my hands
- ☐ I notice small details others miss
- ☐ I stay calm when something goes wrong
- ☐ I can explain things to others clearly
- ☐ I work hard and don't give up easily
- ☐ I am good at organising things or people
- ☐ I am quick to learn new things
- ☐ I am patient with people
- ☐ I am good at managing my time
- ☐ Other: _____



Step 3: Pair check.

Show your ability list to your partner. Ask: "Which of these do you think I am actually good at?"

Did your partner see an ability you had not ticked? Write it here:

_____

_____

Sometimes friends see abilities in us that we do not see ourselves.

_____

_____

1C: What I Want to Get Better At

Look at what Parag, Sylvia, and Arbaaz said about themselves:



Parag: *"My designs are creative. But when I have to present them to a customer, I feel shy. I want to get better at talking to customers."*



Sylvia: *"My repair work is good. But I am always late. I start work late, then I rush. I want to get better at managing my time."*



Arbaaz: *"I know my software well. But sometimes I make small typing mistakes when I am in a hurry. I want to get better at checking my work before I submit it."*

Think and answer: Notice each trainee said "I want to get better at..." – not "I am bad at...". Why does this matter?

LET'S LEARN!

An area to get better at is something you want to improve. It is not a weakness. It is something you have not learned fully yet.

This small change in words makes a big difference:

- The problem is not who you are. It is something you can learn.
- You have already taken the first step – you noticed it.

Now your turn. Pick one thing you want to get better at:

- ☐ Talking to new people
- ☐ Reading measurements or instructions
- ☐ Managing my time
- ☐ Staying calm when something goes wrong
- ☐ Asking questions when I don't understand
- ☐ Finishing what I start
- ☐ Working in a team
- ☐ Speaking in English
- ☐ Other: _____



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1D: What Matters to Me at Work

So far, you have noticed three things about who you are – your interests, your abilities, and what you want to get better at.
There is one more thing to notice: what matters to you at work. This tells us what you want from work.

Look at the list. These are things people often want from their work. Pick the top 3 that matter most to you right now.

- ☐ Earning well – making good money
- ☐ Helping others – making a difference in people's lives
- ☐ Family time – having time to spend with family
- ☐ Learning new things – picking up new skills
- ☐ Working with people – being around others
- ☐ Being my own boss – making my own decisions
- ☐ Steady work – knowing my job is safe and reliable
- ☐ Variety – doing different things every day
- ☐ Other: _____



My top 3:

1. _____
2. _____
3. _____

Discuss with your partner:
Share your top one. Did you both pick the same? What was different?

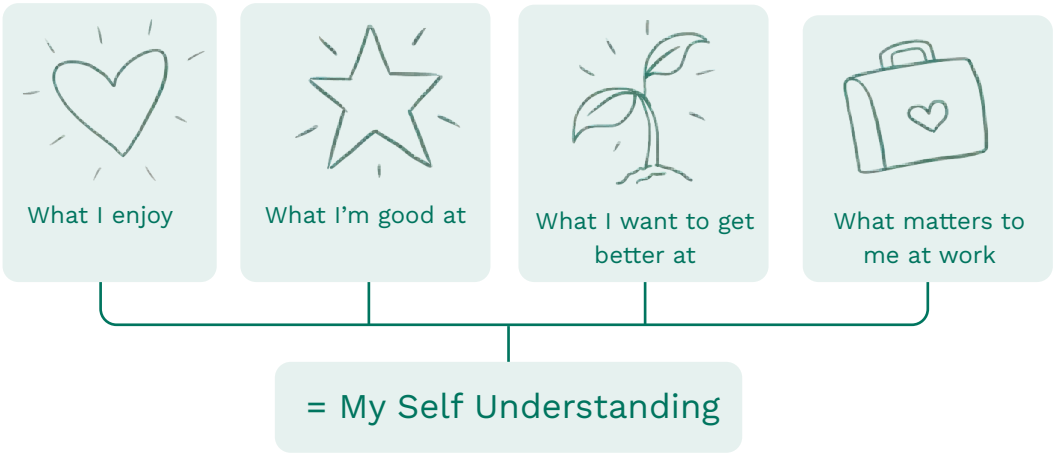
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LET'S LEARN!

What matters to you at work is different for every person. There is no right or wrong answer.

- If family time matters most, you may not want a job that needs night shifts.
- If earning well matters most, you may be willing to travel further for higher pay.
- If being your own boss matters most, you may prefer self-employment over a fixed job.

You have now noticed four things about yourself. Together, they help you understand yourself better.



2. How knowing oneself helps in choosing suitable work

You have noticed four things about yourself. Now let us see why this matters when you choose work.

2A: Two Electricians, Two Paths



Karthik and Imran finished the same Electrician course at the same ITI last year. Today, both are doing well but in very different ways.

Karthik works in a workshop. He fixes complicated wiring problems all day. He likes quiet, hands-on work with tools and machines. He does not enjoy talking to many people. Steady, focused work matters to him.

Imran works as a home-visit electrician. He goes to 6–8 houses a day. He explains the problem to each customer, fixes it, and chats with them. He loves meeting new people. Variety and movement matter to him.

Tick what is likely true about each one.

Statement	Karthik	Imran
1. Enjoys quiet, hands-on work with tools and machines.	☐	☐
2. Enjoys meeting new people every day	☐	☐
3. Is good at explaining things to customers	☐	☐
4. Wants steady, focused work	☐	☐
5. Wants variety and movement	☐	☐

Think and answer:
If Karthik had chosen Imran's job, or Imran had chosen Karthik's job, what might have happened?

_____

_____

_____

_____

_____

_____

LET'S LEARN!

Karthik and Imran did the same course. They have the same trade skill. But they chose different work and both are happy. Why? Because each one chose work that fits:

- What they enjoy
- What they are good at
- What matters to them (focus vs variety, quiet vs people)

This is what self-understanding does. It does not give you the right job. It helps you find the right job for you.

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2B: About Me

Bring everything together. Fill this out using what you wrote earlier in the lesson.

About Me	My Answer
What I enjoy doing (interests)	_____
What I am good at (abilities)	_____
What I want to get better at	_____
What matters to me at work	_____
One kind of work that might suit me	_____

Now look across your four answers. Notice the pattern.

Am I good at the things I enjoy doing?

_____

Do I enjoy doing the things I can do well?

_____

Will the things I want to get better at help me do the work I want?

_____

Does the work I think might suit me match what matters to me?

_____

Now write one sentence about yourself:

"I am someone who _____."

Examples:

- I am someone who enjoys fixing things, is observant, and wants steady work close to home.
- I am someone who enjoys meeting people, is patient, and wants to learn new things every day.
- I am someone who enjoys designing, is creative, and wants to be my own boss one day.

LET'S LEARN!

When some answers match, they can give clues about work that may fit you well.
When some answers do not match, they can help you think about what you may want to improve, learn, or choose between.

The skill is not to fix the answer. The skill is to keep noticing yourself and to come back to these four questions whenever you face a big choice.
Remember, 'knowing yourself' is not a one-time task. As you grow, your interests may change. Your abilities may improve. What matters to you may also change and that is normal.

Keep this **"About Me"** page safe. You will use it in the next lessons to explore different careers and find work that suits you.

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UNDERSTANDING WORK CHOICES

Observe someone at work – at home, in your neighbourhood, or at your ITI.
Notice:

- What do they seem to enjoy in their work?
- What abilities do they use?
- What might matter to them in their work?



Discuss your observations in the next class.

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I can name my interests, abilities, one area to get better at, and what matters to me.
- ☐ I understand how knowing myself helps me choose work that fits me.

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Answer Key

1A: Meet Three Trainees

Trainee	What they enjoy	What they are good at
Parag	Trying new styles, sketching designs	Patient with hand-stitching, clean finish
Sylvia	Fixing bikes and scooters, workshop work	Spotting what is wrong by sound
Arbaaz	Learning new software and apps	Organising files and folders

2A: Karthik and Imran

Statement	Karthik	Imran
1. Enjoys working quietly with hands	☑	☐
2. Enjoys meeting new people every day	☐	☑
3. Is good at explaining things to customers	☐	☑
4. Wants steady, focused work	☑	☐
5. Wants variety and movement	☐	☑

2.2

The World of Work – Jobs, Careers, and Pathways

In this lesson you will learn:

1. The difference between a job and a career
2. The different pathways work can take after ITI
3. The different industries where your trade skills can be used

1. Difference Between a Job and a Career

1A: Meet Bilal

Bilal started work as a helper at a small repair shop. After two years, he joined a factory as a junior electrician. He took a short course in industrial wiring. Today, he is a senior electrician and trains new joiners.



Think and discuss:

1. Did Bilal do the same work all the time?
   ☐ Yes ☐ No

2. What changed over time?
   ☐ His skills
   ☐ His responsibilities
   ☐ His workplace
   ☐ All of these

3. What helped Bilal grow in his work?

_____

_____

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LET'S LEARN!

Bilal's work changed over time as he learned new skills and gained experience. That is the difference between a job and a career.

A **job** is the work you do at a particular time - one place, one kind of work, for pay.

A **career** is your work journey over time. It is built by learning new things, taking on bigger responsibilities, and moving from one job to the next.

Every career starts with a job. The difference is what you do next.

1B: Building a Career?

Rahul did many different things over the years. Read each statement and tick whether it is a job or a career step.

Think and answer:

Statement	Job	Career Step
1. Rahul works as a plumber and repairs water pipes in homes.	☐	☐
2. Rahul takes a short course on solar water heater installation.	☐	☐
3. Rahul starts installing solar water heaters along with plumbing work.	☐	☐
4. Rahul becomes a solar water heater technician and joins a company that installs solar water heating systems.	☐	☐
5. Rahul learns how to plan and estimate installation costs for customers.	☐	☐
6. Rahul leads a team of technicians on installation projects.	☐	☐

Think and answer:
What career has Rahul built over time?

2. The Different Pathways Work Can Take

When you finish ITI, your work life can take many shapes. Let us meet four people who took different paths.

2A: Four Pathways



Sunita works at a garment factory. She reaches by 9 AM, finishes by 6 PM. She gets a salary of ₹14,000 which she receives on the 1st of every month.



Vikram works under a master carpenter. He spends most of his time learning carpentry skills while helping with real work. He receives a stipend of ₹6,000 a month during his training. After one year, he can apply for regular carpentry jobs.



Pooja is a plumber. She takes jobs through a phone app. Some weeks she does six jobs. Some weeks, only two. She is paid for each job. She doesn't earn a fixed monthly amount.



Joseph runs his own mobile repair shop next to the bus stand. He decides his prices, his hours, and what work to take. Some months are great. Some months are slow.

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Before we put names to these pathways, try this:
Draw a line to match each description to the person it fits.

Description	Person
1. Earns a different amount every week	a) Sunita
2. Has a fixed salary every month	b) Vikram
3. Is the boss of their own work	c) Pooja
4. Learns a trade under a senior and gets a stipend	d) Joseph

LET'S LEARN!

These four people are on the four most common work pathways after ITI.

Pathway	What it looks like	The shape of it
Salaried Job (Sunita)	Regular job at a company. Fixed salary. Fixed hours.	Steady, predictable. You get a guaranteed income. Less freedom to choose.
Apprenticeship (Vikram)	You are hired to learn the trade. You work under a senior for a set time and get a stipend.	Lower pay now, but you build real skills for the future.
Gig / Freelance (Pooja)	Work that comes job by job. Paid per job.	Freedom to choose. But no fixed income. Your earnings change week to week.
Self-employment / Starting a Business (Joseph)	You start your own work or business. You are the boss.	Full control. But you also take all the risk.

There is no single right pathway after ITI. Each one has positives and negatives. The right one depends on what you need from work right now.

You can also move between pathways as you grow:

- Sunita may save up and open her own tailoring shop one day → from salaried job to self-employment.
- Vikram will finish his apprenticeship and may take a factory job → from apprenticeship to salaried job.

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2B: Which Pathway?

Read about each person below. Tick the pathway they are on.

Person	Salaried Job	Appren-ticeship	Gig/ Freelance	Self-Employment
1. Ramesh fixes air-conditioners at a hotel. Fixed monthly salary.	☐	☐	☐	☐
2. Daisy is learning hair-cutting under a senior stylist. She gets ₹4,000 a month.	☐	☐	☐	☐
3. Arjun started his own tailoring shop last year.	☐	☐	☐	☐
4. Tanuj repairs scooters whenever calls come on a delivery app.	☐	☐	☐	☐

Discuss with a partner:

- Which pathway sounds most interesting to you right now? Why?
- Which one would feel hardest? Why?

Which Pathway Fits You Right Now?

The pathway I want to explore_____.

(Here choosing a pathway is about what you want AND what you are ready for right now.)

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LET'S LEARN!

There is no single right path after ITI. Each pathway has its own shape:

- A salaried job gives you a steady salary, but less flexibility.
- An apprenticeship pays less now, but teaches you skills for the future.
- Gig work gives you freedom to choose, but no fixed income.
- Self-employment / Starting a Business gives you full control, but takes time to grow.

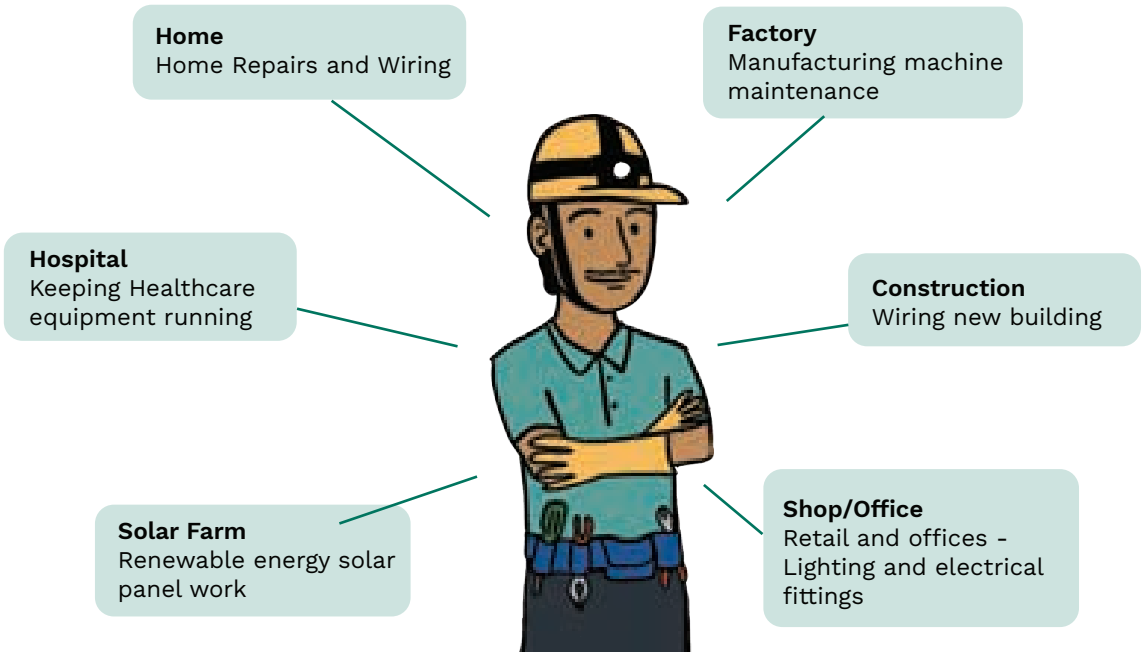
Good news: You can move between pathways. Many people start with one and switch later or even combine two. Bilal started with a salaried job. He may open his own shop one day.

3. One Trade, Many Industries

Your trade skill can be used in many places. These places are called industries.

3A: Where Can an Electrician Work?

Look at where an electrician can work. Each place is a different industry.



One trade electrician but six very different places to work. Each place is an industry.

Think about your trade:
Look at the six work settings above. Circle two where a person from your trade could also work. (Not sure? Discuss with a partner.)

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LET'S LEARN!

An industry is a group of businesses that do similar work. Examples:

- The auto industry – companies that make cars, bikes, and scooters
- The construction industry – companies that build houses, roads, bridges
- The hospitality industry – hotels, restaurants, food services
- The healthcare industry – hospitals, clinics, medical labs
- The retail industry – shops, kirana stores, malls, beauty parlours
- The manufacturing industry – factories that make things like clothes, machines, vehicles, food products

Each industry has many businesses inside it. And most trades fit into more than one industry. This is important because the more industries you know about, the more options you have. If one industry is slow, you can find work in another. Different industries pay differently and have different work styles so you have choices. Your trade skills are not stuck in one place. They can travel across many industries.

3B: My Trade, My Options

My ITI trade: _____

Step 1: List 3 industries where your trade skills could be useful.

Industry	What you might do there

(If you are not sure, look at the electrician example above and think of similar places for your trade. Discuss with a partner if needed.)

Step 2: Pick one industry from your list.

My chosen industry: _____

Pair share: Tell your partner where your trade can take you. Were any of their ideas new to you?

FOLLOWING A CAREER JOURNEY

Talk to one working adult you know, a family member, neighbour, or someone in your community.
Ask them:

1. "What was your first job? What do you do now?"
2. "Has your work changed shape over the years or stayed the same?"

Write one thing they said:

_____

_____

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain the difference between a job and a career.
- ☐ I can name the four pathways work can take.
- ☐ I can name two industries where my trade skills could be used.



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Answer Key

1B: Job or Career?
Job: 1,3,4,6 and Career Step: 2,5

2A: Quick Match
1 - C; 2 - A; 3 - D; 4 - b

2B: Which Pathway?
1. Salaried Job; 2. Apprenticeship; 3. Self-Employment; 4. Gig / Freelance

2.3

Finding Suitable Career Opportunities

In this lesson you will learn:

1. How your trade fits into different pathways
2. How to conduct a market scan to find suitable career opportunities

What Do I Already Know?

Think of one job you have heard about – maybe one a family member, neighbour, or someone in your area does.



Write the job here: _____

Now answer these questions. Tick **Yes** if you know the answer. Tick **Not sure** if you don't.

Question	Yes	Not sure
1. What does someone in this job actually do every day?	☐	☐
2. What skills or qualifications do they need?	☐	☐
3. How much do they earn when they start?	☐	☐
4. How does someone grow in this work over the years?	☐	☐
5. Where can someone find this kind of work near you?	☐	☐

Look at your responses. How many "Yes" did you get? How many "Not sure"?

Most of us know one or two things about a job but rarely all of it. To make good choices about work, we need a clearer picture. This lesson will show you what to find out and where to find it.

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1. My Trade Across Different Career Pathways

In the last lesson, we learned about the four career pathways. But what does each pathway actually look like for someone in your trade? Let us understand with an example.

The same trade, 'Electrician' can take four very different shapes. Each one has its own daily life, its own earnings, and its own kind of work.

	Salaried Job	Apprenticeship	Gig / Freelance	Self-Employment / Starting a Business
Where you work	A factory, hotel, or company workshop	Under a senior electrician at a workshop or company	At custom-ers' homes or offices, called through an app	Your own electrical repair shop
What you do daily	Fix machines, do routine wiring checks	Watch, help, and slowly take on small wiring jobs	Visit 4–8 customers a day, fix what they need	Take customer orders, do repairs, sell small items
Your earnings	Fixed monthly salary	A small monthly stipend	Per job. Some weeks high, some weeks low	Earnings depend on customers, sales, and business expenses.
What you gain	Stability, steady income	Real skills, a future trade ability	Freedom, variety in work	Full control, no boss

Now do this for your own trade.



1A: My Trade Across Four Pathways

My ITI trade: _____

	Salaried Job	Apprenticeship	Gig / Freelance	Self-Employment / Starting a Business
Where you work				
What you do daily				
Your earnings				
What you gain				

(Look at the electrician example above. Think about how your own trade could fit each pathway. Ask your trainer or discuss with a partner if you are unsure.)



Discuss with a partner: Show your table to your partner. Did they think of something you missed?

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2.How to Conduct a Market Scan

You now know what is possible for your trade. The next step is to find out real information about the careers that interest you. A market scan is the process of gathering information about careers from different sources. It helps you understand the opportunities available, where your trade skills can be used, and what employers are looking for.

Through a market scan, you can learn what the work involves, the qualifications required, how much you can earn, and how a career can grow over time. This information can help you make informed career choices.

To do this well, you need to know:

- What to find out (the right questions to ask)
- Where to find it (the right sources to use)

2A: How Rashmi Did Her Market Scan

Rashmi finished her COPA course. She wanted to know what office work was available, what skills companies actually wanted, and what someone could earn. To find answers, she gathered information from different sources.

Source	What she did	What she found
1. People who work in the field	Met an alumna who works as a data entry operator	What the daily work is really like, what skills the company tests
2. Government websites	Checked the NCS (National Career Service) portal	Job openings near her, official skill requirements
3. Her ITI trainer and placement officer	Asked about local companies that hire COPA graduates	Names of 3 companies that hire freshers, what they pay
4. Newspapers	Read the Sunday job supplement of her local newspaper	A new IT services company opening in her town next month

Think and answer:

If Rashmi had used only one of these sources, which question about her career would she have got wrong or missed?

_____

Which of these four sources is easiest for you to use right now? Why?

_____

LET'S LEARN!

When you research a career, use more than one source. Each source gives you different information.

Source	What is it best for
People working in the field	Real daily experience – what the work feels like, what's hard, what's exciting
Government websites ((ncs.gov.in, skillindiadigital.gov.in)	Official information, current openings, government schemes
ITI trainer and placement officer	Local companies, who has hired from your ITI before, apprenticeship contacts
Newspapers and job magazines	New openings, job fairs, expanding companies

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Tip: Not everything online is correct. Trust government websites like ncs.gov.in and skillindia-digital.gov.in. Be careful of unknown websites that promise quick jobs for a fee. These are often scams.

2B: Match the Source

For each question below, tick the source that would help you find the best answer.

The question	Person in the field	Government website	ITI trainer	Newspaper
1. What does a typical day at this job feel like?	☐	☐	☐	☐
2. Is there a new company opening near my town?	☐	☐	☐	☐
3. What is the official qualification needed?	☐	☐	☐	☐
4. Which companies have hired from my ITI before?	☐	☐	☐	☐

(There may be more than one right answer. Discuss with a partner.)

2C. My Career Card

You now know what to find out and where to find it. Time to put it together for the careers you are curious about. A Career Card is one page that holds everything you have learned about a career you are exploring. Filling Career Cards for 2–3 careers helps you compare them and decide which one fits you best.

Step 1 - Pick One Career to Research

Look at the pathway you chose to explore in Lesson 2.2. Pick one specific career within that pathway – something you would actually like to know more about.

Examples:

- "Junior electrician at a small factory" (salaried job pathway)
- "Apprentice tailor at a boutique" (apprenticeship pathway)
- "Mobile repair through a service app" (freelance/gig pathway)
- "Own beauty parlour in my area" (self-employment/starting a business pathway)

My career to research: _____

Step 2 - Fill Your First Career Card

Instructions:

1. Fill in every row with what you already know – be as specific as you can.
2. For rows you don't know, leave the cell blank and put a star (*) next to the question number.
3. You will fill in the starred rows this week, using the sources from Section 2

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My Career Card

1. Name of the career _____
2. Which pathway? (Salaried Job / Apprenticeship / Freelance / Gig work / Self-employment / Starting a Business)
3. Where to find this work near me (companies, shops, apps, areas)_____
4. Qualifications needed_____
5. Extra skills needed_____
6. What a typical day looks like _____
7. What I can earn as a fresher (approximate) _____
8. How I can grow in this career over time_____
9. The hardest part_____
10. The most exciting part_____



Discuss with a partner: Show your partner your Career Card. Did they notice a gap you missed? Did they have any information you could use?

LET'S LEARN!

You now have a Career Card, even if some rows are still empty.
Why this matters:

- Empty rows show you exactly what to find out next
- A filled Career Card helps you compare careers later
- Sharing your card with friends helps everyone learn faster

COMPLETE YOUR CAREER CARDS THIS WEEK

Step 1: Complete your starred rows from Section 2C.
Use at least two sources:

- One person who already does this work — alumnus, relative, neighbour, professional
- One more source — government website (ncs.gov.in or skillindiadigital.gov.in), your ITI trainer, or a newspaper

Step 2: Fill 2 more Career Cards for other careers you are considering.
Think about 2 more careers you are curious about. They can be in the same pathway, or different pathways. They can be in the same trade area, or wider.



My second career: _____

My third career: _____

For each one, fill a fresh Career Card using the template in Section 2C. Use the same rules – fill what you know, star what you don't, find out using two sources

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Step 3: Compare your three Career Cards.

1. Once all three are filled, answer these in your notebook:
2. Which of the three careers has the best earnings for a fresher?

   _____

3. Which has the best growth over time? _____
4. Which one matches what you enjoy and are good at (from your About Me page in Lesson 2.1)? _____
5. Which career are you most interested in exploring further? Why?

   _____

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can describe what my trade looks like in each of the four pathways.
- ☐ I can name three sources of information for researching a career.
- ☐ I have started a Career Card and have a plan to complete it.



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Answer Key

2B: Match the Source (Most likely best sources — some questions may have more than one good answer)

Question	Best source(s)
1. What does a typical day at this job feel like?	Person in the field
2. Is there a new company opening near my town?	Newspaper, ITI trainer
3. What is the official qualification needed?	Government website
4. Which companies have hired from my ITI before?	ITI trainer

2.4

Setting Goals and Building a Plan

In this lesson you will learn:

1. How to write a SMART goal that moves you toward the career you want
2. How to build an action plan with steps, timeline, and support

My Choices So Far

Before you set a goal, let us look at where you are. In the last three lessons, you have done real thinking about yourself, the world of work, and the careers around you. Look back at your workbook and fill these in:



What I am like (one line from your "I am someone who..." sentence)

_____

The pathway(s) I chose to explore

_____

The career(s) I am most interested in (after looking at my 3 Career Cards)

_____

My career wish (one line about what you want for your work life):
I want to _____

_____

This is a wish for now. By the end of this lesson, you will turn it into a real goal with a plan.



Discuss with a partner: Did your career interest change after you filled your Career Cards last week? What surprised you?

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1. From Wish to SMART Goal

You know what you want to move toward. Now the question is – how do you get there?

1A: Two Trainees, Two Different Outcomes

Rahul and Imran both finished the same Electrician course three months ago. Both wanted a job. Here is what happened next.

Rahul told his family: "I want to find a good job."	Imran told his family: "I will get an electrician apprenticeship at a workshop here in town. I have 2 months, and I will apply to at least 3 places with a proper resume."

Week 1: He asked his cousin if he knew anyone hiring. His cousin said he would check. Rahul waited.

Week 2: He visited one workshop. The owner asked, "Do you have a resume?" Rahul did not. He went home to make one, but wasn't sure what to write.

Week 3: He heard about an ITI job fair. He went but he arrived late and most companies had packed up.

Week 6: He was still looking. Each week he tried something, but nothing connected to anything else.

Three months later, Rahul was still searching.

Then he made a simple plan: visit workshops in week 1, prepare his resume in week 2, apply by the end of the month.

Week 1: He visited 5 workshops. Two said no. Two said come back with a resume. One said yes but only for someone with 6 months' experience.

Week 2: He made a one-page resume with help from his trainer.

Week 3: He went back to the two workshops that had asked for a resume. One said they would call him. One offered him a trial week.

Week 5: The trial turned into a paid apprenticeship under a master electrician.

Three months later, Imran was working and earning.

Think and answer:

1. Rahul tried hard. He visited a workshop, went to a job fair, and talked to his cousin. So why was his search not working? _____

2. Imran's plan didn't go perfectly either. The first workshop rejected him. But he still got there. What made the difference? _____

3. Look at Imran's words. Tick what you can spot in his statement:

- ☐ What exactly he wants
- ☐ By when he wants it
- ☐ How he will measure progress
- ☐ Why it connects to his trade

Discuss with a partner: If Rahul came to you for advice after week 2, what would you tell him to do differently?

LET'S LEARN!

Rahul had a wish. Imran had a goal. Both sound similar but they work very differently. A wish stays in your head. A goal gets written down, given a deadline, and broken into steps you can act on.

One useful way to turn a wish into a goal is the SMART method. Look at what Imran told his family:

"I will get an electrician apprenticeship at a workshop here in town. I have 2 months, and I will apply to at least 3 places with a proper resume."

This one statement has five things in it:



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	Meaning	What Imran said
S	Specific – Clear and exact	"Electrician apprenticeship at a workshop in my town" – not just "a job"
M	Measurable – You can tell when you have done it	"Apply to at least 3 places with a resume" – a clear, countable target
A	Achievable – Possible for you right now, with what you have	He already has trade skills and can prepare a resume and apply to workshops in the next 2 months
R	Relevant – A goal is relevant if it helps you move towards the future you want.	An electrician apprenticeship directly builds on what he just completed
T	Time-bound – Has a clear deadline	"Within 2 months"

Each part does a different job. Together, they turn a wish into something you can act on today.

1B: Fix the Goal

Rewrite each weak goal so it becomes SMART. Use the table above as your guide.

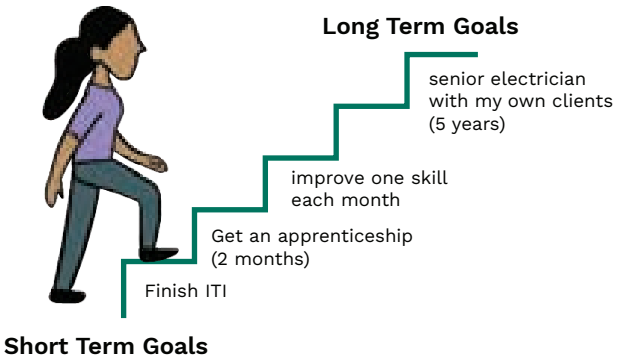
Weak Goal	My SMART Version
1. "I want to earn more money."	
2. "I will get better at my trade."	
3. "I will find work."	

Discuss with a partner: Does each goal have all 5 parts? Did they catch anything missing?

1C: My SMART Goals

Look again at Imran's goal: "Get an apprenticeship within 2 months." This is a short-term goal. But getting an apprenticeship is not Imran's final goal. He wants to become a senior electrician with his own clients in 5 years. That is his long-term goal.

The short-term goal is the first step toward the long-term goal.



Type of Goal	Time	Imran's Example
Long-term goal	1 to 5 years	Become a senior electrician with his own clients in 5 years
Short-term goal	2 to 6 months	Get an apprenticeship at a workshop within 2 months

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Short-term goals should always be SMART. Long-term goals should be clear and time-bound.

Now your turn.

Step 1: My Long-Term Career Goal

Look at your career wish at the start of the lesson. Turn it into a SMART long-term goal for the next 1 to 5 years.

My long-term career goal:

_____

_____

Check yourself. Tick each part your goal has:

☐ S – Specific ☐ M – Measurable ☐ A – Achievable ☐ R – Relevant ☐ T – Time-bound

(If a tick is missing, rewrite the goal to add that part.)

Examples to help you:

- ☐ "I will become a senior electrician at a small factory and earn ₹25,000 per month within 4 years."
- ☐ "I will open my own tailoring shop in my area within 3 years."
- ☐ "I will run my own mobile repair business with steady customers within 5 years."

Step 2: My Short-Term Goal – The First Step

Now think what is one short-term goal you can achieve in the next 2 to 6 months that will start moving you toward your long-term goal?

My SMART short-term goal:

_____

_____

Check yourself. Tick each part your goal has:

☐ S – Specific ☐ M – Measurable ☐ A – Achievable ☐ R – Relevant ☐ T – Time-bound

(If a tick is missing, rewrite the goal to add that part.)

Discuss with a partner: Does your short-term goal actually move you toward your long-term goal?

2. From Goal to Action Plan

A goal without a plan is just a wish. Time to break your goal into clear steps. Let us see what Imran's plan looked like.

2A: Imran's Plan

Remember Imran's short-term goal?: "I will get an electrician apprenticeship at a workshop here in town. I have 2 months, and I will apply to at least 3 places with a proper resume."

Here is how Imran broke his goal into clear steps:

Step	What I will do	By when	Who could help if stuck
1	Ask my ITI trainer if they know any workshops	This week	My trainer
2	Visit 5 workshops near my home	Week 2	My friend who works in one of the workshops
3	Prepare a simple resume	Week 3	Placement officer
4	Apply at 3 places	End of Month 1	–
5	Follow up if no response	Month 2	My trainer

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Think and answer:
1. Why did Imran add “Who could help if stuck” for each step?

_____

2. Which step do you think is the most important and why?

_____

LET’S LEARN!

Every plan faces challenges. Common ones for ITI learners:

- Transport, distance, money
- Family responsibilities
- Not knowing the right people
- Losing confidence after a setback

The strongest plans don’t avoid challenges. They include the answer to “Who can help me when I am stuck?” before things go wrong.

You are not meant to do this alone. Help can come from:

- Your family and friends
- Your ITI trainer or placement officer
- Alumni already working
- Government schemes and portals

2B: My Action Plan

Take your short-term SMART goal from 1C. Break it into 3–5 steps.

My SMART goal: _____

Step	What I will do	By when	Who could help if stuck
1			
2			
3			
4			
5			

Discuss with a partner: Did they spot a step you missed? Did they suggest someone who could help you?

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LET'S LEARN!

You now have a long-term direction, a short-term goal, and a plan to reach it. That is real progress!

A goal is not a promise about the future. It gives you something to work towards. Your goal today may change in 6 months. That is normal. What matters is that you have a direction and that you have taken the first step.

MY FIRST STEP

A plan only works if you start. Look at Step 1 in your action plan from Section 2B and make it real this week.

1. Pick your first step.

This week, I will: _____

On which day? _____

One person I will tell about this: _____

Telling someone makes the goal real. They will ask you about it. That helps you follow through.

2. Keep your goal visible.

Write your SMART goal on a piece of paper. Stick it somewhere you will see it every day — on your wall, your study book cover, or near your bed. Read it once every morning this week.

3. Check yourself at the end of the week.

Did I do my Step 1? ☐ Yes ☐ Partly ☐ Not yet

If yes – what worked? _____

If not – what got in the way? _____

What will my Step 2 be? _____

Bring this filled table to the next class. A plan only works if you check on it.

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can write a SMART goal for myself.
- ☐ I can break a goal into steps with a timeline.
- ☐ I can name people or places that can help me when I get stuck.

Answer Key

1B: Fix the Goal – Sample SMART versions

1. "I will earn ₹12,000 per month by getting a junior technician job within 4 months."
2. "I will practise one new wiring skill every week for the next 2 months."
3. "I will apply to 5 workshops or small factories within the next 6 weeks."

3.1

Introduction to Digital Literacy & Computer Basics

In this lesson you will learn:

1. What digital literacy means and why it matters
2. The basic parts of a computer and the difference between hardware and software
3. How to log in, use the desktop, and create and save a file

How Digital Are You?

Think about the last 2 days. Tick all the things you did:

- ☐ Watched a video on a phone or TV
- ☐ Paid someone using UPI or Google Pay
- ☐ Searched for something on Google
- ☐ Filled an online form
- ☐ Attended an online class
- ☐ Sent a message on WhatsApp
- ☐ I did not do any of these

Now look at these two people. Both of them use their phones and computers every day, but in very different ways.

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Meet Karan and Sameer



Karan searches for job vacancies online, creates resumes on a computer, and applies for jobs by himself.



Sameer uses his phone for social media, watching videos, and playing games, but asks others to fill out online forms for him.

Think and answer:

1. Who can do more tasks without asking for help?
   ☐ Karan ☐ Sameer

2. Why? Write one reason: _____

3. Have you ever asked someone to help you fill a form on a phone or computer?
   ☐ Yes ☐ No

Discuss with a partner: What is one task you wish you could do on a computer by yourself?

Many of us use phones every day. But using a phone to watch videos is different from using a computer to apply for a job. To do such tasks independently on phones and computers, we need digital skills. Let us understand what that means.

LET'S LEARN!

Digital skills means being able to use computers, phones, and the internet safely and effectively to work, learn and communicate.

It is a very important skill in today's workplace. For ITI learners, digital skills help you:

- ☐ Apply for jobs and fill online forms
- ☐ Create your own resume
- ☐ Learn new technical skills online
- ☐ Attend online interviews
- ☐ Send emails and messages to employers

1. Getting to Know the Computer

Before you use a computer, let's look at its main parts.

1A: Label the Parts

Look at the computer in front of you. Write the correct name next to each part:



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Number	Part	What it does
1.		Shows you what the computer is doing (screen)
2.		You type letters and numbers with this
3.		You move the pointer on the screen with this
4.		The main box that makes the computer work

Now point to each part on the real computer in front of you.

1B: Hardware or Software?

Look at the list below. Some things you can touch and hold (like the keyboard). Some things are inside the computer (like games or apps). Tick the correct column for each one:

Thing	Can touch & hold	Lives inside the computer
Mouse	☐	☐
WhatsApp/ Facebook	☐	☐
Keyboard	☐	☐
MS Word	☐	☐
Monitor	☐	☐
Game	☐	☐

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LET'S LEARN!

A computer has two kinds of parts:

Hardware – the parts you can touch. Examples: monitor, keyboard, mouse, CPU, speakers, printer.

Software – the programs inside the computer that you cannot touch. Examples: MS Word, WhatsApp, Google Chrome, games.

Hardware and software work together. The hardware is like your body that you can touch. The software is like your thoughts – you cannot touch them, but it makes things happen.

One special kind of software is called the **Operating System**. It is the first software that starts working when you switch on the computer. Without it, the computer cannot do anything.

The most common Operating System is called **Windows**. You will see this word on the screen when you log in. Another one is called **Linux**.

The Operating System connects hardware and software so that the computer works smoothly

2. Using the Computer

Now let's actually use the computer. Follow each step carefully.

2A: Log In to the Computer

First, learn using the mouse. The mouse has two buttons and a scroll wheel.



Mouse action	What it does
Click (one press on the left button)	Selects something
Double-click (two fast presses on the left button)	Opens something
Right-click (one press on the right button)	Shows a list of options
Scroll (move the wheel up or down)	Moves the page up or down

Try it: Move the mouse on the table. Watch the pointer move on the screen.
☐ I can move the pointer ☐ I tried clicking the left button
☐ I tried right-clicking ☐ I tried scrolling up and down

Now log in to the computer:

- Switch on the computer (press the power button on the CPU box).
- Wait for the screen to show a username and password box.
- Your trainer will give you a username and password. Type them in.
- Click **Login** (or press **Enter** on the keyboard).

☐ I logged in

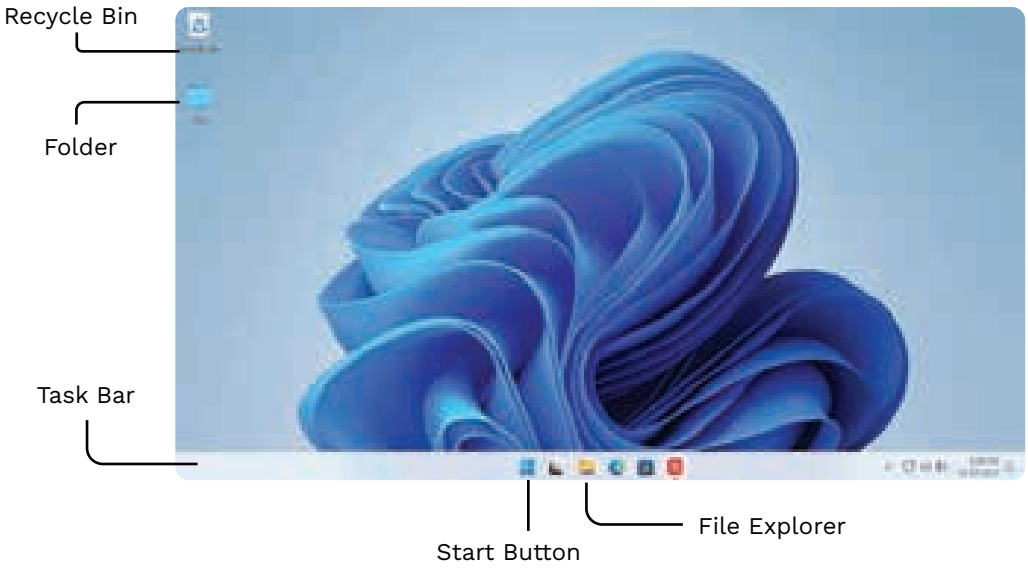
Look at your screen now. You are seeing the Operating System in action. If it says "Windows" anywhere on the screen, that is the name of this computer's Operating System.

2B: Look at the Desktop

The first screen you see after logging in is called the **desktop**. This is your starting point on the computer.

Look at your screen. Find each of these and tick when you see it:
☐ A background picture (called wallpaper)
☐ Small pictures on the screen (these are called icons)
☐ A bar at the bottom of the screen (this is called the taskbar)
☐ A Start button (usually on the left side of the taskbar)

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Ask your partner: Does your desktop look the same as theirs? What is different?

2C: Create and Save a Text File

Now you will create your first file on the computer.

1. **Right-click** on an empty space on the desktop.
2. A list will appear. Move the pointer to **New**, then click **Text Document**.
3. A new file icon will appear on the desktop with the name highlighted in blue.
4. Type a name for your file: **My First File**
5. Press **Enter** to save the name.
6. **Double-click** the file to open it.

A blank page will appear. Type the following:

My name is: _____

My trade is: _____

One digital skill I want to learn: _____

Now save your work:

1. Press **Ctrl + S** on the keyboard.
2. The file is saved.
3. Close the file by clicking the **X** in the top-right corner.

☐ I created a text file
☐ I saved the file
☐ I typed my information
☐ I can see the file on the desktop

LET'S LEARN!

The **desktop** is your starting screen on a computer. Everything on the desktop is either an icon (a small picture that opens something) or a file/folder you created.

Files are documents you create and save like the text file you just made. Each file has a name so you can find it later.
You can create a file anywhere on the computer, but the desktop is the easiest place to start because you can see it straight away.

Important: When you save a file, it stays on the computer even after you switch it off. It does not disappear. You can open it again the next time you log in.

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YOUR DIGITAL START

Put It All Together – Your Digital Start

You have logged in, looked at the desktop, and created a file. Now let's check one important thing: **Does the computer remember your work?**

Part 1 – Log out

1. Click the **Start button** at the bottom-left of the screen.
2. Find the **Log Out** or **Sign Out** option and click it.
3. Wait for the login screen to appear.

Part 2 – Log back in

1. Type your **username** and **password** again.
2. Click **Login**.
3. **Look at the screen.** Can you see the word "**Windows**" anywhere? ☐ Yes ☐ No
4. This is the **Operating System** you learned about.

Part 3 – Find your file and add to it



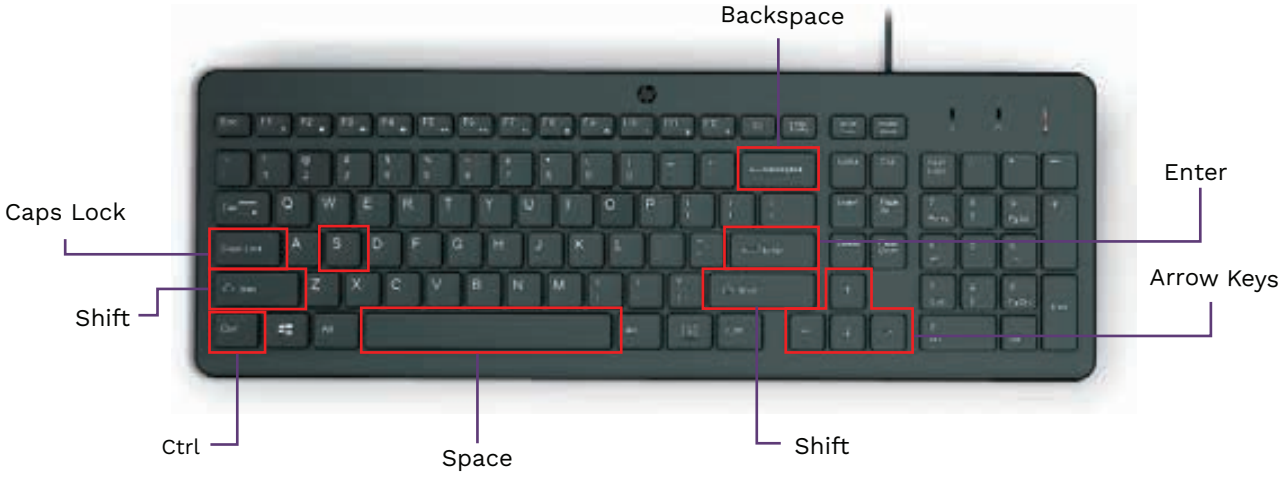
1. Look at the desktop. Is your **My First File** still there? ☐ Yes ☐ No
2. Double-click to open it. Is everything you typed still inside? ☐ Yes ☐ No
3. Now add **three short sentences** at the end of the file:
   - One thing I learned today: _____
   - One thing I can now do on a computer: _____
   - One thing I want to learn next: _____
4. Press **Ctrl + S** to save the file again.
5. Close the file.

Show your partner your file. Both of you should be able to see each other's files on your own screens.

Keyboard Basics

Key	What it does
Enter	Starts a new line OR confirms what you typed
Space	Puts a gap between words
Backspace	Deletes the letter before the cursor
Shift	Hold it while pressing a letter to make it a capital letter
Caps Lock	Turns on capital letters for everything you type (press again to turn off)
Arrow Keys (← → ↑ ↓)	Move the cursor up, down, left, or right
Ctrl + S	Saves your file (you will use this a lot)

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I know what digital literacy means and why it is useful for me.
- ☐ I can name the basic parts of a computer (monitor, keyboard, mouse, CPU).
- ☐ I can tell the difference between hardware and software.
- ☐ I can use the mouse to click, double-click, and right-click.
- ☐ I can log in to a computer and find things on the desktop.
- ☐ I can create, save, and open a file on the computer.



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Answer Key

1A: Think and Answer
Sunil sounded distracted. He did not give clear answers.

1B: Why was this a good call?
All four boxes should be ticked

3.2

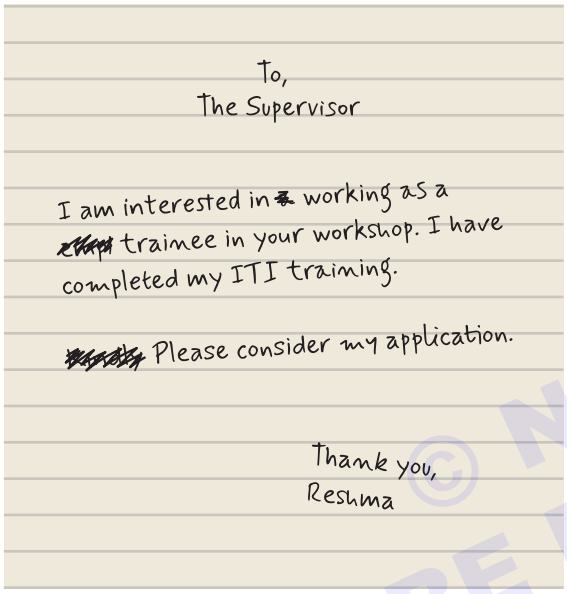
Creating and Editing Documents (MS Word)

In this lesson you will learn:

1. How to open MS Word and type a document
2. How to edit and format text to make it look clear and professional
3. How to save and print your document

Which One Would You Choose?

Look at the two documents below.



To,
The Supervisor

I am interested in working as a trainee in your workshop. I have completed my ITI training.

Please consider my application.

Thank you,
Reshma

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Circle your answer:

Which one looks more neat?	A	B
Which one is easier to read?	A	B
Which one looks more professional for an employer?	A	B

Document B was made using MS Word.

Discuss with a partner: When would someone need a typed document instead of a handwritten one? Share one example each.

LET'S LEARN!

MS Word (Microsoft Word) is a software used to type, edit, and format documents on a computer. Think of it like a digital notebook. You can fix mistakes easily, change how text looks, and save your work forever. You can use MS Word to write letters, applications, resumes, reports, and more.

1. Opening MS Word and Typing a Document

1A: Open MS Word and Start Typing

Follow these steps on your computer:

- Find the MS Word icon on your computer screen. Double-click on it to open.
- You will see a screen with options. Click on Blank Document.



- A white page will appear. You will see a small blinking line (|) on the page. This is called the cursor. It shows where your typing will appear. You can move the cursor using the mouse (click anywhere on the page) or the arrow keys on the keyboard.

Now type your basic profile on this page. Press Enter after each line to move to the next line.

Name: _____

Trade: _____

ITI: _____

What I am good at: _____

Career Goal: _____

Tick when you finish:
☐ Opened MS Word ☐ Created a blank document ☐ Typed the information

Now look at the top of your screen. You will see a wide bar with words like Home, Insert, Layout, View. What do you think these are for?

LET'S LEARN!

The wide bar at the top of the screen is called the **Ribbon**. It has many tools to help you work with your document. The tools are organised into tabs. For example:

- The **File** tab helps you save, print or share your document.
- The **Home** tab helps you change how text looks.
- The **Insert** tab helps you add pictures, tables and shapes.
- The **Layout** tab helps you change page settings.

The Home tab is where you will spend most of your time. You do not need to remember every tool.



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2. Editing and Formatting Your Document

2A: Select, Cut, Copy, Paste, and Undo

Before you can edit or change text, you need to learn how to select it. Selecting means highlighting the text you want to work with.

To select a single word, double click on it. When selected, it is highlighted.

To select many words: click before the first word, hold the mouse button, and drag to the last word.

To select all text in the document: Press Ctrl + A

Practice: Select your name in the document. You will see it highlighted in blue. If it is highlighted, you selected it correctly.

Now let's learn four actions you will use when you work on a document.

Try each action below on your document and tick when done:

☐ **Copy and Paste**

1. Select your Name in the document.
2. Press Ctrl + C (this copies the text).
3. Click at the end of your document (after the last line).
4. Press Ctrl + V (this pastes the text).

Your name should now appear in two places.

☐ **Undo**

Made a mistake? Press Ctrl + Z to go one step back. The pasted name should disappear.

☐ **Cut and Paste**

Cut is different from Copy. When you copy, the text stays in the original place AND appears in the new place. When you cut, the text is removed from the original place and moves to the new place.

1. Select your Trade line.
2. Press Ctrl + X (this cuts the text; it will disappear).
3. Click below your ITI name line.
4. Press Ctrl + V (this pastes it in the new place).

Remember the order:
Select the text > Copy/Cut > Click where you want it > Paste

2B: Make Your Text Look Better

Now let's format your text. Formatting means changing how your text looks, its size, style, colour, and position on the page.

All the tools below are in the Home tab. Make sure you are on the Home tab before you start.



Part 1– Font Tools
Select your Name in the document. Then try each action:

Action	How to do it	Tick
Make it Bold	Click the B button (or press Ctrl + B)	☐
Make it Italic	Click the I button (or press Ctrl + I)	☐
Add Underline	Click the U button (or press Ctrl + U)	☐
Increase font size	Find the font size box (it shows a number like 11). Change it to 16	☐
Change font colour	Click the A with a coloured line under it. Pick a colour.	☐
Change font style	Find the font name box (it shows a name like "Calibri"). Click it and choose a different font.	☐

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Part 2 – Alignment
Alignment controls where your text sits on the page.
Select your Name again and try each option:

Alignment	What it does	Tick
Left	Text starts from the left side (this is the default)	☐
Centre	Text appears in the middle of the page	☐
Right	Text moves to the right side	☐
Justify	Text spreads evenly across the full page width	☐

Part 3 – Lists

Lists help organise information clearly. There are two types:
Bulleted list – It uses symbols (•) for items with no order.
Numbered list – It uses numbers (1, 2, 3) for items in a specific order.

Try it: Type a list of 4 tools used in your trade. Then:
Select all 4 items.
Click the Bullets button in the Home tab to make it a bulleted list.

Now click the Numbering button to change it to a numbered list.

Show your partner your document. Compare how it looks now to how it looked when you first typed it. What changed?

Think and answer: If you are making a resume, which formatting would you use for your name at the top? Pick from what you just practised and write below:

Font size: _____ Bold / not bold: _____ Alignment: _____

2C: Line Spacing

Line spacing controls the space between lines of text. More space makes a document easier to read.

Try it:
1. Select all the text in your document (press Ctrl + A).
2. In the Home tab, find the Line Spacing button (it looks like lines with arrows between them).
3. Click it and try 1.0, then 1.5, then 2.0.

Which spacing is easiest to read? Write your answer: _____

2D: Find and Replace

The Find and Replace tool helps you quickly locate or change words in a document.
For example, if you typed the wrong word many times, you can correct it everywhere at once.

Try it:
1. Type this sentence at the end of your document three times: "I am teh best student in teh trade."
2. Now press Ctrl + H. A box will appear.
3. In the Find box, type: teh
4. In the Replace box, type: the
5. Click Replace All.

All three sentences are fixed at once!

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LET'S LEARN!

Formatting is not just about looks. It helps the reader understand your document.

- The bold text shows "this is important."
- A bigger font size shows "this is a heading or a title."
- Centre alignment is used for titles and names at the top of a page.
- Justified text spreads evenly and looks formal. It is used for paragraphs in reports and resumes.
- Line spacing of 1.5 is the most comfortable to read and is used for resumes, reports, and assignments.
- Lists make information easier to scan than long sentences.

When you choose how text looks, you are guiding the reader's eyes. Good formatting makes your document easy to read and professional.

3. Save and Print Your Document

3A: Save Your Document

If the computer shuts down and you have not saved, all your work will be lost. So always save your work.

1. Press Ctrl + S on your keyboard.
2. A box will appear. Choose where you want to save the file on the computer.
3. Type a clear name for your file. A good file name helps you find it later.

Example of a good file name: Rajesh_Profile_Electrician
Example of a bad file name: Document1

Tip: Press Ctrl + S often while working, not just at the end. It is a good idea to save it every few minutes.

Write the file name you chose: _____

☐ Saved

3B: Print Preview



Before printing, always check how your document will look on paper.

1. Click File → Print (or press Ctrl + P).
2. Look at the preview on the right side of the screen. This is how your document will look when printed.
3. Check: Does everything look correct? Is any text cut off?

To print, the computer must be connected to a printer. You can choose how many copies to print.

☐ I checked the print preview

LET'S LEARN!

Saving and previewing are habits. Save your work every few minutes and not just when you finish. Always check Print Preview before clicking Print, because paper and ink cost money, and you cannot undo a printed document.

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CREATE YOUR ONE-PAGE PROFILE

Use everything you learned today to create your one-page profile document.
Your document must have:



- ☐ Your name - Bold, Font Size 18, Centre-aligned
- ☐ Your trade and ITI name - Font Size 14, Centre-aligned, just below your name
- ☐ A short paragraph (3–4 lines) about what you are learning in your trade – Justify alignment, Line Spacing 1.5
- ☐ A bulleted list of 4 tools or equipment you use in your trade
- ☐ A numbered list of 3 things you will be able to do after completing your training
- ☐ Saved with a clear file name (Example: YourName_Profile_YourTrade)
- ☐ Print Preview checked – everything looks correct

Explore More!

Challenge	What to do
Insert a picture	Go to Insert tab -> Pictures. Add a picture to your document.
Insert a table	Go to Insert tab -> Table. Create a small table with 2 columns and 3 rows.
Header	Go to Insert -> Header. Type your name and trade in the header. Does it appear on every page?
Add page numbers	Go to Insert tab -> Page Number. Add a number at the bottom of the page.
Save as PDF	Click File -> Save As. Change the file type to PDF. How is a PDF different from a word document?

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Keyboard Shortcuts You Learned Today

Shortcuts help you work faster.

Shortcut	What it does
Ctrl + A	Select all text
Ctrl + C	Copy
Ctrl + X	Cut
Ctrl + V	Paste
Ctrl + Z	Undo
Ctrl + B	Bold

Shortcut	What it does
Ctrl + I	Italic
Ctrl + U	Underline
Ctrl + H	Find and Replace
Ctrl + S	Save
Ctrl + P	Print

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can open MS Word and type a document.
- ☐ I can edit and format text to make it look clear and professional.
- ☐ I can save and print my document.



3.3

Working with Numbers (MS Excel)

In this lesson you will learn:

1. How to create a basic spreadsheet and enter data into rows and columns
2. How to use simple formulas to find totals and averages
3. How to format your spreadsheet so it is easy to read

Can You Help the Canteen Manager?

The canteen manager, Imran, needs to find his total earnings at the end of every day. Here is today's sales record:

Item	Price (₹)	Quantity Sold
Samosa	14	34
Chai	8	66
Vada Pav	16	23
Biscuit Pack	15	38
Idli Sambar	12	19



Help Imran answer these questions:

1. Which item earned the most money? _____
2. Total earnings for the day = ₹ _____

(Hint: Multiply Price × Qty. for each item. Then add all the totals to find Imran's total earnings for the day.)

Compare your answers with your classmates. Did everyone get the same total?

How much time did it take to find the total? Imran does this every day. On some days, he sells 20 items or more. That takes even more time. One small mistake means doing all the calculations again. Is there a better way to do this? Let's find out.

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LET'S LEARN!

Microsoft Excel (MS Excel) is a program that organises numbers and information in rows and columns. It can also do calculations for you like adding totals, finding averages, calculating percentages, etc.

Think of Excel like a notebook with superpowers. You type in the numbers, and the computer does the math. If any number changes, the result updates automatically.

Excel can handle large amounts of data easily. Most workplaces use Excel because it saves time and reduces mistakes. Here are some ways Excel is used:

- Expense tracker – tracking monthly spending and finding totals
- Stock / inventory list – tracking tools, materials, or spare parts in a workshop (what is available, what is used, what needs reordering)
- Work log – recording daily tasks, hours worked, or units produced
- Client/Customer list – for an electrician, plumber, or mechanic starting a small business (name, phone number, date of service, amount charged)
- Simple invoice / bill – listing items sold or services done, with quantity, rate, and total

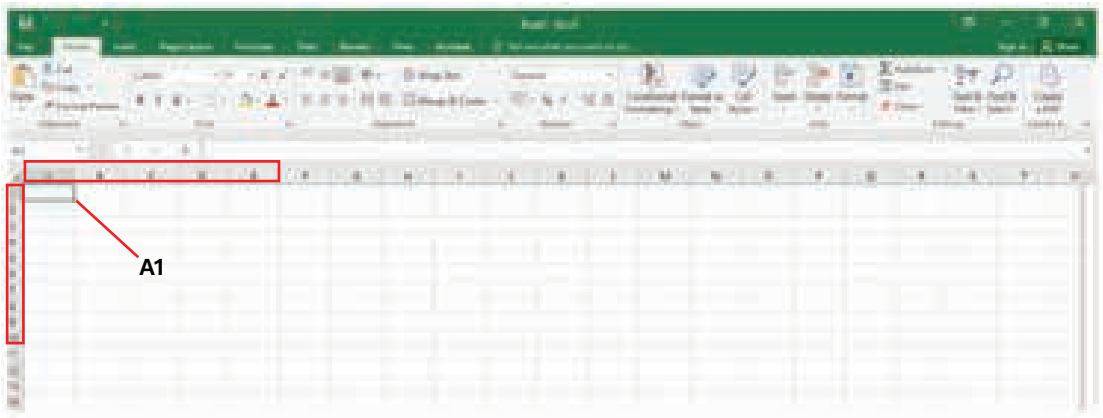
Knowing how to use Excel is a skill that can help you in your future job.

1. Getting Started with Excel

1A: Open Excel and Explore the Grid

Follow these steps on your computer:
1. Find the MS Excel icon on your computer screen. Double-click to open it.
2. Click on **Blank Workbook.**

A screen full of small boxes will appear. This is the spreadsheet.



Look at the screen and find these things. Tick when you see each one:

- ☐ Small boxes arranged in rows (going left to right) and columns (going top to bottom)
- ☐ Letters at the top (A, B, C, D...) – these are column names
- ☐ Numbers on the left side (1, 2, 3, 4...) – these are row numbers
- ☐ A small box in the top-left corner that says A1 – this is called the Name Box

Try it: Click on different boxes. Watch the Name Box change. Each box is called a cell. Every cell has an address – the column letter + the row number.

Write the address of these cells:

I clicked on...	The Name Box showed
The cell in column B, row 3	_____
The cell in column D, row 1	_____
The cell in column A, row 5	_____

Now try moving between cells using the keyboard and tick when done:

- ☐ Press Tab – moves one cell to the right
- ☐ Press Enter – moves one cell down
- ☐ Press the Arrow keys (↑ ↓ ← →) – moves one cell in any direction

1B: Enter Data into a Spreadsheet

Now let's type the canteen's item list into Excel. Type the following data exactly as shown:

How to enter data:
1. Click on cell A1. Type: Item
2. Press **Tab** to move to the next cell (B1). Type: Price (₹)
3. Press **Enter** to move to the next row.
4. Continue typing the rest of the data. Use **Tab** to move right, **Enter** to move down, or Arrow keys to move in any direction.

	A	B	C	D
1	Item	Price (₹)	Quantity Sold	
2	Samosa	14	34	
3	Chai	8	66	
4	Vada Pav	16	23	
5	Biscuit Pack	15	38	
6	Idli Sambar	12	19	

Check: Does your spreadsheet look like the table above? If any cell looks too narrow and the text is cut off, do not worry, we will fix that later from the formatting section.

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LET'S LEARN!

A **spreadsheet** is a grid of rows and columns used to organise information.

- Sheet is a grid of rows and columns used to organise information.
- Rows go left to right (numbered 1, 2, 3...)
- Columns go top to bottom (named A, B, C...)
- Each box is called a **cell**
- Every cell has an **address** made of the column letter and row number (for example, B3 means column B, row 3)

The first row is usually used for headings – labels that tell you what each column contains.

To move between cells: Use Tab (right), Enter (down), or Arrow keys (any direction).

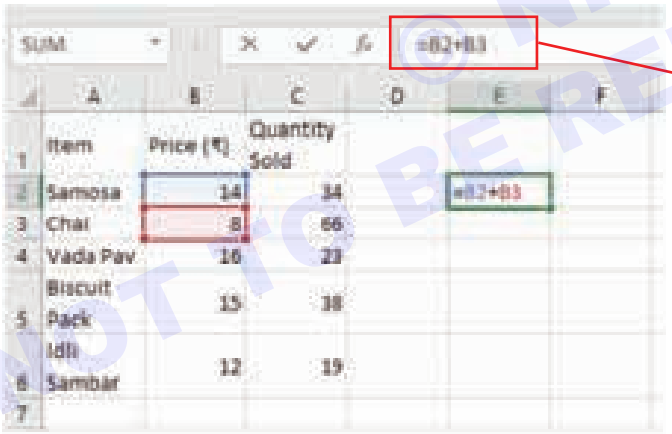
2. Doing Calculations in Excel

2A: Simple Calculations

Now that the data is in Excel, let's use it to calculate. In Excel, every calculation starts with an = (equals sign). This tells Excel to do the math for you.

Try it first: Click on any empty cell, for example, E2. Type: =B2+B3 and press **Enter**.
What number appeared? _____. This is the combined price of Samosa and Chai.

Now click on cell E2 again. Look at the long bar just above the worksheet column letters. It shows =B2+B3. This is the **Formula Bar**. It shows the actual formula while the cell shows only the result.



Formula Bar shows the formula inside the selected cell

You can use +, -, *, and / in any formula just like a calculator. Now let's use this to solve Imran's real problem.

☐ Delete E2 before continuing (click on it, press Delete).

2B: Total Earnings for Imran

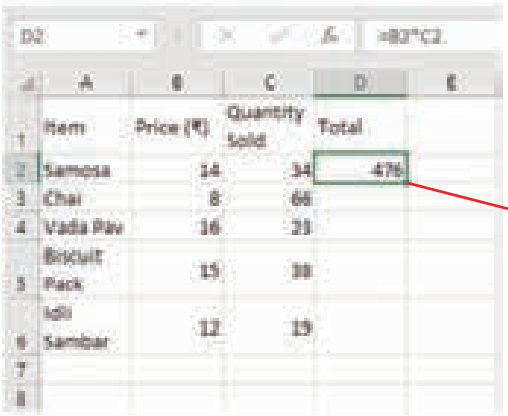
Imran needs two things: Total amount earned per item (Price × Qty. Sold), and his grand total for the day.

Step 1: Add a column heading. Click on D1. Type: Total (₹). Press **Enter**.
Step 2: Write a multiplication formula. Click on D2. Type: =B2*C2 and press Enter.

Write the answer: ₹ _____ Check: 14 × 34 = _____

Step 3: Typing =B3*C3, =B4*C4... for every row works — but Excel has a faster way.
Click on D2 again. Look at the bottom-right corner of the cell. You will see a small square. This is the **Fill Handle.**

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Move your mouse to it. When the pointer becomes a thin + sign, hold the left mouse button and drag down to D6. Release. Excel copies the formula into D3 to D6 and adjusts the cell addresses automatically. Column D now shows the total of every item.

Check: Click on D5. Check the Formula Bar. What formula does it show? _____

Step 4: Click on C7. Type: Total Earnings. Press Tab to move to D7.
Now to find total earnings for the day, you could type = D2+D3+D4+D5+D6 in cell D7. But if Imran had 20 items, that would be a very long formula. Excel has a faster way: **a function** (a ready-made formula). Instead of adding cell by cell, you tell Excel the range (the group of cells you want to include) and it does the rest.

Type: =SUM(D2:D6) and press **Enter.**

Total earnings for the day: ₹ _____

Is this the same as your calculation earlier?
☐ Yes ☐ No

Did you get an error instead of a number? If yes, check:

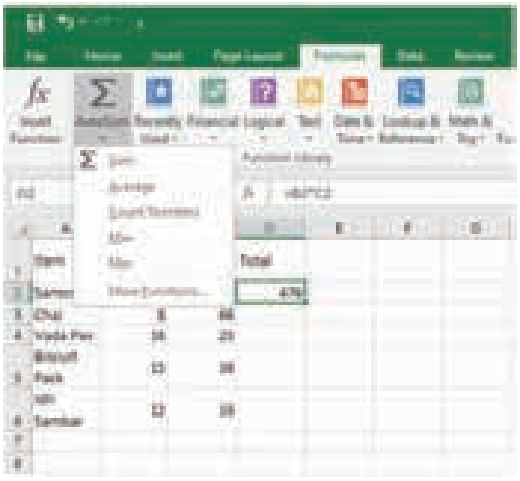
- Did you type = at the start?
- Did you use a colon (:) and not a dash?
- Did you close the brackets) at the end?

What you just did: You told Excel to add up everything from D2 to D6. The colon (:) means "to." So D2:D6 means "D2 to D6."

Try it: Click on C3 and change 66 to 82. Press Enter. Watch D3 and D7 update automatically. New total: ₹ _____ (Change C3 back to 66 before continuing.)

Step 5: Imran also wants to know: on an average, how much does each item earn?
Click on C8. Type: Average Earnings. Press Tab to move to D8.
Type: =AVERAGE(D2:D6) and press Enter.
Average earnings per item: ₹ _____

Tip: You don't always need to type formulas by hand. Click the Formulas tab at the top → Click the small arrow next to AutoSum → You will see a list: Sum, Average, Max, Min, or Count. Click any one and Excel inserts the formula for you. You just need to select your range and press Enter.



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LET'S LEARN!

Every formula in Excel starts with =. You can use +, -, *, / just like a calculator but instead of typing numbers, you type cell addresses. If the data changes, the formula updates automatically.

What you want	Formula	What it does
Add two cells	=B2+B3	Adds values in B2 and B3
Multiply	=B2*C2	Multiplies B2 by C2
Add up a range	=SUM(D2:D6)	Adds all values from D2 to D6
Find the average	=AVERAGE(D2:D6)	Divides the total by number of items

The **Formula Bar** shows the formula inside any cell you click. Use it to check or fix your calculations.

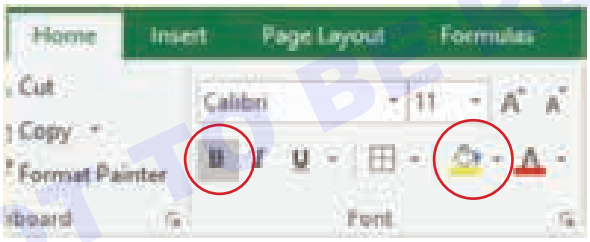
The **Fill Handle** (small square at the bottom-right of a cell) lets you copy a formula down a column without retyping it.
The **Formulas tab → AutoSum** lets you insert any of these functions with one click.

3. Make Your Spreadsheet Easy to Read

3A: Format Your Spreadsheet

Your spreadsheet has the right data and formulas. But it may look crowded or hard to read. Formatting helps the reader understand it quickly just like in MS Word.
Follow these steps:

Part 1: Bold the headings and add colour



1. Select cells A1, B1, C1 and D1 (click on A1, hold the mouse button, drag to D1).
2. Press Ctrl + B to make them bold.
3. With the cells still selected, find the Fill Colour button in the Home tab (it looks like a paint bucket).
4. Click the small arrow next to it and choose a light colour (like light blue or light yellow).

☐ Headings are bold ☐ Headings have a background colour

Part 2: Centre-align the headings



With cells A1, B1, C1 and D1 still selected, click the Centre Alignment button in the Home tab.

☐ Headings are centred

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Part 3: Adjust column width

If the text in column A is cut off:

1. Move your mouse pointer to the line between column A and column B at the very top (between the letters A and B).
2. When the pointer changes to a line with two arrows (↔), double-click. The column will automatically adjust to fit the longest text.
3. Do the same for column B, C and D, if needed.

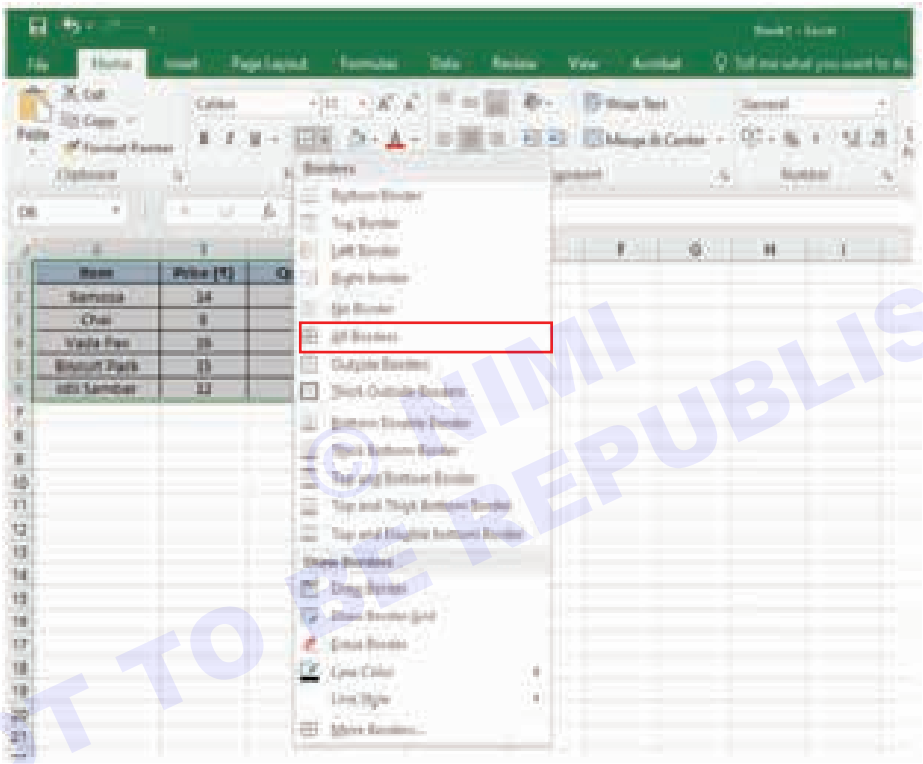
☐ Column width is adjusted

Part 4: Add borders

Borders are lines around your cells that make the table look neat.

1. Select all your data: Click on cell A1, hold the mouse button, and drag to cell D8.
2. In the Home tab, find the Borders button (it looks like a small grid).
3. Click the small arrow next to it and select All Borders.

☐ Borders are added



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Part 5: Bold the Total row

1. Select cells A7, A8 and D7, D8.
2. Press Ctrl + B to make them bold.

☐ Total row is Bold

Show your partner your spreadsheet. Compare how it looks now to when you first typed the data. What changed?

LET'S LEARN!

Formatting a spreadsheet makes it easier for the reader to understand the data. Here are the tools you used:

- Bold headers and totals tell the reader "this row is important."
- Fill colour on headings makes the header row stand out from the data.
- Centre alignment on headings gives a clean, professional look.
- Adjusting column width makes sure no text is hidden or cut off.
- Borders separate the data into clear rows and columns, so the eye knows where one piece of information ends and the next begins.

Good formatting is not about making things pretty. It is about making sure anyone who looks at your spreadsheet can understand it in seconds.

BUILD YOUR MONTHLY EXPENSE TRACKER

Now create your own expense tracker from scratch. Do not copy the example above.
Think about what you spend money on every month.

Open a new blank workbook (click **File → New → Blank Workbook**).
Your spreadsheet must have:

- ☐ Column A: Item names (at least 6 items from your real monthly expenses - food, transport, rent, phone, etc.)
- ☐ Column B: Amount in ₹ for each item (use amounts close to what you actually spend)
- ☐ A Total row using the SUM formula
- ☐ An Average row using the AVERAGE formula
- ☐ A Percentage row for your biggest expense (using ÷ formula and the % button)
- ☐ Bold headings in row 1 and the Total row, with a light fill colour and centre alignment on the heading row
- ☐ Borders around all the data
- ☐ Columns adjusted so no text is cut off
- ☐ Saved with a clear file name (Example: YourName_Monthly_Expenses)

Explore More

If you finish early, try these:

Challenge	What to do
Add a third column	Add column C with the heading "Category" (e.g., Essential, Optional). Can you tell which expenses are essential?
Use MAX and MIN	In empty cells, use =MAX and =MIN on your amounts column. Which expense is highest? Which is the lowest?
COUNT	Use =COUNT(B2:B6). What number appears? What do you think it counts?

Practice Worksheet | Want to practise more? Scan the QR code.

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can open Excel and enter data into rows and columns.
- ☐ I know what a cell address means (like B3 or A7).
- ☐ I can use SUM, AVERAGE, MAX, MIN, and COUNT formulas.
- ☐ I can find formulas in the Formulas tab without typing them by hand.
- ☐ I can format a spreadsheet with bold headings, fill colour, borders, comma style, and adjusted columns.



3.4

Internet Use & Online Safety

In this lesson you will learn:

1. What the internet is and how it can help you in learning and at work
2. How to use a search engine to find the right information
3. How to spot unsafe websites, scams, and unsafe behaviour online, and what to do if something goes wrong

What Do You Already Use?

Look at the list below. Tick all that you have used in the last week.

I used this last week	
WhatsApp	☐
YouTube	☐
Google	☐
Chrome or Edge	☐
Naukri or Apna (job apps)	☐
Google Maps	☐
Online payment (PhonePe, GPay)	☐
Any government website (.gov.in)	☐



Count your ticks. You already use the internet more than you think. Today you will learn to use it better to find the right answers and stay safe doing it.

Discuss with a partner:
Share one thing you searched on Google or YouTube in the last week. Did it help?

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LET'S LEARN!

The internet is a huge network that connects computers, phones, and other devices all over the world. The information you read is available on **websites**, which you open using a **browser**. To open these pages you need an internet connection.

The internet can help you revise a class topic, find jobs and apprenticeships in your trade, apply for government schemes, and fill forms yourself. But the internet has both good and bad information on it. To use it well, you need three skills: know how to connect, know how to search, and know how to stay safe.

1. Getting Online

1A: Match the Four Things You Need

To use the internet, four things work together. Draw a line from each item to what it does.

Item	What it does
1. Device	A. Connects your device to the internet (Wi-Fi or mobile data)
2. Internet Connection	B. An app that opens websites (Chrome, Edge, Firefox)
3. Browser	C. What you type and read on (phone, laptop, computer)
4. Search engine	D. A tool that finds information for you (Google, Bing)

Now look at the computer in front of you.
Find the browser and search engine on your computer. Write the names below.

Browser _____

Search engine: _____

LET'S LEARN!

The **Browser** is the vehicle you use to travel the internet. The **Search Engine** is the map or directory that helps you find where you want to go.

Wi-Fi safety: Free Wi-Fi at a bus stand, station, or cafe with no password can be used by criminals to steal your data. Only connect to Wi-Fi you trust (home, ITI, workplace).

1B: Browser, Search Engine, or Website?

Below are six icons you will see on the internet. For each one, circle whether it is a Browser, a Search Engine, or a Website.



Chrome	Browser / Search Engine / Website
Google	Browser / Search Engine / Website
YouTube	Browser / Search Engine / Website
Microsoft Edge	Browser / Search Engine / Website
Bing	Browser / Search Engine / Website
Wikipedia	Browser / Search Engine / Website

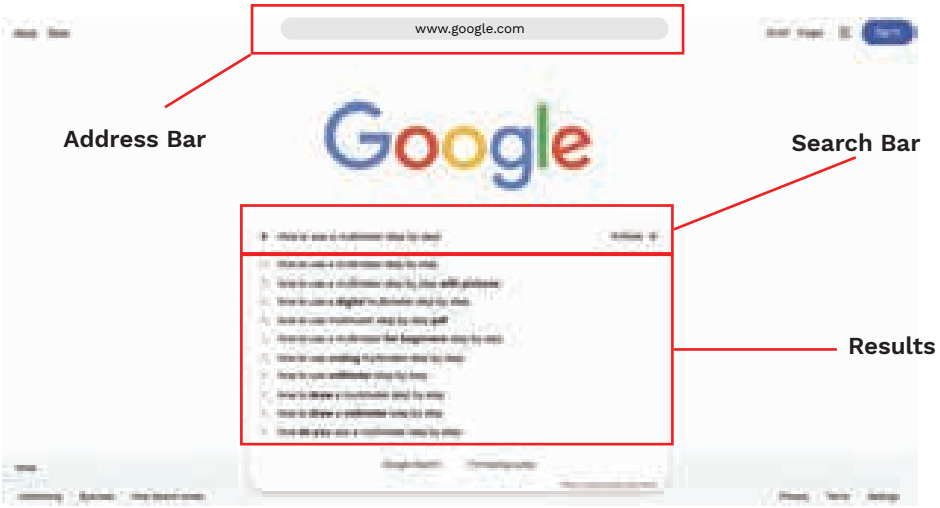
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LET'S LEARN!

Think of it like a TV. A **browser** is the TV itself. It does not have content of its own. A **search engine** is like a remote control. It helps you find what you want. A **website** is the actual show you watch. It is a page on the internet you can read, watch, or use. YouTube and a job site are both websites.
A **link** is a clickable word, button, or picture that opens a website. A full link starts with https:// (for example, https://www.youtube.com).

2. Searching for Useful Information

Follow these steps on your computer, then do the three searches below:
1. Open a browser (look for the Chrome or Edge icon and double-click it).
2. Click on the long bar at the top. This is the address bar. You can use this bar to type a website address or search for information.
3. Type what you want to find. These are your search keywords (the most important words, not full sentences).
4. Press Enter on the keyboard.
5. Look at the results. Click the one that looks the most useful.



2A: Practice ‘Search’

Now try three real searches on the computer. After each search, write what you used and tick what you did.

Search 1 – Learn a skill from your trade.

Search for a short tutorial video about something from your trade.

Example: *“how to change a bulb holder” (Electrician), “how to stitch a button” (Sewing Technology), “how to check air filter scooter” (Mechanic).*

My keywords: _____

- ☐ I opened a browser
- ☐ I typed keywords and pressed Enter
- ☐ I clicked one video and watched at least 30 seconds

Search 2 – Find a job or apprenticeship in your area. Example: *“ITI fitter apprentice jobs in Surat”*

Search for a job or apprenticeship in your trade in your area.

My keywords: _____

Name one company that came up in the results: _____

Search 3 – Identify a tool or part.

Search for a picture of a tool or part used in your trade.

Example: *“types of screwdrivers with names”, “parts of a lathe machine”*

My keywords: _____

Which tab showed the most useful answer?

☐ All (links) ☐ Videos ☐ Images

LET’S LEARN!

The clearer your keywords, the better the results. Compare: “*sewing*” gives you everything; “*how to stitch a zipper tutorial*” gives you the exact answer. Add the place or specific name when it matters *(“electrician jobs in Surat”)*.

Different searches need different kinds of results. The top of the search page has tabs: All, Images, Videos, News, Maps. Pick the one that fits your question.

When you want to...	Choose this tab
Read steps, rules, or job details	All (Links / Web pages)
Watch how to do something	Videos
See a tool, part, or diagram	Images
Find a place near you	Maps

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2B: Indian Government Websites You Can Trust

The internet has many fake websites pretending to be the government. The real ones always end with .gov.in or .nic.in. If a "government" site ends in .com, .xyz, or a name you don't recognise – it is fake. Here are the ones you will use most in your career.

Website	What it does
india.gov.in – National Portal of India	One door to all government services: PAN, driving licence, birth certificate, scheme info.
myaadhaar.uidai.gov.in – MyAadhaar	Download your Aadhaar, update your photo, check your enrolment, link your phone number.
irctc.co.in – IRCTC	Book Indian Railway tickets, check PNR status, see train timings.
swayam.gov.in – SWAYAM	Free online courses from IITs, IISc, and top Indian universities. Useful for upskilling.
apprenticeshipindia.gov.in – NAPS	Find and apply for apprenticeships in your trade across India.
cybercrime.gov.in	Report any cyber fraud or online scam. (More on this in Section 3.)
nimi.gov.in - NIMI	Find ITI learning materials, question banks, and trade-related study resources.
apaar.education.gov.in - APAAR	View and manage your academic records and achievements digitally (if your institution is linked).
digilocker.gov.in – DigiLocker	Store, access, and securely share your Aadhaar, marksheets, driving licence, and other official documents online.

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Try it now:

1. Open a browser.
2. Type: apprenticeshipindia.gov.in in the address bar and press Enter.
3. Once the site opens, look at the address bar.

Tick when you see them:

- ☐ The website ends with .gov.in
- ☐ The address starts with https:// and shows a lock icon
- ☐ The page has an official logo and "Government of India" written somewhere

Write down one apprenticeship in your trade that you see on the page:

_____

3. Staying Safe Online

Not every website and message on the internet is safe. Some try to steal your money, your password, or your personal details. Knowing the warning signs can save you from real trouble.

3A: Spot the Safe Website

Three things tell you if a website is safe.

Check	What to look for
Lock icon and https://	A safer website shows a small lock and https:// (not http://) in the address bar. No lock = do not enter your password or payment details.
Correct website name	Fake sites often use a wrong spelling (goooogle.com, amzon.in). Read the address slowly. If it looks strange, close it.
No browser warning	If your browser shows a red warning like "Your connection is not private" or "Deceptive site ahead", click "Back to safety" and do not continue.



Real or Fake?
For each website address, tick R for Real or F for Fake.

Website address	R	F
https://www.naukri.com	☐	☐
http://sbi-bank-login.co.in	☐	☐
https://www.goooogle.com	☐	☐
https://www.irctc.co.in	☐	☐
http://you-won-iphone-claim-now.xyz	☐	☐
https://apprenticeshipindia.gov.in	☐	☐

Discuss with a partner:
Pick one fake site. What was wrong with it?

3B: Spot the Scam

Scams come as messages, calls, or pop-ups. Look at these four real messages people received last year. Tick Scam or Safe.

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Congratulations! You won ₹50,000. Click here to claim: bit.ly/win-prize-claim

Scam ☐ Safe ☐

Your SBI account will be blocked today. Verify your OTP and ATM PIN here: sbi-help-now.co

Scam ☐ Safe ☐

Amma:
Beta, are you home?

Scam ☐ Safe ☐

VK-NAUKRI
Your application for L&T fitter role has been received. Track: naukri.com/myapplications

Scam ☐ Safe ☐

LET'S LEARN!

Red flags that mean SCAM
A message or website is probably a scam if it:

- Promises easy money, a free prize, or an "instant job"
- Says "Urgent! Act now!" to rush you
- Asks for your OTP, PIN, password, or bank details
- Has strange spelling or an unknown website name
- Comes from an unknown number or email
- Wants you to download an unknown file

The Golden Rule: STOP. ASK. VERIFY.
No bank, government office, or real company will ever ask for your OTP or PIN. Not by call, not by SMS, not by WhatsApp. Never.

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3C: Safe or Unsafe?

Read each habit. Write S for Safe or U for Unsafe.

Habit	S or U
Use a strong password and keep it private.	_____
Click "You won a prize" links to grab money quickly.	_____
Log out of your account on a shared lab computer.	_____
Use the same password for every app.	_____
Download apps only from the Play Store or App Store.	_____
Share your OTP with a person who calls claiming to be from the bank.	_____
Check the website spelling and the lock icon before paying online.	_____
Connect to free Wi-Fi at a bus stand without a password.	_____
Meet an online friend in person whom you have never seen before.	_____
Forward a *"WhatsApp message about a new government scheme"* without checking if it is true.	_____

3D: Cybercrime Helpline – Your Safety Net

Even if you are careful, things can still go wrong! Two tools every internet user in India should know:

Helpline	What it does
1930 (Call)	National Cyber Crime Helpline. If you have lost money in an online fraud, call within 24 hours–the police can sometimes freeze the money before it leaves the criminal's account.
cybercrime.gov.in (Online)	Report any kind of cybercrime–fraud, harassment, fake job offers, online stalking. You do not need to go to a police station first.

If you become a victim of a scam or cybercrime – REPORT IT.

Write the helpline number in big letters here so you remember it: _____

LET'S LEARN!

Cyber crime is when someone breaks the law using the internet – stealing money, stealing identity, harassing someone, sharing fake news, or hacking. It is a serious crime, just like stealing a wallet on the street.

Knowing the helpline number is like knowing 100 for the police or 108 for an ambulance. You may never need it. But if you do, it could save your money or your peace of mind.

ONE SMART SEARCH

Use everything you learned today. Do one full search related to your own trade. Pick ONE topic from your trade. Search for it on the computer and answer the questions below.

Question	Your answer
1. My topic	_____
2. My search keywords (clear words, not full sentences)	_____
3. Which tab gave the best results? (Link / Video / Image)	_____
4. The website name I clicked on	_____
5. Does the website end with .com, .in, .gov.in, or something else?	_____
6. Did the address bar show a lock and https://?	☐ Yes ☐ No
7. Does this look like a trustworthy website? Why or why not?	_____
8. One useful thing I learnt from this search	_____

Show your partner: Tell them one good thing they did and one thing they could do differently next time.

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Explore More

Challenge	What to do
Use Image Search	Open Google Images. Search for a tool, machine, or anything you like. What did you search for? What did you learn?
Use Voice Search	Open Google and click the microphone icon in the search box. Ask a question. Did you get useful results?
Turn on SafeSearch	On a computer or phone, open Google → profile picture → Search settings → set SafeSearch to "Filter".
Try a government portal	Go to swayam.gov.in. Search for one course in your trade. Write the course name and how long it runs.
Use Maps	Search "ITI near me" on Google Maps. Click one result. How far is it from your current location?
Find an apprenticeship	Go to apprenticeshipindia.gov.in. Find one apprenticeship in your trade. Write the company name and location.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain what the internet is and how it helps in learning and work.
- ☐ I can use a browser and a search engine to find what I need.
- ☐ I can name 2 trustworthy Indian government websites (.gov.in).
- ☐ I can spot an unsafe website, a fake address, or a scam message.
- ☐ I know no one should ever be given my OTP or PIN.
- ☐ I know the cybercrime helpline number is 1930.



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Answer Key

1A: Match the Four Things You Need: 1-C; 2-A; 3-B; 4-D

1B: Browser, Search Engine, or Website? in bold like others
1. Browser 2. Search Engine 3. Website 4. Browser 5. Search Engine 6. Website

3A: Spot the Safe Website:
1. Real 2. Fake (fake words "bank-login" added; not SBI's real address)
3. Fake (extra 'o' in goooogle) 4. Real (official Indian Railways; .co.in is a genuine Indian domain)
5. Fake ("win iPhone" + .xyz) 6. Real (official Government of India)

3B: Spot the Scam:
1. Scam–promises easy money
2. Scam–no real bank asks for OTP/PIN
3. Safe–normal message from a saved contact (stay alert if it later asks for money)
4. Safe–VK-NAUKRI is Naukri's official SMS sender

3C: Safe or Unsafe?: 1. S 2. U 3. S 4. S 5. U

3.5

Communication Using Emails

In this lesson you will learn:

1. What email is, and when to use it
2. How to create your own email ID, send an email, and reply to one
3. How to attach files and use CC and BCC the right way

1. What Email Is and When to Use It

1A: Why Email Matters

Anita has finished her Sewing Technology course at an ITI. A garment factory in Tiruppur called her for an interview. The HR person said: "Please send your resume to hr@royaltextiles.in by Tuesday."
Anita sent it on WhatsApp but the HR person did not reply. Two days later, she called the factory.
HR: "*We don't accept resumes on WhatsApp. Please send it by email.*"
Anita: "*I don't have an email ID.*"
HR: "*Then please create one and send it today. We have other candidates waiting.*"

Think and answer:

- Why do you think the company wanted the resume by email and not on WhatsApp?

  Write one reason: _____

- Do you have an email ID? ☐ Yes ☐ No

- If yes, write your email ID here: _____

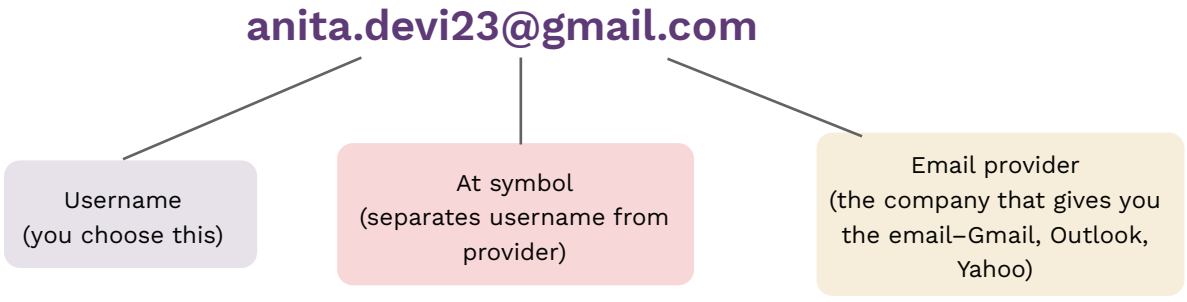
LET'S LEARN!

Email (short for electronic mail) is a way to send written messages, and files over the internet. It is like sending a digital letter you can attach documents to.

WhatsApp is good for quick chats with friends and family. But for serious work – applying for a job, sending official documents, contacting a company – email is the professional choice. It shows your full name, keeps documents in their original quality, gives you a permanent record you can search later, and is the only thing most companies, banks, and government offices accept officially. Having your own email ID is a basic requirement for any job today.

1B: Parts of an Email Address

Every email address has three parts:



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Try it: Write the Username and Provider parts.

Email address	Username	Provider
rahul.kumar@gmail.com	_____	_____
hr@royaltextiles.in	_____	_____
meena.sharma@outlook.com	_____	_____

LET'S LEARN!

An email address must include all three parts – username, @, and provider with no spaces and no mistakes. A wrong full stop, an extra letter, or a missing @ means your email will not work.

Every email ID is unique. Only one person in the world can have an exact email ID. If xyz.123@gmail.com is already taken, you cannot use it. You will need to add numbers or a small extra word.

Common email providers: Gmail (Google), Outlook (Microsoft), Yahoo Mail, Rediffmail. Most people use Gmail because it is free, works in India, and gives you 15 GB of storage. That is what we will create today.

1C: Pick a Professional Username

This name will appear on every job application you send. Pick carefully.

Good username	Bad username	Why is it bad?
anita.devi23	princess.99	Sounds childish
rahul.kumar.iti	dilkadon007	Slang / nickname
meena.sharma.fitter	xxx-killer-xxx	Looks rude or fake

Write two professional username options you could use:

1. _____@gmail.com

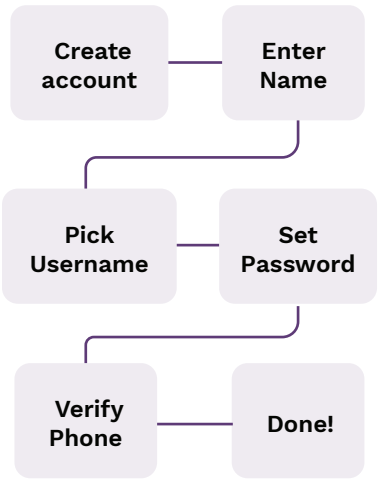
2. _____@gmail.com

Tip: Use your real name + maybe a small number, a dot, or your trade. Pick something you will be comfortable showing to an employer.

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2. Create Your Email ID and Send an Email

2A: Sign Up for Gmail



Follow each step carefully.

1. Open a browser (Chrome or Edge).
2. In the address bar, type gmail.com and press Enter.
3. Click Create account → For my personal use.
4. Type your First name and Last name. Then type your Date of birth and select Gender. Gmail will ask you to pick a username. This becomes the first part of your email address. If the username you want is taken, Gmail will show a message: "That username is taken. Try another." It will also suggest other usernames close to yours.
5. Type a password of at least 8 characters with letters, numbers, and one special character.
6. Re-type the password to confirm.
7. Add a recovery phone number (your own phone number). Gmail sends a code to confirm. Type the code from your SMS and click Verify.
8. Click I agree to the terms.

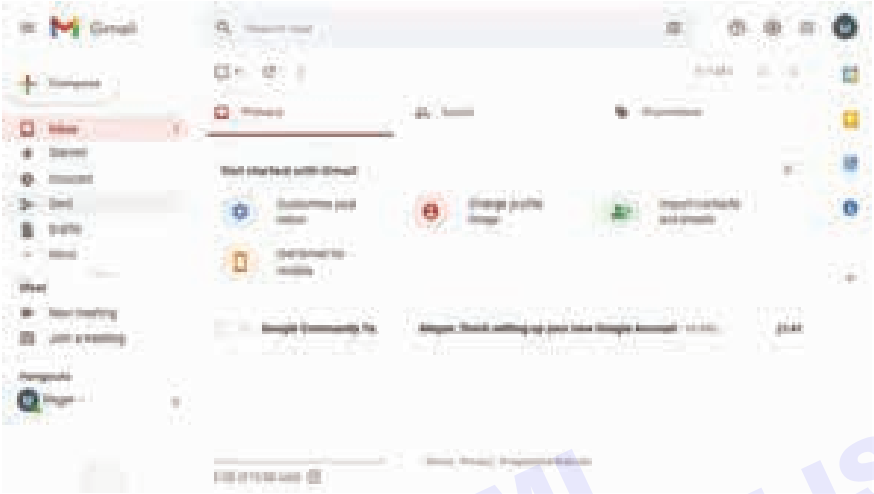
- ☐ I created my Gmail account
- ☐ My email address: _____@gmail.com

Important: Write your email and password somewhere safe – your notebook, a diary at home. Do NOT save it on a shared computer.

You can create an email ID on Yahoo Mail, Outlook, or Rediffmail in almost the same way. Search the name on Chrome, click the link, and follow the steps on screen.

2B: Look Around Your Inbox

You are now inside Gmail. The first page you see is your Inbox – the folder where every email you receive will appear.



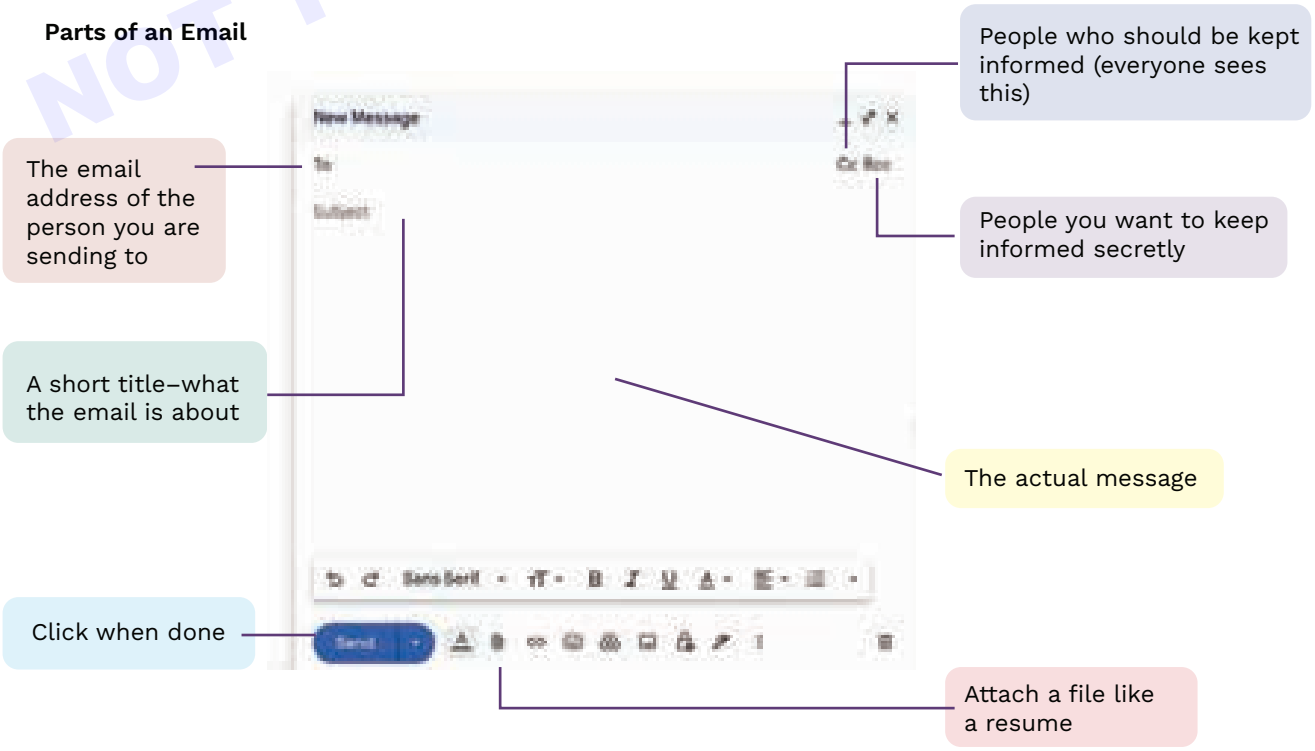
Find and tick when you see:

- ☐ The Inbox button on the left
- ☐ The Compose button (click this to write a new email)
- ☐ The Search bar at the top
- ☐ At least one welcome email from Google

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2C: Write and Send an Email to Your Classmate

Parts of an Email



Ask your partner for their new email and write it here:

My partner's email: _____

1. Click **Compose**.
2. In the **To** box, type your partner's email.
3. In **Subject**, type: Hello from [Your Name]
4. In the **Body**, type:

> Hi [Partner's name],
> This is my first email. I am learning to use Gmail in my ITI class today.
> I am training in the [your trade name] trade. Hope you got this email.
>
> Thanks,
> [Your Name]

5. Read once to check for spelling mistakes.
6. Click Send.

☐ I clicked Send ☐ My partner's email arrived in my inbox

Open your partner's email. What was the subject? _____

Tip: To send an email to more than one person, type one email ID in the To field, press Enter, then type the next one.

2D: Reply to an Email

Now reply to the email your partner sent you.

1. With your partner's email open, look at the bottom of the screen, click the Reply button.
2. The To box is filled automatically. The subject becomes Re: [original subject].
3. Type a short reply: "Hi [Name], I got your email. I am also learning Gmail today. See you in class.–[Your Name]"
4. Click **Send**.

☐ I sent a reply ☐ The reply appeared in my partner's inbox

LET'S LEARN!

A good email has four things:

1. A clear subject – "Application for Apprenticeship–Fitter Trade".
2. A greeting – Hi / Hello / Dear (use "Dear Sir/Madam" for formal emails).
3. A short, clear body – 3 to 5 lines. Don't write one long paragraph.
4. A sign-off – Thanks / Regards, then your full name.

Always re-read before clicking Send. Once sent, you cannot easily take it back.

3. Attach Files and Use CC and BCC

You attach a file to an email when the receiver needs to see, read, or use something you cannot type fully in the message. You should attach files when:

1. You are sending your resume or job application
2. You need to share a report, form, or certificate
3. You want to send photos or scanned documents
4. You are sharing work files like schedules, drawings, or presentations

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3A: Attach a File

Attach the text file you saved in Lesson 3.1 (“My First File”).

1. Click **Compose** again. In **To**, type your trainer’s email (written on the board).
2. In **Subject**: My First File – [Your Name]
3. Body: Dear Trainer,
   I am sharing the first file I created. Please find it attached.
   Regards, [Your Name]
4. Click the **Paperclip** icon at the bottom of the Compose window.
5. A box opens. Find your file (Desktop), click once, then click Open.
6. Wait a few seconds – you will see “Uploading…” and then the file name appears at the bottom of the email with a small box around it. That means it is attached.
7. Click **Send**.



☐ I attached the file

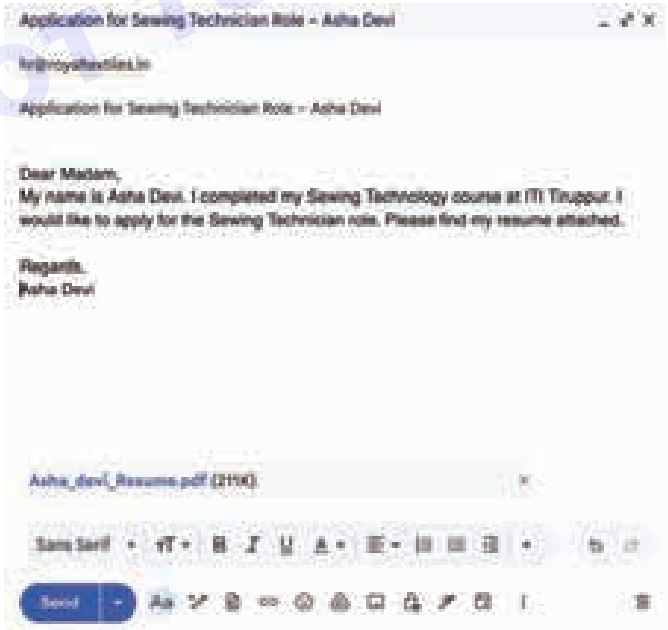
☐ I clicked Send

LET’S LEARN!

You can attach almost anything to an email – Word documents, PDFs, photos, Excel sheets. Gmail allows files up to 25 MB. Bigger files (videos) go through Google Drive.
Common files you will attach in your career: resume (PDF), ITI marksheet, photos of your work, scanned ID proofs.

3B: CC and BCC – When and Why

Look at the email Asha finally sent to the factory.



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Fill in from the email above:

To: _____

Subject: _____

Greeting: _____

Closing: _____

Attached file: _____

Now learn the other two address boxes:

Box	What it does	When to use it
To	The main person you are writing to	Always
Cc (Carbon Copy)	Sends a copy. Everyone can see who is in Cc.	When others need to know but don't need to reply (e.g., copy your trainer when you email a company)
Bcc (Blind Carbon Copy)	Sends a copy – but the To and Cc recipients cannot see who is in Bcc.	When you email a group but don't want to share everyone's email (e.g., a notice to 30 people)

3C: Practice CC and BCC in Groups

Practice 1 – Use CC. Get into groups of three. Write down each member's email ID.

- One person is the Supervisor
- One person is your Friend (will be CC'd)
- One person is You (sender)

Write an email to your Supervisor asking them about reporting time for a workshop tomorrow. CC your Friend so they also know.

1. Click **Compose**.
2. In **To**, type the Supervisor's email.
3. In **Cc**, type the Friend's email.
4. **Subject**: Confirmation of reporting time – [Your Name]
5. Write a short body with greeting + question + closing.
6. Click **Send**.

Check with both group members:

☐ Did the email reach the Supervisor?

☐ Did the email reach the Friend?

☐ Open the email – can you see who is in To and who is in Cc? ☐ Yes ☐ No

Practice 2 – Use BCC. Get into a group of 5–6. Write down everyone's email ID.

You are moving to a new house and want to inform everyone, but you do not want them to see each other's email IDs.

1. Click **Compose**.
2. **To**: leave blank.
3. **Cc**: leave blank.
4. **Bcc**: type all 5–6 email IDs, pressing Enter after each one.
5. **Subject**: Change of Address
6. Write a short body.
7. Click **Send**.

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Check after sending:

☐ Did everyone receive the email?

☐ Open the email in your inbox.

Can you see the other people's email IDs? ☐ Yes ☐ No

COMMON MISTAKES TO AVOID

Before you send any email, check these:

Mistake	What to do
No subject	Always write a short, clear subject.
Forgot the attachment	Attach your file first, then write the email. (Gmail will sometimes warn you if you wrote "attached" but forgot to attach.)
Wrong email ID	Check the spelling carefully. One wrong letter = email goes to a stranger or bounces back.
Used Bcc wrongly	Use Bcc only when you have many recipients and want their emails hidden. For one or two people, use To or Cc.
Casual greeting in a formal email	"Hey bro" is fine for a friend. For a company, use "Dear Sir/Madam" or "Dear Mr./Ms. [Surname]".

SEND A JOB APPLICATION EMAIL

Write and send a real job application email to your partner – pretend they are HR at a company.

Your email must have all of these:

- A clear subject line (mention the job role)
- A proper greeting (Dear Sir/Madam or Dear [Name])
- A body of 4–5 lines: your name, your trade, what you are applying for, that your resume is attached
- A proper sign-off with your full name
- A file attachment (you can use the file from Lesson 3.1)
- CC your trainer



Subject: Application for Apprenticeship – Fitter Trade – Rahul Kumar

Dear Sir/Madam,

My name is Rahul Kumar.
I am a final-year Fitter trade student at ITI Jodhpur. I am interested in applying for the apprenticeship in your workshop. Please find my resume attached for your review. I am available to start from next month.

Thank you for your time. I look forward to hearing from you.

Regards,
Rahul Kumar
Phone: 98XX-XXX-XXX

Open the email your partner sent you. Use the checklist to tick what they got right. Tell them one thing they did well and one thing to improve.

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Explore More

Challenge	What to do
Forward	Open your partner's email. Click Forward. Send it to your trainer with a one-line note.
Star a message	Click the star next to your trainer's email. Go to the Starred folder on the left. Is it there?
Search your inbox	In the search bar, type your partner's name. Does Gmail find their email?
Set up your name	Settings (gear) → See all settings → Accounts → Edit your "Send mail as" name. Make sure your full name shows.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I know when to use email instead of WhatsApp or a phone call.
- ☐ I can create my own Gmail account with a professional username.
- ☐ I can identify the parts of an email (To, Subject, Body, Attachment).
- ☐ I can write a clear, professional email with subject, greeting, body, and sign-off.
- ☐ I can reply to an email I received.
- ☐ I can attach a file to an email.
- ☐ I know the difference between To, Cc, and Bcc, and have used them.



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Answer Key

1B: Parts of an Email Address

Email	Username	Provider
rahul.kumar@gmail.com	rahul.kumar	gmail.com
hr@royaltextiles.in	hr	royaltextiles.in
meena.sharma@outlook.com	meena.sharma	outlook.com

3.6

Using Online Meeting Tools

In this lesson you will learn:

1. What online meetings are, who runs them, and the basic controls everyone uses
2. How to join a Google Meet and behave professionally on camera
3. How to join a Zoom meeting and create your own meeting link

Sunil Has an Interview Tomorrow

Sunil, a final-year Electrician student at ITI Bhopal, gets this email:



Human Resource <hr@xyzprivatelimited.in>
to me

Dear Sunil,

You are shortlisted for an interview. Your interview is on Google Meet tomorrow at 11:00 AM.
Link: meet.google.com/abc-defg-hij
Please join 5 minutes early and keep your camera on.

Best Regards,
HR,
XYZ Pvt. Ltd.

Sunil has never joined a video call for an interview. He isn't sure what to click, or how to look ready on camera.

Tick what is true for you:

- ☐ I have joined an online meeting before (class, interview, or family call)
- ☐ I have never joined an online meeting
- ☐ I am not sure I could join one on my own

Discuss with a partner: Name one thing that is more difficult on a video call than meeting someone in person.

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LET'S LEARN!

An **online meeting** is a live video call between two or more people over the internet. You can see and hear each other, and share your screen, without being in the same room.
You will use online meetings for job interviews (many companies interview online first), online classes, work meetings with supervisors or clients, and for some trades, customer calls. Google Meet and Zoom are the two common tools used everywhere. Learn one, and the other feels almost the same.

1. Meetings, Roles & Controls

1A: Who's Who in a Meeting

Every meeting has two roles that matter to you:

1. **Host** - Runs the meeting. Creates and sends the link, admits people, can mute others, and ends the meeting. (Usually the person who invited you.)

2. **Participant** - Joins to attend. Can use the basic controls – mic, camera, chat, raise hand, and share screen if the host allows it.

Identify the role. Write H for Host or P for Participant.

Situation	Role
Your trainer sends a Meet link and runs the class	
You join the class to attend	
An HR executive sets up your interview and asks the questions	
You join to give the interview	

To join a meeting you need four things: a device, internet, a working camera and mic, and the meeting link. Check your phone or computer now. Can you find the camera and the microphone?

2. How to Join a Google Meet and Behave Professionally on Camera

Google Meet opens in your browser through the Gmail account you made in Lesson 3.5. You need not install anything on a computer. (On a phone, install the Google Meet app from the Play Store.)

2A: Join a Meet from a Link

Your trainer will share a link like https://meet.google.com/xyz-pqrs-tuv.

1. Open Chrome, type / copy paste the link, and press Enter.
2. A preview page opens. You can see your own face.
3. Check the mic and camera icons. A red line means it's off; click to turn it on.
4. Click the blue **Join now** button.
5. If you see "**Waiting to be admitted**," wait–the host will let you in.



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- ☐ I clicked the link
- ☐ I joined the meeting
- ☐ I see my own camera preview
- ☐ I can see my classmates in small boxes

2B: The Six Controls You Must Know

When you join any meeting, a row of buttons appears at the bottom of the screen. These six do almost everything you will need.



Mic (red line = muted, no one hears you)

Camera (red line = off, no one sees you)

Share Screen (show your screen)

Chat (type a message)

Raise Hand (host sees it and calls on you)

Leave (red–ends your meeting, don't tap by mistake)

Safety Tip: Share only the file or window you want others to see. Avoid sharing your entire screen. This prevents personal messages, notifications, and other apps from being seen by everyone.

Try Each Button

You are inside the meeting. Try each control and tick when done.

- ☐ Clicked mic – it turns red when muted
- ☐ Clicked camera – my video disappears when off
- ☐ Clicked Raise Hand – a hand appears next to my name
- ☐ Opened chat and typed: "Hello, my name is _____. I am from ITI _____. My trade is _____."
- ☐ Read 3 messages from classmates, then closed the chat
- ☐ Tap the red Leave button to end the call

2C: Look Professional on Camera

How you appear can win or lose an interview. The interviewer remembers what they see and hear.

Rule	Why it matters
Join 2–3 minutes early	Respects everyone's time and gives a buffer for technical issues
Mute your mic when not speaking	Stops background noise from disturbing others
Sit facing the light	Light should be in front of you, not behind or your face goes dark
Plain, tidy background	A blank wall is best; clear away clutter behind you
Dress as you would in person	A clean shirt or kurta; waist up matters most
Look at the camera, not the screen	Look at the small camera dot. It feels odd but reads as eye contact

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Back to Sunil. Tick what he should fix before 11:00 AM:

- ☐ Sit facing the window, not with his back to it
- ☐ Tidy the background behind him
- ☐ Wear a clean shirt
- ☐ Mute his mic until the interviewer speaks
- ☐ Join at 10:57, not 11:00

LET'S LEARN!

A bad setup can cost you a job. An interviewer who can't see your face or hear you clearly will remember the mess, not your skills. **The golden rule**: look professional from the waist up, sound clear, stay focused.

3. Zoom & Hosting Your Own Meeting

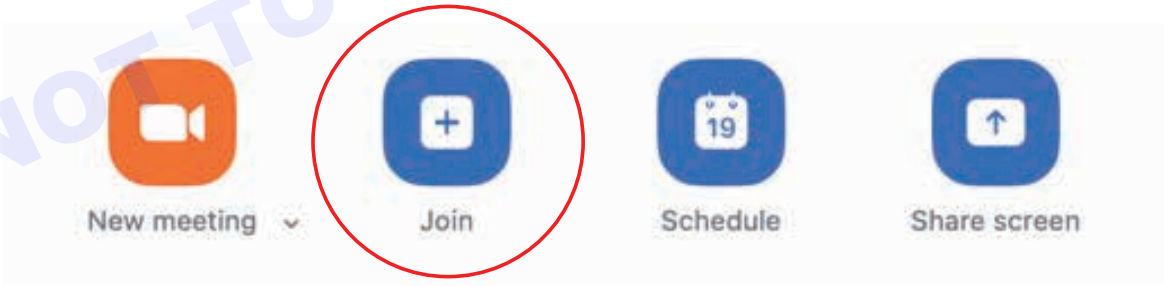
Zoom works almost exactly like Google Meet – same six buttons, same logic, slightly different look. The main difference: Zoom is a separate app.

3A: Join a Zoom Meeting

You do not need a Zoom account to join a meeting. However, you will need an account if you want to create and host your own meeting, which you will learn in Section 3C.

1. Click the link your trainer shares *(looks like https://zoom.us/j/1234567890)*.
2. If a pop-up asks, click **Open Zoom** – or click **Join from your browser** if you don't have the app.
3. Type your full name (real name, not a nickname) and click **Join**.
4. You may land in a waiting room. Wait quietly for the host to admit you.

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☐ I joined the Zoom meeting

☐ I can see other people in the meeting

The buttons in Zoom look different but do the same things – mute, camera, chat, raise hand, leave. If you ever get a link for a tool you haven't used, open it 10 minutes early – that gives you time to install the app and check your camera and background.

3B: Create and Share Your Own Meeting

Sometimes you will set up the call – for a customer, a teammate, or family.

Create a quick Google Meet:

1. Open Gmail (signed in from Lesson 3.5). On the left, click the **Meet icon → New meeting → Join now** or open a new tab, type meet.new, and press **Enter** – a meeting opens instantly.
2. The link appears at the top of the page. Copy the link (Ctrl + C), or click on and copy the joining info.
3. Paste it (Ctrl + V) into an email or WhatsApp and send it to whoever you are inviting.
4. You can also invite people directly by entering their email addresses in Google Meet. They will receive an email invitation with the meeting link.

- ☐ I created a meeting with meet.new
- ☐ I sent the link to my partner
- ☐ My partner joined
- ☐ I am now the host

To host on Zoom instead: open the Zoom app and sign in (one-time: enter your email from Lesson 3.5, copy the code Zoom emails you, set a password). Then click New Meeting → Participants → Invite → Copy Invitation, and send it.

MOCK INTERVIEW

Use everything you have learnt today. Work in pairs.

Set up:

- Person A (Host HR): start a Google Meet with meet.new and send the link to Person B.
- Person B (Interview Candidate): before joining, fix your setup – tidy the background, face the light, sit up. Then join.

The 5-minute interview:

Person A (Host) asks	Person B answers
Good morning. Can you hear and see me clearly?	"Yes, good morning."
Please introduce yourself.	Name, ITI, trade, one strength
Why should we take you for this apprenticeship?	30 seconds on your interest and skills
Do you have any questions for us?	Ask one – e.g. "What work will I do in the first month?"
Thank you, we will get back to you.	"Thank you for your time."

Person A – Watch and tick what you observe in Person B:

- ☐ Camera on, face visible
- ☐ Voice clear, no background noise
- ☐ Looks at the camera, not down at the screen
- ☐ Mutes when not speaking
- ☐ Background tidy
- ☐ Face well-lit (not dark)
- ☐ Sits up, looks attentive

Swap roles. At the end, tell each other one thing done well and one thing to improve.

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Explore More

Challenge	What to do
Try captions	In Google Meet, click CC. Your words appear as text at the bottom.
Try Share Screen	Open MS Word, then click Share Screen → Window → Word. Show your partner.
Blur your background	In Zoom or Meet, open camera settings and turn on background blur.
Test before joining	Go to zoom.us/test before any important meeting to check your camera and mic.
Try Breakout Rooms	Breakout Rooms let the host split participants into smaller groups. These are useful for group work in virtual classes/sessions.
Schedule ahead	In Google Calendar, pick a date/time → Add Google Meet video conferencing.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain what an online meeting is and where I'll use it.
- ☐ I know the two roles, Host and Participant and what each can do.
- ☐ I can use the six basic controls (mic, camera, chat, raise hand, share screen, leave).
- ☐ I can join a Google Meet from a link.
- ☐ I can join a Zoom meeting from a link.
- ☐ I know how to look and sound professional in an online interview.
- ☐ I can create and share my own meeting link.



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Answer Key

1A: Who's Who in a Meeting: 1 - H; 2 – P; 3 – H; 4. – P

2C: Look Professional on Camera: All five are correct. The three that matter most: face the light, tidy background, clean shirt.

3.7

Social Media for Work & Life

In this lesson you will learn:

1. What different social media platforms are for, and how to use them safely and responsibly
2. How to make your profile safe and professional
3. How to use social media to find jobs and learn skills

Someone Just Googled Your Name

Before calling a candidate, most employers today do one quick thing: they search the name of the candidate on Google and Instagram. Whatever they find becomes part of your application – whether you wanted it or not. In that sense, your social media is your second resume.

Be honest – tick one:

- ☐ If an employer searched my name today, I would be happy with what they found
- ☐ I would want to clean up one or two things first
- ☐ I have no idea what they would find



Discuss with a partner: What do you think "social media" means? Name two apps you would call social media.

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LET'S LEARN!

Social media is any website or app where you make a profile, share posts, and connect with people. Employers, customers, and future supervisors can all see it. The good news: this works for you when your profile shows your skills and your trade.

1. Know the Platforms and Use Them Safely and Responsibly

1A: Name the Platform

Write the name of each app under its icon, then write one thing you use it for.

_____ I use it for: _____

_____ I use it for: _____

_____ I use it for: _____

_____ I use it for: _____

_____ I use it for: _____

LET'S LEARN!

Always match the message you post to the platform. Do not post a wedding selfie on LinkedIn or your resume on Instagram.

Platform	What it is for
WhatsApp	Messaging people you know
Instagram / Facebook	Sharing photos, updates, joining groups
YouTube	Free tutorials in any trade, any language
LinkedIn	Finding jobs, connecting with professional contacts, showcasing and learning work skills

1B: Match the Platform to the Job

Each platform has a different purpose. For each task, write the best platform to use.

You want to...	Best platform
Send your mother a photo of your hostel room	_____
Watch a video on installing a ceiling fan	_____
Apply for an apprenticeship and reach recruiters	_____
Show a photo of a project you worked on	_____
Join a group of people in your trade	_____

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1C: Staying Safe on Social Media

Read each situation below. Answer Yes/No and write one reason.

Situation 1 – Posting live travel plans

Meeta posts before a 3-day trip: "*Off to Vaishno Devi tomorrow – 3 days away!*" and shares photos, with her hotel name, while she is there.

Is it safe to post live travel plans and locations?

☐ Yes ☐ No

Reason: _____

Situation 2 – Posting about someone without asking them

Zara records her friend Lata singing and posts it on Instagram without asking. Some comments are rude. Should Zara have posted it without permission?

☐ Yes ☐ No

Reason: _____

Situation 3 – Sharing personal data

To "help" Hamza find a job, his friend Ali posts Hamza's phone number, email, and a photo of his Aadhaar on LinkedIn and adds "2 years experience," which isn't true. Write two things Ali did wrong:

1. _____

2. _____

Reason: _____

LET'S LEARN!

Just as you take care while crossing the road or leaving your house, there are things you must do to stay safe online because some people misuse these platforms to cheat, harass, and even troll people.

The safety rules:

1. Don't share a live location. Wait until you are home to post trip photos. Live updates tell strangers your home is empty.
2. Ask before posting other people's photos/videos. A photo or video of someone else needs their permission. Public comments can hurt for years.
3. Never post important personal details or lies. Phone, home address, bank account number, Aadhaar, PAN, or passwords can be misused by identity thieves and one false claim, once caught, costs you trust forever.
4. Be careful when talking to strangers online. Do not meet them in person without informing a trusted adult or family member.
5. Don't open links or files sent by people you don't know.
6. Don't send rude or mean comments to anyone.
7. Don't share fake news – check before you forward.

Before you post or forward anything, **THINK:**
Is it **T**rue, **H**elpful, **I**nspiring, **N**ecessary, **K**ind?
If even one answer is "no", then don't post it.

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1D: My Screen Time Check

Tick the apps you have used in the last 7 days:
☐ WhatsApp ☐ Instagram ☐ Facebook ☐ YouTube ☐ LinkedIn ☐ Other: _____

How much time a day do you spend on social media?
☐ Under 1 hour ☐ 1–2 hours ☐ 2–4 hours ☐ More than 4 hours

LET'S LEARN!

Be mindful of how much time you spend on social media. A few minutes can quickly turn into hours. Like cigarettes or alcohol, it can become an addiction. Many people keep checking for likes, comments and followers and slowly lose touch with their real life and family.

3 hours a day of scrolling adds up to about 45 full days a year. Imagine what you could learn or earn with some of that time. Try setting a daily limit in your phone's Digital Wellbeing settings.

2. Build a Profile That Works For You

2A: Professional or Not?

Every profile has five parts: photo, name, bio, posts, privacy. Here are two versions of the same person's profile. Tick which version of each part is professional.

Part	Version A	Version B	Which is professional?
Photo	Blurry selfie at a party	Clear face, plain background	A / B
Name	“x_xJamesBond007_xx”	Real name	A / B
Bio	“Living my life”	“Sewing Technology, ITI Tiruppur | Open to work”	A / B
Posts	Arguments, Forwarded chain messages	A kurta she stitched; a short clip at the machine	A / B
Privacy	Public, everything visible	Public, but only work-approapriate posts	A / B

Discuss with a partner: If you were an employer, which profile would you be more likely to contact for an interview? Why?

LET’S LEARN!

Your social media profile is often the first thing an employer sees before your resume, before your interview. A professional profile does not mean a boring one. It means one that shows who you are and what you can do, without hiding it behind a nickname or filling it with things you would not want a future employer to read.

Two quick rules:

- Keep your personal account private, or clean it up.
- Build a separate, professional profile for work. LinkedIn is the best place to do that.

2B: Audit Your Own Profile

Open your own Instagram or Facebook. Read each statement and tick “Yes” if it is true for you or “No” if it is not. Be honest – this is only for your learning.

Check	Yes	No
My Photo shows my face clearly and looks neat	☐	☐
My name is my real name	☐	☐
My bio mentions my ITI trade or what I do	☐	☐
My last 5 posts look like an adult posted them	☐	☐
My account is private or public with only work-appropriate posts	☐	☐
I would feel okay showing this to a future boss	☐	☐

Every “Yes” helps create a professional online presence. Every “No” is an opportunity to improve it.

Quick fix: if your personal account is messy, make it private and build a separate, clean LinkedIn profile for work.

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2C: Set Up Your LinkedIn Profile

LinkedIn is the most important platform for your job search. One good profile can reach more recruiters than a hundred paper resumes because recruiters search for candidates there every day.

Step 1 - Create Your Account

1. Open a browser → go to linkedin.com → click Join Now.
2. Enter your email and a password → Agree and Join.
3. Enter your real first and last name.
4. Verify your phone with the SMS code.
5. LinkedIn will ask a few setup questions – fill in your ITI name, course, and location when asked, and choose "**actively looking for a job**" if offered.
6. Add a profile photo if you have one ready – clean clothes, plain background, looking at the camera. (You can add it later.)

☐ I created my LinkedIn account ☐ My LinkedIn URL: _____

Step 2 - Fill the Three Sections That Matter Most

A full LinkedIn profile has many sections, but three do most of the work for a fresher. Fill these today.



(i) Headline – the line under your name. Format: Profession | Skill | Skill | ITI / Fresher

Trade	Example headline
Electrician	Electrician | House Wiring | Safety & Maintenance | Fresher
Welder	Welder | ARC/MIG Basics | Shop-Floor Safety | ITI Jodhpur
Sewing Tech	Sewing Technology Graduate | Machine Stitching | Pattern Cutting
COPA	COPA Student | MS Office | Tally | Open to apprenticeship

My headline: _____

(ii) About – 3–4 lines: who you are, what you can do, what you're looking for.
Example: *"I am a final-year Electrician student at ITI Jodhpur, skilled in house wiring, motor repair, and safety. I am looking for an apprenticeship in Rajasthan to start my career."*
My About: _____
_____
_____
_____

(iii) First post – 4–5 lines about a skill you learnt this week. Click Create a post, type it, and click Post.
My first post: _____

☐ I wrote my headline ☐ I wrote my About ☐ I posted my first update

While you are there, find one person in your trade and **Follow** them. Read their last few posts to see how professionals present their work. And upload your training **certificate** to the Certificates section.

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LET'S LEARN!

When a recruiter opens your LinkedIn profile, they decide in about 10 seconds whether to keep reading. Here is what they look for:

What recruiters check	What good looks like
Headline and About	Says clearly what you do and what you want
Proof	ITI training, trade name, any project or task completed
Photo	Professional, clear face
Recent Activity	A post or comment in the last few weeks
Accuracy	Details match your resume - no false claims

3. Use Social Media to Find Jobs and Grow in Your Career

3A: Four Ways to Use LinkedIn

Your profile is live. Now use it. Here are four things you can do today.

1. Search for jobs

Click Jobs at the top → type "[trade] + [city]" (e.g. "fitter apprentice Jodhpur") → open a job → Apply.

2. Follow companies

Search companies you would like to work for (Tata, L&T, Maruti) → Click Follow. Their posts appear in your feed.

3. Turn on Open to Work

Go to your profile → Click Open to → Finding a new job. A green ring appears around your profile picture and recruiters searching for candidates in your trade can now find you.

4. Ask for referrals

Message an ITI senior in your trade politely:
"Hi Sir/Ma'am, I am [Name] from ITI [district], [trade] trade. I am looking for an apprenticeship. Could you refer me if there is an opening?
My LinkedIn: [link]"



Find one job in your trade in your state and write the details below:

Job title: _____

Company: _____

Location: _____

3B: Learn and Grow Online

Social media is not only for fun. If used well, it can help you grow in your career.

Platform	How it helps you grow
YouTube	Subscribe to one channel that teaches your trade. Search : [your trade] + tutorial
Facebook / LinkedIn groups	Join a verified group in your trade. Ask questions, read what others are doing, learn from people ahead of you
Quora / Reddit	Ask one specific question about your trade. Use a username - you don't need your real name

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Avoid groups with names like “Free Jobs Daily” or “Earn ₹5000 from home.” These are almost always scams.

Now do it. Complete the table below.

Task

One YouTube channel I will subscribe to for my trade _____

One LinkedIn or Facebook group I will join _____

One question I want to ask in that group _____

MY 30-DAY PLAN

You have built your profile. You have found a job to apply for. You know where to learn. Now make one commitment for the next 30 days.

Task

One thing I will fix on my Instagram or Facebook _____

One person I will message on LinkedIn (alumni, senior, trainer) _____

One photo of my work I will post _____

One social media habit I will reduce _____

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I know what each platform is best for.
- ☐ I know the safety rules: don’t share live location, ask before posting photos and videos of others, never share personal data.
- ☐ I can use THINK before posting or forwarding.
- ☐ I have audited my own profile and know what to fix.
- ☐ I created a LinkedIn account with a headline, About, and first post.
- ☐ I know how to use LinkedIn for jobs, and one channel and group to learn from.



Answer Key

1B (Best platform): mother’s photo → WhatsApp · ceiling-fan video → YouTube · apprenticeship/ recruiters → LinkedIn · wiring panel → Instagram or LinkedIn · trade group → Facebook or LinkedIn group

1C: Staying Safe on Social Media:
Meeta → No; live location tells strangers your home is empty.
Lata → No; Zara should have asked – posting without consent is disrespectful and can hurt.
Ali → (1) shared Hamza’s personal data publicly (identity-theft risk); (2) posted a false claim (destroys trust).

2A: Professional or Not?: B for all parts.

3.8

Mobile Apps and the Internet of Things

In this lesson you will learn:

1. Useful mobile apps for learning and work
2. What the Internet of Things (IoT) means, with examples from your trade

One Phone, One Morning



Junaid is a third-year COPA student at ITI Jodhpur. He has a basic smartphone. In a single morning, using just this phone, he:

- pays the milkman ₹600 (Google Pay) - no cash needed
- watches a 10-min tutorial (YouTube) - no tuition fee
- joins an online class (Google Meet) - no travel
- sends his resume to a company in Pune (Gmail) - no post office visit
- books a train ticket home (IRCTC Rail Connect) - no travel agent needed / no standing in queue at the railway station

How many of these tasks would have needed a separate shop, office, or person before smartphones?

_____

Discuss with a partner: What is the ONE app on your phone you cannot live without? Why?

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LET'S LEARN!

A mobile app is a software program that does one job, installed from the **Play Store** (Android) or App Store (iPhone). Most apps are just digital versions of things you already use. They have simply replaced something slower, costlier, or further away in our lives.

Physical thing	App that replaces it
Notebook for notes	Notes app – type, save, search
Paper calendar with birthdays	Calendar app – also sends reminders
Stand in a bank queue to pay bills	Google Pay, PhonePe, BHIM UPI – pay in seconds
Carry a Dictionary	Google Translate
Asking a teacher / Pay for tuition	YouTube – learn any topic, any language
Visit an office to apply for jobs etc.	Gmail, job apps – apply from home

One phone, many tools. The right apps help you learn faster, work smarter, and handle money safely.

1. Apps for Learning and Work

1A: Sort the Apps

List the 5 apps you use most:

_____ _____

_____ _____

_____

Now sort these into the right column: WhatsApp, YouTube, Google Pay, Gmail, Google Meet, Bharat Skills, Khan Academy, PhonePe, Skill India Digital Hub

Communication	Learning	Work	Money
_____	_____	_____	_____
_____	_____	_____	_____

Which column has the most apps from your Top 5? _____

Most people's Top 5 are heavy on Communication. Today you will add at least one app in Learning, Work, and Money.

1B: Free Learning Apps Made for You

The government has built free skilling apps specifically for ITI students. Most learners don't know they exist.

App	What it's for
Bharat Skills (DGT, Govt of India)	Free trade videos, e-books, question banks, and model question papers for every ITI trade
Skills India Digital Hub	Free courses, certificates, and apprenticeship listings, all in one place
NIMI Mock Test App	Create custom mock tests for your trade, take timed tests, and review your results instantly.

Try it now: Play Store → search "**Bharat Skills**" → **Install** → open → pick your trade → watch one video or open one PDF.

The topic I explored: _____

Also free and useful: YouTube (tutorials in any language), **Google Translate** (translate textbooks), **Hello English / Duolingo** (learn English).

Be careful: Always read the fine print before paying for any "course" advertised on social media; the genuine government ones above are free.

1C: Turn Your Camera Into a Study Tool

Two free tools use your phone camera to help you learn:

- **Google Translate (Camera mode):** point it at any English text – a textbook, a tool label and it shows your language on top. (Open Translate → tap Camera → point.)
- **Google Lens:** searches using a photo instead of words. It is useful when you don't know what a tool or part is called. Open the Google app → tap the Lens camera icon → point at the part.

Try one. What did it show you? _____

1D: Apps for Work

You already use Gmail and Google Meet from Lessons 3.5 and 3.6. Add these to your list of useful apps:

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App	What it does
Google Drive	Free cloud storage. You can keep your resume and certificates safe here.
Naukri / Indeed	Apply to jobs in your trade

Try it now: Install **Naukri** or **Indeed** from the Play Store → create a profile with your trade → search one job in your trade and state.

Job title: _____ Company: _____ Location: _____

1E: Apps for Payments: Using UPI safely

Many of you already pay using apps like **Google Pay, PhonePe, or Paytm**. You will learn all about UPI and bank payments in detail in a later module. But there is **one scam worth knowing right now**, because it's the most common one and it costs people real money straight off their phones.

You enter your UPI PIN or an OTP only when money is going OUT of your account. Money coming TO you never needs your PIN / OTP.

So if anyone – "a company sending your stipend," "a buyer paying you," "support giving you a refund," "a recruiter" asks you to enter your PIN or share an OTP to receive money, **stop**. **It is a scam, every single time.**

Write S (Safe) or U (Unsafe):

Situation	S/U
You scan a vegetable seller's QR and enter your PIN to pay	_____
A "company" says: "Type your UPI PIN to receive your ₹5,000 stipend"	_____
A "WhatsApp message from your bank": "Click this link to update KYC or your account closes"	_____
₹500 from your father arrives in GPay – you did nothing, it just appeared	_____

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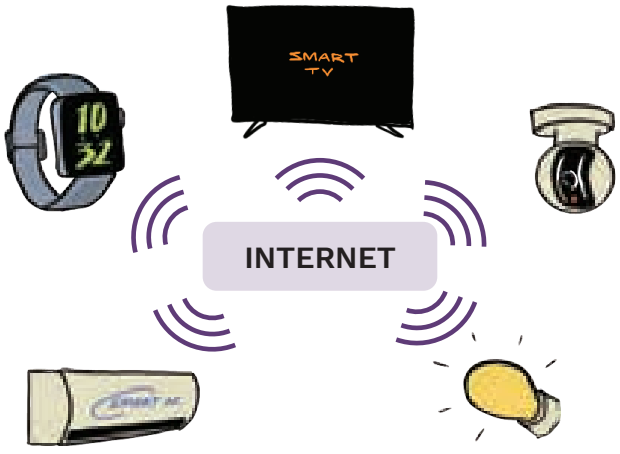
If you ever lose money to a UPI scam, call 1930 – the cybercrime helpline – within 24 hours. The police can sometimes freeze the money before it's gone. Save 1930 in your phone now.

That's the toolkit for your career and a key safety rule for your money. Now let's look at how the internet technology is moving from your phone into the machines and workplaces around you.

2. The Internet of Things (IoT)

2A: What IoT Means

Until recently, "the internet" meant people using phones and computers. Now everyday objects also connect to the internet – watches, TVs, lights, ACs, even electricity meters.



IoT means everyday devices that connect to the internet – they can collect information, share it, and sometimes act on their own. Put simply: **machines and devices that can "talk" to each other and to your phone over the internet**. The only difference between a "normal" device and a "smart" one is that the smart device connects to the internet.

Device	Traditional	Smart (IoT)
TV	Cable channels through a wire	YouTube/Netflix through Wi-Fi
Watch	Shows time	Time + heart rate, steps, messages
AC	Wall switch	Turn on from your phone before you reach home
Electricity meter	A reader visits monthly	Sends readings automatically

Important: a sensor by itself is not IoT. A car has many sensors, but they become IoT only when the car connects to the internet and shares that data – for example, sending a service alert to the company.

2B: IoT or Not?

Write I (connects to the internet) or N (does not).

Device	I/N
A normal fan with a wall switch	
A CCTV camera you watch on your phone from anywhere	
A torch	
A smartwatch that sends alerts to your phone	
A bulb you control from an app	
A smart electricity meter that sends readings automatically	

2C: How IoT Changes the Work

A small factory has a machine that overheats often. The owner fits a temperature sensor linked to the supervisor's phone. When the machine gets too hot, the phone gets an alert – "*Machine #3: 95°C, too hot!*" and the supervisor shuts it off before it's damaged.

Tick how IoT helped:

- ☐ Prevented a costly accident
- ☐ Gave an early warning
- ☐ Read the temperature automatically

IoT shows up in some trades directly in the machine, and in others through the workplace you will work in:

Your trade	How IoT shows up
Electrician	You will install and maintain smart meters and smart switches, and read their dashboards
Refrigeration / RAC	Smart ACs and cold storage alert staff before a breakdown or spoilage
Mechanic	Connected vehicles send fault data to an app – diagnosis can start before the car arrives
COPA / IT	Manage dashboards showing data from all these connected devices

Discuss with a partner: one example of IoT you have seen – at home, the ITI, or anywhere. Voice assistants ("Hey Google," "Hey Siri," "Alexa") are how you will often control IoT devices by speaking – turning on a smart light or setting an alarm.

Try one now: "Set an alarm for 6 AM tomorrow."

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But here is the key point: the sensor only spots the problem. A skilled person still has to diagnose it, repair the machine, talk to the customer, and decide what to do. Technology changes jobs – it does not remove the need for skilled, trained people.

2D: Keeping IoT Devices Safe

Anything connected to the internet can be hacked – including IoT devices. The rules are ones you already know. Write S or U:

Action	S/U
You set a strong password for your CCTV app	
A stranger calls offering "help" and you share the device password	
You install the smart device app only from the Play Store	
You keep the default password ("admin" / "12345") because it's easy	

The rules are the same as for any account: strong password, never share it, install apps only from the official store.

MY APP TOOLKIT

Category	One app I have	One new app I will install this week
Learning	YouTube	_____ (e.g. Bharat Skills)
Work	Gmail	_____ (e.g. NAPS, Drive)
One IoT thing I will try	Voice assistant	_____

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can sort apps into Communication, Learning, Work, and Money.
- ☐ I know about Bharat Skills and Skills India Digital Hub.
- ☐ I have used Google Translate camera or Google Lens.
- ☐ I know the UPI Golden Rule: enter your PIN only when SENDING money.
- ☐ I have saved 1930 in my phone.
- ☐ I can explain what IoT means and how IoT changes work, and that skilled people are still needed.
- ☐ I can tell which devices are IoT, and how to keep them safe.



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Answer Key

1A: Sort the Apps: Communication → WhatsApp, Google Meet; Learning → YouTube, Bharat Skills, Khan Academy; Work → Gmail; Money → Google Pay, PhonePe (some apps fit more than one column – that's fine)

1E: Apps for Payments: Using UPI safely: 1. S 2. U (scam – never enter a PIN to receive) 3. U (real banks never send KYC links by WhatsApp) 4. S (money received needs no action – just check the sender)

2B: IoT or Not?: fan → N, CCTV on phone → I, torch → N, smartwatch → I smart bulb → I, smart meter → I

2D: Keeping IoT Devices Safe: 1. S 2. U 3. U 4. S

4.1

Understanding AI

In this lesson, you will learn:

1. What is AI?
2. Where do you find AI?
3. What is not AI?
4. Using AI tools to find answers to questions using prompts



Have you heard of AI?

Take a few minutes to think about what you already know about Artificial Intelligence (AI). Have you heard of it before? If yes, what do you know about it? If not, what do you think it means? Write down your thoughts in the space below:

If yes, _____

_____

If no, _____

_____

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1. Where have you seen or used AI?

Can you think of any AI applications that you have used? Think and answer!



AI is the science of creating intelligent machines, like computers or robots, that can think, learn from data, and solve problems on their own, almost like us humans.

If you cannot think, no problem! Look at the list below and put a tick next to the applications you use or have used in the past:

☐ YouTube	☐	☐ amazon.com
☐ NETFLIX	☐	☐ Google Maps

All these applications use AI. Do you know how AI is used in each of them?

Match the apps listed in Column A with how they use AI, as listed in Column B.

Column A	Column B
1. Instagram	A. Suggests movies and TV shows you might enjoy.
2. Amazon	B. Suggests things you might like to buy.
3. Netflix	C. Helps you find friends, and shows ads that match your interests.
4. Facebook	D. Helps you find the best way to reach places quickly.
5. Google Maps	E. Shows posts and reels based on your interests.

YouTube uses AI to suggest videos you might like, create subtitles, and show ads based on your interests.

2. What is not AI?

Given below are 6 examples. Put a tick (✓) if you think it is an example of Artificial Intelligence (AI) and a cross (✗) if it is not an example of AI.

Examples	AI (✓) or NOT (✗)
1. A digital clock showing the current time	
2. A smartphone that suggests words while you type a message	
3. A mobile app that suggests movies based on what you watched before	
4. A calculator doing math when you enter numbers	
5. An app that helps you find out plant diseases by taking a photo of the plant	
6. A refrigerator that keeps your food cold	

Tips:

Pay close attention to each example. There may be clues that can help you guess if AI is used.

Machines that can learn and get smarter over time are AI, while machines that follow set rules without learning are not AI.

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Discussion time:

In pairs, discuss with your partner the following questions:

- Which examples did you choose as AI, and why?
- Which examples did you not choose as AI, and why?
- Did the quiz change your understanding of what AI is?

Task: Now that you have seen some examples of AI, can you tell what AI is? You can write, draw, or use AI tools as well - be creative!

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write the answers in the space below. (You can use the given prompt to ask questions to the AI tool.)

Prompt for AI Tools	Explain AI in simple words and give examples.

Prompts are instructions or questions you give to AI tools like ChatGPT or Microsoft Copilot. They use prompts to understand what you want, and then give you an answer. So, the better your prompt, the better their response!

Remember: Sometimes, prompts are not enough or may not produce the desired output. In such cases, additional prompts may be neccessary to improve the response.

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Note: AI is not like human intelligence. It does not think or feel emotions. It's made by humans and gets better as it learns from its experiences.

Task: Find out how AI helps in hospitals and schools. Complete the sentences below.

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write the answers in the space below. (You can use the prompts given below to ask questions to the AI tool.)

Prompt for AI Tools	Explain in simple terms how Artificial Intelligence (AI) helps in hospitals and schools, providing examples for clarity.

In hospitals, AI helps in _____

_____

_____

In schools, AI helps in _____

_____

_____

WHAT I LEARNT TODAY

Tick what you feel confident about.

- ☐ AI is the science of creating intelligent machines.
- ☐ Machines that can learn and get smarter over time are AI, while machines that follow set rules without learning are not AI.
- ☐ AI is everywhere, and we use AI applications every day.



Learn More

Check out the digital lesson:
Understanding AI

Talk to a friend/ family member about AI: Share what you learned with a friend or family member.



Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/

Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

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Answer Key:

1: Do you know how AI is used in each of them? Match the apps to how they use AI

1. Instagram - E
2. Amazon - B
3. Netflix - A
4. Facebook - C
5. Google Maps - D

2: AI or NOT?

Examples	AI or NOT	Reason
1.	✗	A digital clock just shows the time based on set steps. It does not learn or make decisions.
2.	✓	A smartphone learns and guesses what word you want to type next based on your typing habits.
3.	✓	A mobile app uses AI to suggest movies you might like based on your past choices.
4.	✗	A calculator only does math. It does not learn, recognize patterns, or behave intelligently.
5.	✓	The app uses AI to analyze the photo and identify possible plant diseases.
6.	✗	A refrigerator cools the food without any smart thinking.

4.2

How does AI work?

In this lesson, you will learn:

1. How does AI work?
2. What is data and why is it important?
3. How AI learns from data: Machine Learning vs. Deep Learning



Solving the Case with Data!

Imagine you are a detective trying to solve a robbery.

- Case 1: You have no information about the crime scene.
- Case 2: You find some fingerprints at the crime scene.
- Case 3: You find fingerprints on the locker and the CCTV recording of the place.

Just like a detective needs clues or information to solve a case, AI needs data to learn and make correct decisions.

In which case would it be easier to catch the robber, and why?

- ☐ Case 1, because no information makes it simpler to find the robber.
- ☐ Case 2, because just fingerprints are enough to identify the robber.
- ☐ Case 3, because fingerprints and CCTV recordings give more clues to identify the robber.

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1. How does AI work?

The AI Magic of YouTube: We know that YouTube uses AI to suggest videos you might like. But how does YouTube decide which videos to show you and your friends? Select the correct answer.

A. It shows videos randomly.
B. It asks your friends what you like.
C. It looks at what videos you have watched before.
D. It shows only the most popular videos.

What types of data do you think YouTube is using? Select all that you think is correct.

- ☐ Your watch history (videos you have watched before)
- ☐ Your search history (what you have searched for)
- ☐ Your liked videos (videos you have given a thumbs up to)
- ☐ Your comments on videos
- ☐ The time you spend watching videos
- ☐ The time of day you usually watch videos
- ☐ The device you are using to watch videos



Data can be anything from text messages and social media posts to photos and music - any kind of information that can be collected.

Read each statement below. If the statement is correct, circle 'True', and if the statement is incorrect, circle 'False'.

1. YouTube's suggestions remain the same whether you are signed in or not. **True or False**
2. The change in YouTube's suggestions when signed in shows that AI depends a lot on user data. **True or False**

YouTube's AI learns from data like your watch history and more to guess what videos you will like. Signed-in users get better suggestions because the AI has more data about them.

2. What is data, and why is it important?

AI needs data to learn and make smart decisions for many everyday apps.

Task: Think of everyday situations where data is used.

- How does a weather app predict the weather?
- How does Instagram suggest reels for you?

For each, find out: the types of data collected, how this data is used and why it is helpful.

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write the answers in the table below.

(You can use the given prompts to ask questions to the AI tool.)

Prompt for AI Tools	1. Could you please explain in simple terms how a weather app predicting the weather works? Please identify the types of data collected, how this data is utilized, and why it's valuable for predicting the weather. 2. Could you please explain in simple terms how Instagram suggests reels to users? Please identify the types of data collected, how this data is utilized, and why it's valuable for suggesting reels.

Remember: Sometimes, prompts are not enough or may not produce the desired output. In such cases, additional prompts may be neccessary to improve the response.

Write down your findings and share them with the class.

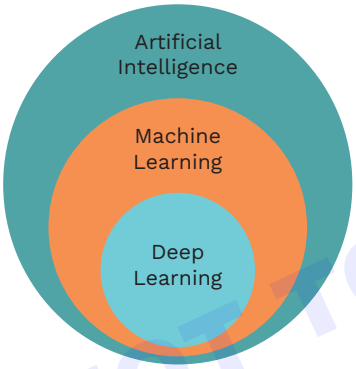
Find out	**1. How weather app predicts weather**	**2. How Instagram suggests reels**
What data is collected?		
How is the data used?		
Why is this data helpful?		

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3. How AI Learns from Data: Machine Learning vs. Deep Learning

In our journey through AI, we learned that AI learns from data. But the question is, how does AI learn? You may have heard of 'Machine Learning' and 'Deep Learning.' These are the special ways AI learns from data.

	Machine Learning (ML)	Deep Learning (DL)	
	Think of ML as someone learning to cook with a recipe book. Follow steps **(algorithms)** and use ingredients **(data)** to make a dish **(output).**	You are an experienced chef, who learns to cook by taste and experimentation. You do not need a recipe book; instead, you experiment with different ingredients and techniques to create new dishes.	
	The more recipes you try, the better you get at cooking **(suggesting).**	This is DL, where the system **learns from a large amount of data,** finding patterns and making decisions without specific instructions.	



Fill in the blanks:

1. Machine learning (ML) teaches computers to learn from _____ and make decisions.
2. In Deep Learning (DL), the computer learns by finding _____ in large amounts of data.
3. _____ is an advanced technique within _____, which itself is a part of AI (Artificial Intelligence).

Task: Complete the following table.

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write answers in the table below. (You can use the given prompt to ask questions about the AI tool).

Prompt for AI Tools	Explain Machine Learning (ML) and Deep Learning (DL) in simple terms. Create a detailed comparison table using features such as Learning Style, Data Dependence, Training Time, and Applications, using clear and easy-to-understand language.

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Comparison Table

Feature	Machine Learning	Deep Learning
Learning Style How does ML/DL learn from data?		
Data Dependence How much data is needed to work well?		
Training Time How long does it take to train models?		
Applications Where is it commonly used?		

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Task: Find out how Netflix or Amazon Prime Video use ML and DL.

Instructions: Use an AI tool such as ChatGPT or Microsoft Copilot to help you complete the sentences below.



Some applications use both ML and DL

Example: Facebook uses Machine Learning to organize what users see in their feed, and deep learning to recognize images and suggest tags for them.

"Tags" are labels suggested by Deep Leaning to identify images.

Prompt for AI Tools	Describe how Netflix and Amazon Prime Video use Machine Learning (ML) and Deep Learning (DL) in a simple way in a few lines. Separate your description for each platform, and explain how ML and DL are used in each one.

Netflix or Amazon Prime Video use ML to _____

_____

Netflix or Amazon Prime Video use DL to _____

_____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ Machine Learning follows steps, while Deep Learning learns like humans do.
- ☐ AI learns from data, and the more data it has, the better decisions it can make.
- ☐ Machine Learning (ML) teaches computers through examples.
- ☐ Deep Learning (DL) finds complex patterns in large amounts of data.
- ☐ AI is a big field, Machine Learning learns from data (within AI), and Deep Learning is an advanced method of learning (within Machine Learning).
- ☐ Applications can use Machine Learning (ML), Deep Learning (DL), or both, depending on what they need to do.

Learn More



Check out the digital lessons:

- How does AI work? - 1
- How does AI work? - 2

Talk to a friend/ family member about AI: Share what you learned with a friend or family member.

Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/

Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

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Answer Key:

Solving the Case with Data!

Case 1, because no information makes it simpler to find the robber.

This is wrong because no information means no clues to follow, making it difficult to find the robber.

Case 2, because just fingerprints are enough to identify the robber.

This is wrong because just fingerprints might not be enough to be sure who the robber is.

Case 3, because fingerprints and CCTV recordings give more clues to identify the robber.

This is correct because more clues mean a better chance of catching the right person.

1: The AI Magic of YouTube

Answer: C. It looks at what videos you have watched before.

1: What types of data do you think YouTube is using?

All are correct. YouTube uses all the data points to learn about you as a user.

1: True or False.

1. YouTube's suggestions remain the same whether you are signed in or not. Answer: False
2. The change in YouTube's suggestions when signed in shows that AI depends a lot on user data. Answer: True

3: Fill in the blanks:

1. Machine learning (ML) teaches computers to learn from **data** and make decisions.
2. In Deep Learning (DL), the computer learns by finding **patterns** in large amounts of data.
3. **Deep learning** is an advanced technique within **machine learning,** which itself is a part of AI (Artificial Intelligence).

4.3

Types of AI

In this lesson, you will learn:

1. Types of AI: Narrow and General
2. History of AI

AI in Action!

We learned about many apps that use AI in the previous two chapters. However, many more apps use AI.



I use YouTube to study my math lessons and listen to songs some times.

I wonder if YouTube can set reminders for me, send emails and also make notes.

How many have you used?

Tick them and write what tasks they can do next to each one.

- ☐ Google Translate: Translates text and speech between different languages.
- ☐ Google Assistant
- ☐ Spotify
- ☐ Snapchat
- ☐ Grammarly
- ☐ Duolingo
- ☐ Shazam
- ☐ Ola or Uber
- ☐ Amazon Alexa
- ☐ Flipkart

Discussion Time:

Are these apps good at every type of task, like playing music, suggesting things, or setting reminders, or are they just good at specific tasks? Write your thoughts in the box below.

You might have noticed that each of these apps uses AI to perform specific tasks well, like suggesting songs, translating languages, or finding the best route in traffic. This brings us to an important concept in AI: the difference between Narrow AI and General AI.

AI applications are here to help us with many things, but they are still getting better and are best at certain tasks only.

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1. What is Narrow and General AI?

Task: Complete the following table.

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write the answers in the table below. (You can use the given prompt to ask questions to the AI tool.)

Prompt for AI Tools	Explain Narrow AI and General AI. Use easy-to-understand language and find examples to help explain each type.

Remember: Sometimes, prompts are not enough or may not produce the desired output. In such cases, additional prompts may be neccessary to improve the response.

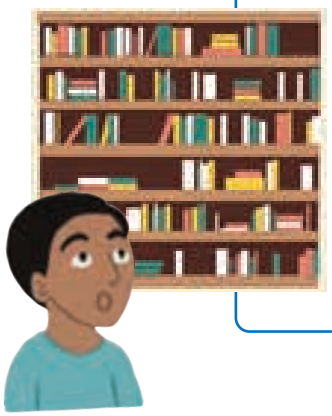
Comparison Table

Types of AI	Description	Example
Narrow AI		
General AI		

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Choose the correct option for each of the following examples:

1. An application that plays chess at a world-class level but cannot do anything else. **(Narrow AI /General AI)**
2. A language translation app that translates text from one language to another. **(Narrow AI /General AI)**
3. A voice assistant like Siri or Alexa can set reminders, play music, and answer questions. **(Narrow AI /General AI)**



Imagine you are in a big library, but you need help finding the book you need! There are two robots:

ROBOT 1: Searches books by title.

ROBOT 2: Searches books by title, author, and description.

Can you guess which is Narrow AI and which is General AI?

Scientists are still working on making General AI, and it has not been created yet.

Robot 1 is _____

because _____

Robot 2 is _____

because _____

2. History of AI

Task: Fill in the timeline provided below with important events in the history of AI.

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write the answers in the table below. (You can use the given prompt to ask questions to the AI tool.)

Prompt for AI Tools	Explain AI's journey from the past to now: its milestones, challenges, impacts, and future possibilities from the year 1950 to present.

Complete the timeline



1950
The birth of AI

Scientists began talking about "Artificial Intelligence," which means making machines that can copy human intelligence.



1960s - 1970s
Chatbots and more



1980s - 1990s
A slow period



2000
AI starts to bloom



2010 to now
Rapid Improvements

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WHAT I LEARNT TODAY

Tick what you feel confident about.

- ☐ Narrow AI is good at doing one thing well.
- ☐ General AI can do many different things but is not ready yet.
- ☐ AI has affected many parts of our lives, like medicine and transportation.



Learn More

Check out the digital lesson:
Types of AI



Talk to a friend/ family member about AI: Share what you learned with a friend or family member.

Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/

Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

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Answer Key:

1: Choose the correct option for each of the following examples:

1. Narrow AI
2. Narrow AI
3. Narrow AI

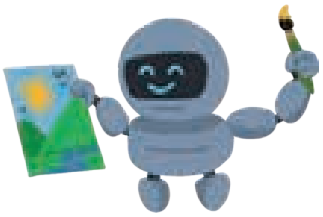
4.4

What can AI do?

In this lesson, you will learn:

1. What is Generative AI, and how does it affect us?
2. How to talk to AI
3. Uses of Generative AI in various fields of work

Imagine you have a magical tool that can easily create anything —a painting, a song, or a story. What would you ask this tool to create for you right now?



☐ A painting ☐ A song ☐ A story

How do you think it would change the way you come up with new ideas and make things?

1. I would be more creative and could try new things.
2. I would work faster with the help of tools.
3. I would learn and get better at making things.
4. I might become lazy because I don't have to do the work myself.

Now that we have talked about how a magical tool can help you create things and work better, let's learn about a real technology that can do this. It's called generative AI.

1. What is Generative AI?

Task: Find out what generative AI is and the difference between AI and generative AI. Understand why everyone is talking about it and how it could affect the future.

Instructions: Use an AI tool such as Microsoft Copilot or ChatGPT to help you write the answers in the space below. (You can use the given prompt to ask questions about the AI tool.)

Prompt for AI Tools	Explain what generative AI is and how it differs from regular AI. Discuss why many people are interested in generative AI and how it might affect the future. Please explain in the simplest way using examples.

Generative AI is a type of AI that can create new things like images, music, text, and learning materials.

Unlike traditional AI that learns from existing data, generative AI creates new content by learning from what it has seen before.

Now that you have learned about Generative AI creating new things like images and videos, let's test your understanding of Generative AI.

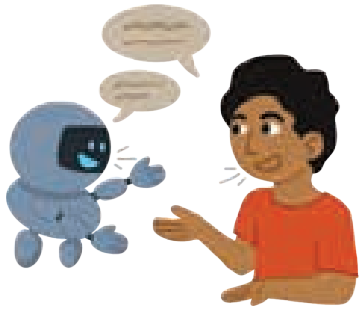
Read each statement below. If the statement is correct, circle 'True', and if the statement is incorrect, circle 'False'.

1. Generative AI can create pictures and content. **True or False**
2. Generative AI can help solve math problems and find answers. **True or False**
3. Generative AI cannot understand or speak different languages. **True or False**
4. Generative AI can make unique and new videos from words, images, or short video clips. **True or False**

To use Generative AI, we need to learn how to talk to the tools that use this technology. Let's learn how to do that.

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2. How to talk to AI tools



This is a skill where you write clear and detailed instructions to tell AI what to create or how to answer. These instructions are called prompts.

Let us understand with the help of an example:

Base Prompt or Prompt: "Write a poem about the rainy season."

A base prompt, also called a prompt, is the first instruction you give to the AI, telling it what you want. But sometimes, the result might not be exactly what you want—for example, it could be too long or not easy to understand.

To make it better, you can give follow-up prompts.

Follow-up Prompt: "Make the poem 10 lines long, add rhymes, and make it easy for kids aged 8-14 years".

A follow-up prompt is an extra instruction or question you give to AI after the base prompt. It helps the AI understand more about what you want and how to improve its answer. You can keep giving follow-up prompts until the result matches what you need, improving what you create.

You can try these prompts in AI tools and see the result.

Base prompt: How can I learn to speak English?

Follow-up Prompt: I have a smartphone. Can you suggest an online app or website to learn English?

Follow-up Prompt: What are some daily practices that can help someone improve their English speaking skills?

Task: Use an AI tool such as ChatGPT or Microsoft Copilot to generate responses based on the given prompts, create your own follow-up prompts, and write down the prompts you have used.

Base Prompt: Hi! Let's practice some English conversation.

Follow-up Prompt: Could we have a conversation as if you're my buddy teaching me English? Let's chat about something fun or interesting!

Follow-up Prompt:

Follow-up Prompt:

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Good vs. Bad Prompts:

A good prompt tells the AI exactly what to do and gives all the important details. On the other hand, bad prompts are unclear or contain information that does not make sense for the task. This confusion can cause the AI to give wrong answers.



Suppose you want to prepare Pav Bhaji for 4 people, and you decide to use AI tools for the recipe. You provide the prompt: "Tell me how to cook."

Is this a good or bad prompt? Please give reasons for your answer.

Answer:

Bad prompt because the prompt is not clear. It does not say what to cook or how to cook it, so the AI may not know what information to provide.

Now, consider if you provide this prompt: “Could you share an easy-to-follow recipe for Pav Bhaji, including instructions for cooking the bhaji and preparing buttered pav? It should be suitable for serving four people.”.

Is this a good or bad prompt? Please give reasons for your answer.

Answer:

Good prompt because is clear and specific. It asks for a recipe for Pav Bhaji, specifies that it should be easy, and mentions that it is for four people. It also asks for details on cooking the bhaji and preparing the pav, which helps the AI understand what information is needed.

Now that you have learned about the prompt, let’s test your understanding with the following activity.

Choose the correct option for each of the following examples.

1. Explain. (good prompt /bad prompt)
2. What’s the capital? (good prompt /bad prompt)
3. Do something? (good prompt /bad prompt)
4. Can you suggest ways to manage stress while studying for exams? (good prompt /bad prompt)

3. What Generative AI can do



Generative AI tools can create images, write essays and scripts, compose music, and create videos. There are both free and paid tools available for each of these tasks, helping people in different fields to be faster and smarter in their work.

To find free AI tools use the following prompt:

Prompt for AI Tools	Can you suggest free AI tools that I can use for creating content, images, music, and videos?

Task: Imagine you are a YouTuber and want to make a video for your channel. You can use AI tools to create content, images, and music. Work in a group to complete the task and share your creation in the next class.

Instructions:

For textual content creation, use a content creation AI tool like ChatGPT.

For image creation, use AI tools such as Microsoft Copilot or Artbreeder.

For music composition, use AI tools such as Beatoven to compose music for your video.

For video editor, combine images, your composed music, and written content into a single video presentation using tools like VN editor.

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WHAT I LEARNT TODAY

Tick what you feel confident about.



☐ Generative AI learns from what it already knows to create new things.
☐ AI-powered tools help with art, writing, music, and making videos.
☐ Some popular Generative AI tools are ChatGPT for writing, Gemini and Craiyon for pictures, Beatoven for music.

Learn More



Check out the digital lessons:

- What can AI do?
- How to talk to AI?

Talk to a friend/ family member about AI: Share what you learned with a friend or family member.

Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/

Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

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Answer Key:

1: Read each statement below. If the statement is correct, circle 'True', and if the statement is incorrect, circle 'False'.

1. Generative AI can create pictures and content.
   Answer: True
2. Generative AI can help solve math problems and find answers.
   Answer: True
3. Generative AI cannot understand or speak different languages.
   Answer: False
4. Generative AI can make unique and new videos from words, images, or short video clips
   Answer: True

2: Choose the correct option for each of the following examples:

1. Explain.
   Answer: Bad prompt because it's too short and unclear. It's hard for AI to give a good answer with such little information.
2. What's the capital?
   Answer: Bad prompt because it's not specific enough; it does not say which capital you mean. It needs more details to be clear. (e.g., capital of a country, state, etc.).
3. Do something?
   Answer: Bad prompt because it's not a complete sentence and does not tell AI what to do.
4. Can you suggest ways to manage stress while studying for exams?
   Answer: Good prompt because the prompt is clear and specific, making it easy to give a good answer.

4.5

Impact of AI on Jobs and Industries

In this lesson, you will learn:

1. How AI is impacting jobs and industries
2. Advantages and disadvantages of AI at work

The Rise of AI in the Workplace!



Imagine walking into a canteen, picking up a samosa and a cold drink, and then just leaving without standing in line to pay. No waiting, no paying at the counter—just you and your food items. This sounds like something from the future, right? But did you know this is already happening in some places, like Amazon Go stores, where AI allows people to shop without cashiers?

Discussion Questions:

Do you think shopping without cashiers is a good idea? Why or why not?

What jobs might be affected if stores use AI for shopping?

What new jobs or opportunities could the use of AI in stores create?

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1. How AI is impacting jobs and industries

Imagine working in your chosen job, whether it's as an electrician, welder, carpenter, mechanic, or in any other role.

How do you think AI can help you in that job or impact the way you work?

Find an answer to the above question: Here is an example to help you understand.

List Tasks	AI's Role	Discussion
Write down the tasks you will be doing in the job you have selected. For example, mechanics fix vehicles and do repairs.	How can AI impact this job? For example, in mechanics, AI can predict maintenance needs.	Discuss with your friends how AI could help you in your job. Do you think AI will make it better? Explain why or why not.

Do you have the answer yet? If not, do not worry. Let's use AI tools to find it. Use the prompt given below in an AI tool like Microsoft Copilot or ChatGPT and complete the table using the answer you get from the AI tool.

Fill in the blank with a job role in your trade.	
Prompt for AI Tools	Write down the tasks humans do as a _____. How can AI impact this job? Will AI make this job better or replace some parts of it?

Job: _____

List Tasks	AI's Role	Discussion

2. Advantages and Disadvantages of AI at work

Read each statement below and decide if it is an Advantage or a Disadvantage of AI. Write "A" for Advantage and "D" for Disadvantage.

Statements:

1. AI can take over boring, repetitive tasks.
2. It can be costly to implement.
3. AI can help make decisions faster.
4. It can lead to job loss for some people.
5. AI can work 24/7 without getting tired.
6. It may make mistakes if it's not programmed correctly.
7. AI can analyze large amounts of data quickly.
8. It may require a lot of maintenance and updates.

Task: Write down the advantages and disadvantages of the job you have chosen.

Instructions: Use an AI tool such as ChatGPT or Microsoft Copilot to help you write the answers in the space below. (You can use the given prompt to ask questions to the AI tool.)

Prompt for AI Tools	What are the advantages and disadvantages of using AI for _____ job?

Advantages _____

_____

Disadvantages _____

_____

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How do you feel about AI?

Take a moment to think about what you have learned about how AI is impacting jobs and industries. Choose one or more emotions or words that best describe how you feel about this topic. Circle them.



Excited	Curious	Confused	Worried
Inspired	Uncertain	Interested	Anxious

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ AI is impacting the way we work, such as shops without cashiers.
- ☐ AI has both advantages and disadvantages, so it's important to use it wisely.

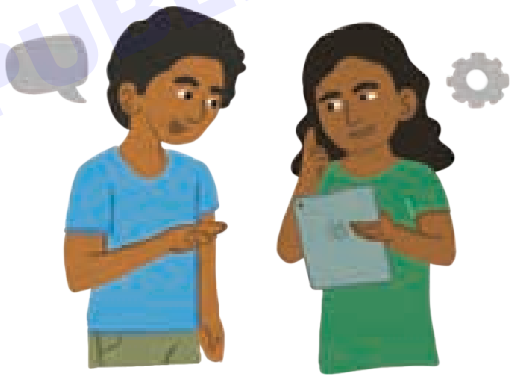
Learn More

Check out the digital lesson:
Impact of AI on Jobs and Industries

Talk to a friend/ family member about AI: Share what you learned with a friend or family member.

Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/



Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

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Answer Key:

2: Advantages and Disadvantages of AI at work

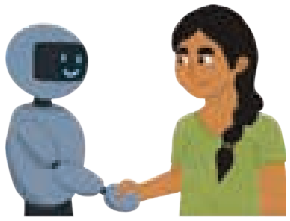
1. A
2. D
3. A
4. D
5. A
6. D
7. A
8. D

4.6

Exploring Careers with AI

In this lesson, you will learn:

1. How to explore career options with AI



Do you think AI can help you find career options that match your interests and qualifications? Write your thoughts here.

_____

_____

1. Exploring Career Options with AI

Task: Find career options that match your interests and qualifications.

Instructions: You will use an AI tool such as ChatGPT or Microsoft Copilot to find 10 suitable career options.

Use the prompt given below. Remember to fill in the blanks in the prompt with your details before asking the AI tool.

Prompt for AI Tools	Hello! I am _____ years old and currently living in _____ state in India. My interests include _____. I am currently pursuing a _____ course at an ITI. Based on this information, could you suggest 10 suitable career options that match my interests and qualifications? Please provide conventional and creative options separately. Keep the answer brief. **Example:** Hello! I am **18** years old and currently living in **Gujarat,** India. My interests include **reading, drawing, and learning new things.** I am currently pursuing an Electrical course at ITI. Based on this information, could you suggest 10 suitable career options that match my interests and qualifications? Please provide conventional and creative options separately. Keep the answer brief.

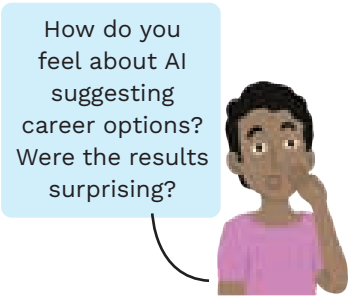
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Now, from the 10 career options suggested by the AI tool, list down four career options that you would like to explore further, considering your interests, skills, and goals.

1. _____ 2. _____

3. _____ 4. _____

Let's use the AI tool to learn more about each one.



Task: Exploring career options.

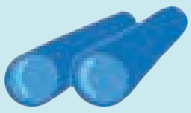
Instructions: Select a career from the four listed above and fill in the blanks in the base prompt given below.

Prompt for AI Tools	Hello! I am _____ years old and currently living in _____, India. I am pursuing an _____ course, specializing in _____. I am interested in a career as an _____[Enter Career option]. Please keep my age, location, and career aspirations in mind throughout our conversation. I am seeking your assistance to learn more about this career. Please wait for my next prompts before providing detailed information.

Now, use the following 7 prompts to learn more about your chosen career.

Remember: If you want the response from AI tools to be short, end the prompt with "Keep the answers brief and provide only a few bullet points".

1. Roles and Responsibilities



Prompt: *What are the common duties of a _____ [Enter Career Option]?*

AI Answer: _____

_____

2. Work Environment

Prompt: *What is the typical work environment like for an _____ [Enter Career Option]? Is it mostly indoors, outdoors, or a mix of both?*



AI Answer: _____

_____

3. Educational Requirements



Prompt: *What education or courses do most _____ [Enter Career Option] need?*

AI Answer: _____

_____

4. Skill Research

Prompt: *What skills are essential for succeeding as an _____ [Enter Career Option]?*



AI Answer: _____

_____

5. Demand & Growth



Prompt: *Is the demand for _____ [Enter Career Option] expected to increase or decrease in the future? What does career growth look like for this option? How can AI impact this career?*

AI Answer: _____

_____

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6. Salary Range

Prompt: *What is the typical salary range for a _____ [Enter Career Option]? Also, could you recommend some platforms to check for salary information in India? Can AI impact this career?*



AI Answer: _____

_____

7. Finding Jobs



Prompt: *Can you recommend some specific job search platforms that are popular for _____ [Enter Career Option] roles in _____ [Enter State], India? Are there any government job portals relevant to this field?*

AI Answer: _____

_____

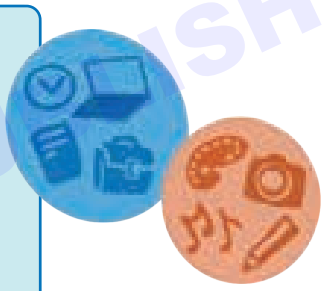
Now, let's explore other career options. Repeat the above activity for each. Finally, pick the career you like best and complete the following activity.

Which career have you chosen, and why do you think you are a good fit for it?

_____

_____

_____



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WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ AI tools can suggest careers that match people's interests and qualifications.
- ☐ AI helps find new career options one might not have thought about.
- ☐ These tools save time by showing careers that fit one's interests.

Learn More

Check out the digital lesson:
Exploring Careers with AI



Talk to a friend/ family member about AI: Share what you learned with a friend or family member.

Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/

Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

4.7

Learning with AI

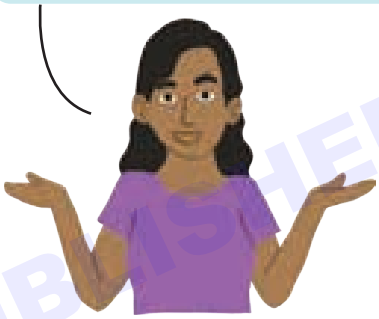
In this lesson, you will learn:

1. How AI can help you learn better

Have you ever used AI tools to help you with your studies? If you have, which ones did you use, and what was your experience like? Choose the option that best describes you.

- ☐ No, I have never used AI tools for my studies.
- ☐ I have heard about AI tools, but I have never used them.
- ☐ Yes, I have used AI tools like chatbots or learning apps, and it was helpful.
- ☐ Yes, I have used AI tools like chatbots or learning apps, but I did not find them helpful.

In the previous chapter, you used AI to learn about different career options. Similarly, you can use AI to learn any topic you want.



Now that we have thought about using AI tools, let's learn how AI can help us study better. Even if you have not used AI yet, these tools can be very helpful for learning.

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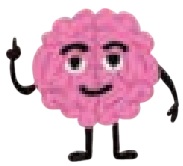
Hi, I'm Priya.



1. How AI can help you learn better

Meet Priya. Priya wants to learn how to speak English well. She uses the prompts provided below to ask AI for help. The AI gives her clear steps to follow, resources, a personalized study plan, practice exercises, feedback options, motivation tips, and solutions to common challenges. By following the AI's advice, Priya feels more confident and organized in her learning journey.

Let's see how AI can help an ITI learner, like Priya, who wants to learn how to speak English well.



1. Understanding what to learn

Priya wants to start learning English but doesn't know where to begin.

Prompts:

- I am a beginner in learning English. Can you list the main topics I should start with and a brief explanation for each?
- What are the common challenges people face when learning English and how can they overcome them?



2. Simplifying Complex Topics

Priya finds some grammar rules hard to understand.

Prompts:

- I am having trouble understanding English grammar rules, specifically past tense verbs. Can you explain them in simple terms with examples?
- Can you simplify English pronunciation rules to help me speak more clearly?



3. Getting Feedback

Priya needs feedback on her English speaking.

Prompts:

- I am practicing English speaking by recording myself. Can you suggest ways to get feedback on my pronunciation and fluency?
- I have pasted [document/essay]. Could you check for grammar and punctuation errors and suggest improvements?
- Practice with me on casual conversation skills. Can you engage in a dialogue and provide feedback on my speaking style?



4. Practicing for Real-Life situations

Priya wants to practice speaking English in real-life situations.

Prompts:

- I want to practice speaking English for real-life situations like ordering food or asking for directions. Can you provide some example conversations?
- Can you simulate a job interview in English for me to practice? I will respond to each question as if it were a real conversation and you can provide feedback as well.

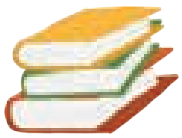


5. Testing Your Knowledge

Priya wants to test what she has learned so far.

Prompts:

- I have been learning English for a month. Can you create a quiz to test my basic vocabulary and grammar knowledge?
- Can you come up with some scenario-based questions to practice English vocabulary?



6. Finding More Resources

Priya needs more materials to study.

Prompts:

- I need more resources to learn English, like websites, apps, and books. Can you recommend some that are good for practice and learning?
- Can you suggest some websites or platforms that offer free learning materials for English Grammar?

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7. Idea Generation

Priya needs ideas for writing a short story in English.

Prompts:

- I want to write a short story in English about a day at the market. Can you help me come up with some interesting ideas?
- Can you help me come up with ideas for my project? I am working on improving my English communication skills and need creative inspiration. Please suggest new approaches to explore.



8. Resume Building

Priya wants to create a resume for a job application.

Prompts:

- I need to write a resume for an entry-level job in a digital marketing firm. I have basic skills in using computers and speaking English. Can you provide a template and tips on what information to include?

Note: First, paste your document or resume into the AI tools, then proceed with the following prompts.

- Can you help me improve my resume? I want to highlight my skills and experiences better.
- I am not sure about my resume format. Can you suggest a professional layout that is clear and easy to read?



9. Personalizing Your Study Schedule

Priya wants a study schedule that fits her needs.

Prompts:

- I have 1 hour every day to study English. Can you help me create a weekly study schedule that balances learning new vocabulary, grammar practice, and speaking exercises?
- Can you help me make a study plan that fits my goals and schedule? I want to study better.

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My Learning Plan



Use the prompts given below to replace the underlined parts in the examples with your topic and ask AI tools such as Microsoft Copilot or ChatGPT. Using these prompts, you can make your learning journey easier and more effective.

1. Understanding what to learn

Prompts:

- I am a beginner in learning _____[Enter Topic]. Can you list the main topics I should start with and a brief explanation for each?
- What are the common challenges people face when learning _____[Enter Topic] and how can they overcome them?

2. Simplifying Complex Topics

Prompts:

- Can you explain [enter topic] in a way that's easy to understand? Please use examples to help clarify.
- Break down_____ [enter topic] into simpler parts. What are the main ideas I should understand?

3. Getting Feedback

Prompts: First, paste your document or resume into the AI tools, then proceed with the following prompts.

- I have pasted [document/essay]. Could you check for grammar and punctuation errors and suggest improvements?
- I have pasted my [document/essay]. Can you tell me what's good and what needs improvement? Also, any ideas for improvement?

4. Practicing for Real-Life situations

Prompts:

- Create a presentation on the topic _____[enter topic] with _____[enter no. of slides] slides.
- Can you simulate a job interview scenario and ask me typical interview questions related to_____ [specific job field]? I will respond to each question as if it were a real interview and you can provide feedback as well.

5. Testing Your Knowledge:

Prompts:

- I have been learning _____ [enter topic] for a month. Can you create a quiz to test my knowledge of _____ [enter topic]?
- Can you come up with some scenario-based questions to practice _____ [enter topic]?

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6. Finding More Resources

Prompts:

- Can you find online courses or tutorials to help me learn _____ [enter topic]?
- Can you suggest some websites or platforms that offer free learning materials for_____ [enter topic]?

7. Idea Generation

Prompts:

- Can you suggest project ideas that can help me apply_____ [enter topic] in real-life scenarios?
- Can you help me come up with ideas for my project? I am working on _____ [describe your project topic briefly] and need creative inspiration. Please suggest new approaches to explore.

8. Resume Building

Prompts: First, paste your document or resume into the AI tools, then proceed with the following prompts.

- Can you help me improve my resume? I want to highlight my skills and experiences better.
- I am not sure about my resume format. Can you suggest a layout that looks professional and is easy to understand?

9. Personalizing Your Study Schedule

Prompts:

- I have _____ [no. of hours] everyday to study _____[enter topic]. Can you help me create a weekly study schedule?
- Can you help me make a study plan that fits my goals and schedule? I want to study better.

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Remember

- AI is a powerful tool, but it's not magic. You still need to put in the effort to learn.
- Use AI to stay organized and motivated, but do not expect it to do everything for you.
- Try different AI tools to see which ones you like best.



My thoughts

AI tutoring apps can help you learn, but do not forget your teachers, books, and classmates! Using them all together makes you a super-learner.



Was the AI tool helpful?

How do you plan to use this tool for your studies in the future?

- ☐ To get help with my homework
- ☐ To learn new things and facts
- ☐ To find answers to my questions quickly
- ☐ Others: _____

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about.

- ☐ AI can help me learn any topic on my own.
- ☐ AI tools can help when learning is hard.



Learn More

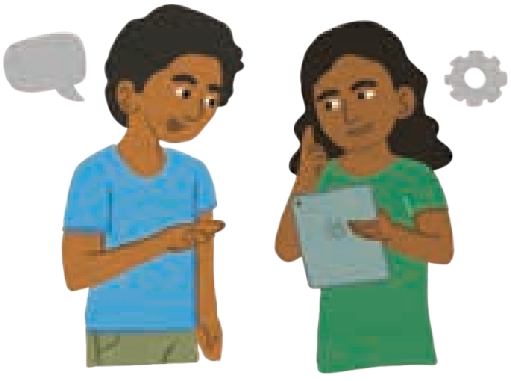
Check out the digital lesson:

- Learning with AI

Talk to a friend/ family member about AI: Share what you learned with a friend or family member.

Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/



Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

4.8

Using AI Responsibly

In this lesson, you will learn:

1. What Ethical AI is and why it is important
2. Identifying the Ethical Challenges in AI
3. How to use AI responsibly

Ethical AI

Should we use robot judges? Would you trust them?

Imagine a world where robots are used as judges in court cases. These robots know everything and can understand proof perfectly.



What are some good and bad things about having robot judges? Tick the option you feel is correct.

The good thing about robot judges

- ☐ They can make sure decisions are fair and always the same.
- ☐ They might make fewer mistakes than humans.
- ☐ They can make decisions on cases faster by understanding information quickly.

The bad things about robot judges

- ☐ They might not understand human emotions and problems well.
- ☐ They could make unfair decisions because of biases in the data they learn from.
- ☐ They might have trouble with new or different problems.

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1. What Is Ethical AI?

During this activity, you may have noticed that the use of AI can have its challenges. For example, using robot judges raises concerns because they could make unfair choices based on the data they use. That's why clear rules are important in AI development—to make sure it's used safely and fairly for everyone.

Ethical AI means following these rules to ensure that artificial intelligence is created and used safely for the good of everyone. Let's learn more about this topic.



2. What are the ethical challenges in AI, and how can we use it responsibly?

AI has many ethical challenges as it becomes part of our daily lives. Here are some of the main issues:

1. Bias



Situation: In 2018, Amazon had a problem with its AI hiring tool. They hoped it would help find good workers. But the tool learned from job applications sent over the past 10 years when mostly men got certain jobs. This made the tool think men were always better for the job. So, it picked men over women, even if the women were just as good.

Based on this situation, try to find the correct answer to the following questions:

Q1: What is the ethical concern with this AI hiring tool?

A. The AI shows bias by preferring male candidates over female candidates.
B. The AI is not quick enough to make decisions.
C. The AI costs too much money to use.

Q2: What is a possible solution to make AI fairer?

A. Teach the AI with information only from male candidates.
B. Teach the AI with information from all kinds of candidates.
C. Stop using AI for hiring completely.

2. Privacy



Situation: In 2018, Facebook had a big problem with AI in the Cambridge Analytica scandal. Cambridge Analytica, a company that helps political campaigns, used AI to take data from around 87 million users without their permission. This data was used for political ads, upsetting many people and leading to government inquiries.

Based on this situation, try to find the correct answer to the following questions:

Q1: What is the main ethical concern with Facebook's actions?

A. It made Facebook more popular.
B. They shared away people's information without asking them.
C. It did not use enough advertisements.

Q 2: What can be done to address the privacy concerns?

A. Sharing more user data with companies.
B. By selling user data without their permission.
C. By asking users for permission before sharing their data.

3. Safety and Security

Situation 1: Recently, there have been more AI-powered cyberattacks. AI is used to send fake emails or messages that look real, tricking people into giving away important information like passwords or financial details. This has caused problems where regular people, as well as banks and big companies, lost data and money.

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Based on this situation, try to find the correct answer to the following questions:

Q1: What is an ethical concern with AI sending fake emails or messages?

A. They do not affect anyone.

B. It can cause a lot of harm if not used properly.

C. They make computers safer.

Q2: What should be done to address the ethical concerns of AI in online safety?

A. We should stop using AI completely.

B. Train more people to use AI for hacking.

C. Make international rules to control AI use in online safety.



Situation 2: On social media, AI is blamed for spreading fake news and causing arguments. For example, in 2016, Facebook's AI tools were blamed for promoting fake news. The AI learned what people liked and showed them posts they might enjoy, even if they were not true. This worries people about what they see online and how AI should be used carefully to stop fake news. It's a big issue for society, and tech companies need to find ways to solve these problems.

Q1: What is the ethical concern with AI spreading fake news on social media?

A. It makes social media more interesting.

B. It does not affect anyone.

C. It can spread wrong information and harm public trust.

Q2: What should social media companies do to address the ethical concerns of AI?

A. Stop using AI on social media.

B. Find ways to detect and reduce the spread of false information.

C. By training AI to spread more news.

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3. Why it is important to use AI responsibly

Think about your daily activities. Can you think of a specific example where using AI irresponsibly can impact yourself or others? Here are some examples given below:



Online Shopping

AI might show you the wrong products, making you buy things you don't need.



Smart Devices

AI assistants can record private talks without permission.



Healthcare

AI apps can mishandle health data, risking your privacy.



Advertising

Personal data is being used to recommend ads without permission.



Social Media

AI can spread fake news, and hateful comments and bully others.



Education

AI can give wrong answers and help cheat on tests or homework.

		
Public Safety	**Navigation Apps**	**Financial Services**
AI in self-driving cars can make mistakes and cause accidents.	GPS might give wrong directions, making you late or lost.	AI can give bad financial advice, leading to bad investments.
AI cameras might wrongly identify people and violate their privacy.	Your location could be shared without your permission.	AI can mess up banking transactions or expose your financial info.

Task: Imagine a student using AI to create fake social media profiles that spread false information about classmates. By using AI-generated text and images, they make it look like others are saying things they did not say.

Q1. How does this irresponsible use of AI affect the classmates targeted by fake profiles?

A. It makes them feel happy and popular.

B. It spreads lies about them and hurts their feelings.

C. It helps them become friends with more people.

Q2. What can be done to stop and deal with this kind of AI misuse in social media?

Report Misuse: If you see AI being misused, report it to the platform or a trusted adult.

Verify Information: Always check if the information is true before sharing it.

Punishments for Misuse: There should be clear consequences for anyone who misuses AI, such as account suspension.

Monitor Activity: Social media platforms should monitor activity to detect and stop AI misuse quickly.

Others: _____

_____

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Based on the case studies and discussions about bias, privacy, safety, and security, answer the following questions.

Q1. Why is it important to use AI responsibly?

A. To make sure everyone has fun with robots

B. To keep everyone safe and treat people fairly

C. So that computers can do all our work

Q2. How can you make sure AI is used responsibly in your life? Select all that apply.

- ☐ Learn about how AI works and its impacts.
- ☐ Think about fairness and safety when using AI tools.
- ☐ Speak up if you see AI being used in a bad way.
- ☐ Follow rules and guidelines for using AI responsibly.

WHAT I LEARNT TODAY

Tick what you feel confident about.

- ☐ Ethical AI means using AI in ways that are fair and good for everyone.
- ☐ AI can have problems like bias, privacy issues, security risks, and spreading false information.
- ☐ Train AI with different kinds of information, and protect people's privacy.



Learn More

Check out the digital lessons:

- Using AI Responsibly - 1
- Using AI Responsibly - 2

Talk to a friend/ family member about AI: Share what you learned with a friend or family member.



Try using AI tools: Experiment with free AI tools to see how they work:

- Microsoft Copilot: https://www.bing.com/chat
- Gemini: https://gemini.google.com/
- ChatGPT: https://chatgpt.com/

Ask questions: If you have questions about AI, ask your teacher or classmates and learn from each other.

Answer Key:

2: What are the ethical challenges in AI, and how can we use it responsibly?

1. **Bias:**

   Q1: A. This happens because the tool learned from past data that mostly favoured men, putting women at a disadvantage.

   Q2: B. Teach the AI with information from all kinds of candidates. By training the AI with a different dataset that includes applications from both men and women, the AI can learn to make fairer hiring decisions without bias.

2. **Privacy:**

   Q1: B. The main problem was Facebook giving user data to Cambridge Analytica without getting permission from its users, which hurt their privacy.

   Q2: C. To be more ethical, Facebook could have asked users directly if they agreed to share their data before doing so. This would give users more control over their information and make the process transparent.

3. **Safety and Security:**

   Situation 1:

   Q1: B. The issue with sending fake emails and messages using AI is that if AI tools are not managed carefully, they can cause serious harm by stealing sensitive information.

   Q2: C. To solve the problems related to AI in online safety, we should create international rules that guide how AI can be used. This will help ensure that AI is used responsibly and safely.

   Situation 2:

   Q1: C. The ethical concern is that AI can spread fake news, which can mislead people and cause problems.

   Q2: B. Social media companies should work on finding and stopping the spread of fake news to address ethical concerns.

3: Why it is important to use AI responsibly

Q1. B. It spreads lies about them and hurts their feelings.

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5.1

Introduction to Money Management

In this lesson you will learn:

1. Where money comes from
2. Where money goes - needs & wants
3. Why saving money is important

Money in Our Daily Life





Think about yesterday. Tick what you spent money on:

- ☐ Food
- ☐ Travel
- ☐ Mobile recharge
- ☐ Personal items
- ☐ Entertainment
- ☐ Did not spend

Think and write

One thing I spend money on regularly: _____

We all spend money on different things every day. But where does this money come from?

1. Where Money Comes From

People earn money in different ways. The money we earn is called income. Let's see how different people earn money.

1A: Who Earns How?

Here is how Asha, Ravi and Arjun earn an income:

- **Asha** is an ITI student. She receives a **stipend** during her apprenticeship (training at work).
- **Ravi** earns money by doing small **temporary jobs**, such as **washing vehicles** in his area.
- **Arjun** earns money by **renting** out one small shop.







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Now, match the person to the income source by writing the correct option number next to each name.

Income Source options:
1. Money earned by doing small jobs
2. Money earned from rent
3. Money earned during training/internship

People:
Asha → _____
Ravi → _____
Arjun → _____



Look around your community.

Write different ways people earn money.

1. _____
2. _____
3. _____

LET'S LEARN!

We saw that money can be earned through different ways.

Some income is regular such as salary or stipend.

Some income may change month to month.
For example, daily wage work, farming income and small business earnings.

Once we earn money, we must decide how to use it. Some spending is necessary, while some is optional. Let us understand the difference.

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2. Where Money Goes - Needs & Wants

We spend money on many things. But not all spending is the same.

2A: Must Have or Nice to Have?



Think about your daily life. Write down 5 things you use or spend money on regularly.
(Examples: soap, bus fare, mobile recharge, snacks, new clothes)
Now, for each item, tick one box:

- Must have — I cannot live or work without it
- Nice to have — It is good to have, but I can manage without it

My item	Must have	Nice to have
1. _____	☐	☐
2. _____	☐	☐
3. _____	☐	☐
4. _____	☐	☐
5. _____	☐	☐

Some things we use are needed for daily life. Others just make life more enjoyable.
Let us understand the difference.

LET'S LEARN!

Things necessary for basic living and work, like food, water, shelter, clothes and transportation are **Needs**.

Things that are enjoyable but not necessary to have, like chocolates, video games or fancy clothes are **Wants.**

When we understand needs and wants, we can make smarter spending choices.

Every month, we earn and spend money.

We know that money we earn is **income**.
The money we spend on needs and wants are called **expenses**.
If we manage our expenses carefully, some money may remain. This remaining money is called **savings**.

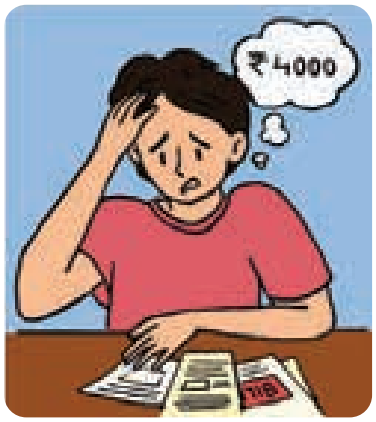
3. Why Saving Money Is Important

It is a good practice to save some of the money that you earn. Let us see why.

3A: Saver vs Spender: Who Is Ready?

Aman and Imran both earn ₹12,000 per month.

Aman	**Imran**
• Spends everything. • Saves ₹0.	• Saves ₹1000 every month. • Spends the rest.
After 6 months:	
Aman has: ₹____	Imran has: ₹____
Now suddenly, both need ₹4,000 for an urgent expense.	
What do you think Aman will do? *Tick all possible options:* ☐ 1. Borrow from friends ☐ 2. Take a high-interest loan ☐ 3. Feel stressed ☐ 4. Use savings	What do you think Imran will do? *Tick all possible options:* ☐ 1. Borrow from friends ☐ 2. Take a high-interest loan ☐ 3. Feel stressed ☐ 4. Use savings





Have you ever faced a sudden expense? How did you manage it?

☐ Borrowed
☐ Used savings
☐ Delayed payment
☐ Felt stressed

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What would you like to do differently next time?_____

Write 3 situations where you might need money in the next 2–3 years:

1. _____
2. _____
3. _____

For each situation, write whether it is Planned (you know it is coming) or an Emergency (a sudden, unexpected expense).

Situation	Is this Planned or Emergency?
1.	
2.	
3.	

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LET'S LEARN!

Saving money regularly helps you:

- Buy important things without borrowing money.
- Handle emergencies, like sudden illness or repairs.
- Plan for the future, like higher studies, starting a business, or other dreams.

Many people first keep aside some money as savings and then spend the rest. Even a small amount saved regularly can grow into a big amount over time.



MY SAVINGS PLAN

I am saving for _____
Total Cost: ₹ _____
Amount I will save per month: ₹ _____



Now answer:

If I save ₹_____ per month, how many months will it take?

Total Cost ÷ _____(amount saved every month) = _____ months

Does this look possible?

- ☐ Yes
- ☐ No
- ☐ Maybe

If it feels difficult, I can:

- ☐ Increase the number of months
- ☐ Reduce some expenses

One expense I can reduce or stop: _____

Understanding how to earn, spend, and save money wisely is called **financial literacy**. Financial literacy helps us make better money decisions in daily life.

In the next lesson, we will learn how to keep and use money safely through banks and digital payments.

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand there are different income sources.
- ☐ I can tell the difference between needs and wants.
- ☐ I know that spending choices affect future needs.
- ☐ I understand why saving even a small amount is important.

Answer Key

1A. Who Earns How?
Asha → 3; Ravi → 1; Arjun → 2

3A. Saver vs Spender: Who is Ready?
Aman: 1, 2 & 3
Imran: 4

5.2

Using Banks and Digital Payments

In this lesson you will learn:

1. How to open and use a bank account
2. How to use different payment methods
3. Digital safety rules for money transactions

Where Is Money Safest?





Think about the last time you received money (such as stipend or payment for work) Where did you keep it? *(Tick all that apply)*

- ☐ In my wallet
- ☐ At home (drawer, cupboard, under mattress)
- ☐ Gave it to a family member to keep
- ☐ In the bank
- ☐ Other _____

Think and write

What worries do you have about keeping money safe?

Write one worry: _____

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LET'S LEARN!

Keeping money only at home or with others has risks. When you keep money in the bank, it is safe. When you deposit money in the bank, it keeps a record of how much money belongs to you. This record in your name is called a **bank account.**

Along with keeping your money safe, a bank account helps you:

- receive your salary or stipend
- send and receive money
- withdraw money
- track how much money is in your account

1. How to Open and Use a Bank Account

Banks offer different types of accounts because people have different needs.

1A: Which Bank Account Is Right for Me?

Meet Priya, Ramesh and Geeta! Each of them uses a different type of bank account to manage their money.

Priya (ITI Student)	Ramesh (Small Shop Owner)	Geeta (Daily Wage Worker)
• Gets ₹3,000 stipend every month • Wants to save some money • Uses money for daily expenses • Uses: Savings Account	• Receives payments from many customers daily • Makes many payments to suppliers • Needs to deposit and withdraw money frequently • Uses: Current Account	• Earns ₹200-300 per day • Cannot keep high minimum balance • Wants basic banking services • Uses: Jan Dhan Account

Think and Answer

1. Which person's situation is most similar to yours?

   ☐ Priya ☐ Ramesh ☐ Geeta

2. Which type of account would be most useful for you right now?

   _____

3. Why? Write one reason:

   _____

LET'S LEARN!

Different accounts serve different purposes:

Savings Account - For personal saving and daily use (students, salaried people)
Current Account - For frequent business transactions (shopkeepers, businesses)
Jan Dhan Account - For basic banking with low or zero minimum balance

These are 3 main account types. You can research online to learn more about the other kinds of bank accounts.

For most ITI students and working individuals, a Savings Account is the best choice.

1B: Am I Ready? - Document Check

Before you can open any bank account, you need certain documents.

Look at this checklist. Tick what you know you have:

- ☐ Aadhaar Card
- ☐ PAN Card
- ☐ Passport
- ☐ Electricity Bill
- ☐ 2 Passport-size photos

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LET'S LEARN!

Every bank asks for these documents to verify who you are:

What Bank Needs	Documents You Can Use	Why Bank Needs It
Identity Proof	Aadhaar / PAN / Voter ID / Driving License / Passport *(any ONE)*	To confirm you are who you say you are
Address Proof	Aadhaar / Electricity Bill / Rent Agreement *(any ONE)*	To know where you live
Photograph	2 passport-size photos	For your account records

If you have an Aadhaar Card, it works as both identity proof and address proof! Make sure you collect these documents and have copies of them before you open your bank account.

1C: Opening an Account Online and Offline

Before visiting the bank, tick what you already know:

- ☐ Which bank branch is nearest to my home/ITI?
- ☐ What documents do I need to carry?
- ☐ How long does it take to open an account?
- ☐ Can I open an account from my phone?

In pairs, discuss:

- What questions do you have about opening a bank account?
- What makes you nervous about going to a bank?

Write one question or worry:

_____

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LET'S LEARN!





OFFLINE

Opening an account at the bank branch

1. Visit nearest bank branch
2. Tell a staff member: *"I want to open a Savings Account"*
3. Fill the form with staff's help
4. Submit document copies
5. Staff verifies you in person, this is known an KYC (Know Your Customer)
6. Deposit money if required
7. Get account kit sent to your home in 1-2 days (passbook, debit card)

ONLINE

Opening an account through bank app

1. Download bank's app (e.g., SBI YONO, ICICI iMobile)
2. Click "Open New Account"
3. Fill online form
4. Upload photos of documents
5. Video call with bank staff to verify your identity, this is KYC
6. E-sign using Aadhaar OTP
7. Account active in 24-48 hours

Here are some important things to remember:

- **For Online:** Your mobile number must be linked to Aadhaar
- **For Offline:** Carry both original documents + photocopies
- **Both methods:** Account takes 1-2 days to activate fully
- **Ask for help:** Bank staff are there to help you - don't hesitate to ask questions

Both methods are equally safe and valid. Choose what feels comfortable for you. Once your account is open, you can use it to receive money, send money, and pay for things.

2. How to Use Different Payment Methods

2A: How Do People Make Payments?

Rajesh - Needs to pay ₹500 to buy vegetables from a vendor who doesn't accept online payment

Pooja - Wants to pay ₹30 at a tea stall that has a QR code





Think and write

What does each person need? Fill in the blanks with the options given for each statement.

- **Rajesh needs _____ (to pay with cash/to pay online)**
- **Pooja needs _____ (to pay with cash/ to pay online)**

LET'S LEARN!

There are two main ways you can use to make payments:





ATM

(Automated Teller Machine)

What it means:

It's a machine usually outside banks which allows you to access your bank account without going inside the bank. You use this method when you need physical cash.

UPI

(Unified Payments Interface)

What it means:

UPI allows you to send or receive money directly from your bank account using your phone.

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What you need:

- **ATM card** (also called debit card)
  A plastic card linked to your bank account
- **PIN** (Personal Identification Number)
  A secret 4-digit number that only you know. The PIN proves that you are the owner of the card.

With your ATM card, you can:

- Withdraw cash
- Check balance
- Sometimes deposit money

How it works:

- Insert your debit card
- Enter PIN
- Select Savings Account
- Enter how much money you want to withdraw
- ATM will give you the cash
- Collect the cash and your card

What you need:

- **UPI app** like Google Pay, PhonePe, Paytm, BHIM
- **Your bank account** linked to the UPI app.
- **PIN** (Personal Identification Number)
  A secret 4-digit number that only you know. The PIN proves that you are the owner of the UPI account.

With your UPI you can:

- Pay at shops by scanning QR code
- Send money to friends or family
- Pay bills instantly

How it works:

- Scan QR code, enter mobile number or UPI ID you want to pay money to
- Check receiver name
- Enter the amount
- Enter your UPI PIN
- Once you receive the payment confirmation, you are done

Digital payments are fast and convenient. Because money moves instantly, mistakes or unsafe actions can cause loss. So safety is very important.

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3. Digital Safety Rules For Money Transactions

3A: Safe or Unsafe?

Look at the scenarios below. Tick Safe (✓) or Unsafe (×) for each one.

Scenario	Safe	Unsafe
1. Sharing your ATM or UPI PIN with a friend	☐	☐
2. Checking the receiver name before paying by UPI	☐	☐
3. Asking bank staff for help inside the bank	☐	☐

LET'S LEARN!

When using an ATM or UPI, it is important to be careful. Here are some safety rules to keep in mind:

- **Never share your PIN** - Not with friends, family, or even bank staff
- **Always check receiver name before paying** - Take 2 seconds to read it
- **Never click unknown links asking for bank details** - Banks never ask via SMS/WhatsApp
- **Cover keypad when entering PIN at ATM** - Protect from cameras / people watching

MY SAFE MONEY ACTION



Think about everything you learnt today. Tick what you already do.

- ☐ I check the receiver name before paying
- ☐ I do not share my ATM or UPI PIN
- ☐ I enter the amount carefully
- ☐ I ask for help if I am confused
- ☐ I avoid clicking unknown payment links
- ☐ Something else _____

Choose one area where you need to be more careful.

- ☐ Checking the receiver name
- ☐ Protecting my PIN
- ☐ Entering the correct amount
- ☐ Avoiding unknown links
- ☐ Asking for help
- ☐ Others: _____

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why banks are useful for keeping money safe.
- ☐ I know the basic steps to open and use a bank account.
- ☐ I understand how ATM and UPI payments work.
- ☐ I can identify safe and unsafe actions while using digital payments.

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Answer Key

2A: How Do People Make Payments?
Rajesh needs **to pay with cash**
Pooja needs **to pay online**

3A: Safe or Unsafe?
1. Unsafe
2. Safe
3. Safe

5.3

Plan, Save and Grow Your Money

In this lesson, you will learn:

1. How to create a simple monthly budget
2. How saving helps achieve short-term and long-term goals
3. Simple ways to grow your money

A Money Decision

Imagine you receive ₹5,000 today. What will you do?

☐ Spend most of it now
☐ Save it for something important later
☐ Keep it somewhere so it slowly increases over time

☐ Something else: _____

Your answer shows how you think about money. Money decisions are not just about today. They affect your future choices, security, and opportunities. To make better money decisions, we need three skills: planning our spending, saving money and growing money. Let us start with planning how we spend money.

1. How to Create a Simple Monthly Budget

Before we decide how to save or grow money, we need to understand how we use money today.

1A. Where Does My Money Go?

Small daily expenses add up over time. You may not be earning regularly yet, but you still use money. Think about money you receive from family, a stipend, scholarship or small earnings.

Fill in the table based on your usual monthly spending.

Spending Category	Tick If You Spend
1. Food / snacks / tea	☐
2. Travel	☐
3. Mobile recharge / data	☐
4. Study materials	☐
5. Clothes / personal items	☐
6. Savings (kept aside)	☐

Think and Answer:

1. Most of my money goes to

_____

2. One expense I could reduce

_____

LET'S LEARN!

When we track spending, we start to notice where money is actually going. This helps us spot expenses we did not think about and plan how much we can save. **Tracking** is the first step to planning how we spend money.

But tracking is not the same as budgeting. Tracking tells you where money went. A **budget** is a plan you make before you spend. That is what we will practise next.

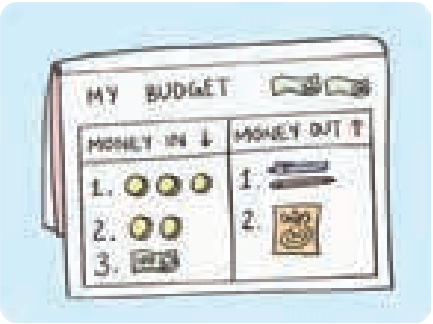
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1B. Plan Before You Pay

Money is limited. There are many needs. A budget helps you decide how money will be used before you spend it.

Meena has ₹2,000 this month. She must pay for the following needs:

- Travel: ₹600
- Mobile recharge: ₹300
- Exam form: ₹500
- Medicines: ₹300



Think and Answer:
Meena wants to buy new earphones for herself. They cost ₹700. What should Meena do?

- ☐ A. Spend on the earphones now and worry about her needs later
- ☐ B. Cover needs first and save for the earphones from the remaining money
- ☐ C. Skip some needs to buy the earphones now

LET'S LEARN!

When you decided for Meena, you were already budgeting. You looked at what was available, separated 'what she needed' from 'what she wanted', and made a decision.

A budget has four parts: income, savings, needs, and wants. These are terms you learnt about in the first lesson of this module.

A good budget follows one golden rule**: Save first. Spend what remains.** If we spend first, there is usually little money left to save. But if we set aside savings before spending, even a small amount, saving becomes a habit.

A simple target to start with: try to save at least 10% of whatever you receive. For example, if you receive ₹2,000, set aside ₹200 before anything else.

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1C. Create Your Monthly Budget

Write your income based on what you received last month- from family (pocket money or gifts) or from work (salary). If you did not receive any money last month, write the amount you expect to receive in the future.

My Income (₹): _____

My Planned Spending

Category	Amount (₹)
1. Savings (kept aside first)	
2. Needs (food, travel, phone, study)	
3. Wants (snacks, outings, extras)	
Total Spending (Needs + Wants)	
Total Planned (Total Spending + Savings)	
Check: Income - Total Planned = ₹_____ *(Should be ₹0 or more)*	

Think and Answer

If your 'Total Planned' amount is more than your Income:

1. Which expense will you reduce first?

_____

2. How much money will this save?

₹ _____

A budget helps you use your money wisely. Now let us look at why saving regularly makes a big difference.

2. How Saving Helps Achieve Short and Long-Term Goals

Setting aside money to save is a good start. But what you are saving for matters just as much as how much you save.

2A. Now or Later?

Look at the list of goals below. Sort them into the two columns based on how long you think it would take to save enough for each one.



Goals	I can save for this within a year	This will take more than a year to save
1. Buying a mobile phone	☐	☐
2. Paying for an exam or course	☐	☐
3. Emergency medical expenses	☐	☐
4. Buying new work clothes	☐	☐
5. Buying a bicycle / two-wheeler	☐	☐
6. Saving to buy a house	☐	☐

LET'S LEARN!

Goals you can achieve within a few months to about one year are called **short-term goals.** They usually need smaller savings, and the money should be easy to access when you need it.

Goals that take many years of regular saving are called **long-term goals**. These need patience and consistent savings over time. For long-term goals, it is worth saving money somewhere where it can grow more.

Different goals need different saving plans. That also means there are different places to keep your money, which is what we will learn in the next section.

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3. Simple Ways to Grow Your Money

You have a budget and you know what you are saving for. The next question is: where should you keep that money? Not all saving is the same. Where you keep your money affects how much it grows.

3A. Same Amount, Different Results

Ravi and Sunita both want to buy a two-wheeler each. They both decided to save ₹500 every month. Sunita kept her money at home in a box. Ravi kept his money in a savings account. After two years, Sunita had exactly ₹12,000. Ravi had a little more than ₹13,200.



Think and Answer:

1. Why did Ravi end up with more money than Sunita?

☐ A. He saved more than ₹500 every month
☐ B. He saved for longer than Sunita
☐ C. His savings earned extra money over time

2. Sunita kept her money at home in a box. What is one problem with this?

☐ A. It is hard to count money at home
☐ B. The money does not grow and can be lost or spent easily
☐ C. Banks do not allow you to save at home

LET'S LEARN!

When you keep money in an account linked to a bank or government scheme, it earns a small extra amount over time. This extra amount is called interest. The longer your money stays, the more interest it earns.

There are several options that keep your money safe and help it grow. The right option depends on when you need the money and how long you can leave it untouched.

Option	Best For	How It Works
Cash at home	Immediate needs	Safe but earns no interest
Bank savings account	Short-term goals within 1 year	Safe, easy to access, earns small interest
Recurring Deposit (RD)	Goals in 1 to 5 years	Deposit a fixed amount every month. Grows steadily.
Fixed Deposit (FD)	Goals in 1 to 5 years	Deposit a lump sum once. Earns more interest than a savings account.
PPF (Public Provident Fund)	Goals in 5 or more years	Money is locked for many years but gives good interest.
SIP (Systematic Investment Plan)	Goals in 5 or more years	Invest a fixed amount monthly. Money may go up or down, but can grow more over many years. Mutual fund investments are subject to market risk.

The longer money stays invested, the more it grows. Time makes money grow. Starting early helps a lot.

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3B. Which Option Would You Choose?

Read each situation. Choose the best savings option.

1. Arjun wants to buy a new set of tools for work. He thinks he can save enough in about 4 months.



- ☐ A. PPF
- ☐ B. Bank savings account
- ☐ C. SIP

2. Priya has just started earning a regular income. She wants to save for a two-wheeler and thinks it will take 4 years.



- ☐ A. Cash at home
- ☐ B. Recurring Deposit (RD)
- ☐ C. PPF

3. Suresh wants to save for a house. He has a stable income and can leave the money untouched for many years.



- ☐ A. Bank savings account
- ☐ B. Fixed Deposit (FD)
- ☐ C. SIP or PPF

LET'S LEARN!

The right saving option depends on three things: when you need the money, whether you need easy access, and how long you can leave it untouched.

Before choosing any option beyond a savings account, ask yourself three questions.

1. Do I have a regular income?
2. Can I leave this money untouched for a long time?
3. Do I have an emergency fund? (An emergency fund is money set aside for unexpected expenses like a medical bill or a sudden loss of income; it should be your first saving priority before anything else.)

If yes to all three, you are ready to explore options like RD, FD, PPF or SIP. If not, a bank savings account is the right place to start. For ITI students, investing in your own skills or work tools can also grow your earning ability over time, which means more to save in the future.

MY NEXT FINANCIAL STEP



You have learned how to plan, save and grow money. Now decide two things you would like to start, right now. **Tick the steps that feels most important for you:**

- ☐ Build my emergency fund first
- ☐ Open or start using a bank savings account
- ☐ Set a fixed amount to save every month
- ☐ Ask a bank about Recurring Deposit (RD) or Fixed Deposit (FD)
- ☐ Learn more about SIP (Systematic Investment Plan)

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WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I can track where my money goes and explain why it matters.
- ☐ I can make a simple budget by planning income, expenses and savings.
- ☐ I can tell the difference between short-term and long-term goals.
- ☐ I can match different saving options to different goals.
- ☐ I understand that saving regularly and starting early helps money grow.

Answer Key

1B: Plan Before You Pay
B

3A: Same Amount, Different Results
1. C
2. B

3B: Which Option Would You Choose?
1. B
2. B
3. C

5.4

Loans and Insurance: Making Safe Money Decisions

In this lesson, you will learn:

1. How small loans work and when to use them
2. How to identify safe and risky loan sources
3. What insurance is and how it helps in emergencies

What Would You Do?

Sometimes an expense is too big or comes suddenly for savings alone to cover. In situations like these, people usually have two options: borrow money when needed, or prepare in advance.

Look at each situation below. Tick whether you should borrow or prepare in advance.

Situation	Borrow	Prepare
1. Paying a small amount every year so your family is protected if something happens to you.	☐	☐
2. Setting aside a small amount every month so accidental house damage is covered	☐	☐
3. Taking money from a bank to pay for a training course and returning it over time	☐	☐

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Discuss with a partner: Which approach do you think is better to handle unexpected expenses and why?

LET'S LEARN!

Borrowing money when needed is called a **loan**. You receive a fixed amount and pay it back over time. Preparing in advance is called **insurance**. You pay a small amount regularly so that when something unexpected happens, the cost is covered. In this lesson we will look at both and learn how to make safer money decisions.

1. How Small Loans Work and When to Use Them

At some point in life, most people need to borrow money. Borrowing money through a loan means you receive a fixed amount now and pay it back over time. It could be for something urgent, something important, or something that helps you grow in your career.

Sometimes when you take a loan, the lender, such as the bank, may ask you to keep something valuable as a guarantee. This is called security or collateral. If you do not repay the loan, the bank can sell it to get its money back.

Knowing how loans work and when borrowing makes sense is an important money skill.

1A. Why Do People Borrow?

Look at the reasons below. Tick the ones you have heard people borrowing money for.

Reasons for Borrowing	
1. Medical emergency	☐
2. Buying tools or equipment for work	☐
3. Paying school or training fees	☐
4. Festival or family functions	☐
5. Repairing a house or vehicle	☐

Discuss with a partner: Which of the above reasons do you think are worth borrowing for and which ones are not?

LET'S LEARN!

When an expense is too big or comes suddenly, people borrow money. Paying back a loan is not just returning what you borrowed. You also pay a small extra amount for using the loan. This extra amount is called **interest**. Most people pay back a fixed amount every month. This monthly payment is called an **EMI (Equated Monthly Instalment)**. The total time given to pay back the full loan is called the **repayment period.**

So when you take a loan of ₹10,000, you do not just pay back ₹10,000. You pay back ₹10,000 plus interest, in monthly instalments, over the repayment period. This is why loans must be planned carefully before taking one.

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1B. Good Idea or Not?

Read each situation. Decide whether taking a loan is a good idea or not.

Situation	Good idea to take a loan	Not a good idea to take a loan
1. Deepak's roof was damaged in heavy rain and needs urgent repair. The cost is ₹25,000, and he has only ₹8,000 saved. He has a regular income.	☐	☐
2. Ramesh is a plumber. He wants to buy a better set of tools that will help him take on bigger jobs andearn more. He has a steady income and can repay in small amounts each month.	☐	☐
3. Priya wants to upgrade her phone even though her current one works fine. She has no savings and no fixed income right now.	☐	☐

LET'S LEARN!

A loan is a good idea when the expense is urgent or will help you earn more, and when you are confident you can repay on time because you have a steady income. It is not a good idea when the expense is a 'want' that can wait, or when you are not sure how you will repay.

Not repaying a loan on time has serious consequences. You pay extra **penalty fees** on top of what you already owe. Repayment stress affects your daily life. You may lose valuables like gold or a property if they were kept as security. And banks may refuse to lend to you again in the future.

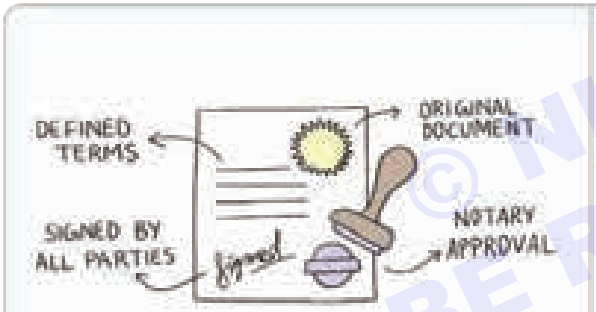
This is why the source you borrow from matters just as much as the amount you borrow.

2. How to Identify Safe and Risky Loan Sources

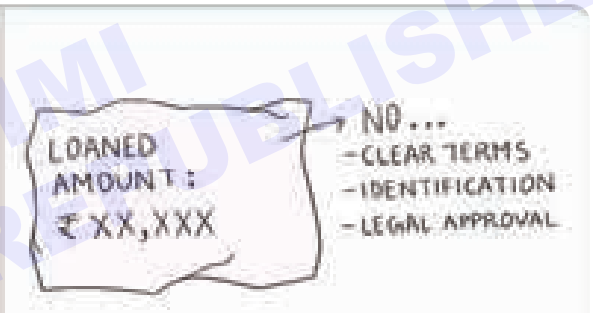
Not all loans are the same. Where you borrow from can make a difficult situation easier to manage or much harder. Some sources are trustworthy and protect you. Others have no rules and can push you deeper into financial trouble.

2A. Same Problem, Different Outcomes

Rani and Sunita both want to buy tools to do better at work and earn more money. Neither has enough savings. They both decide to borrow money, but from different sources.



Rani borrowed money from a bank



Sunita borrowed money from a local vendor

	Rani	Sunita
1. Where she borrowed from	Bank	Local moneylender
2. Interest rate	Fixed and fair	Very high
3. Repayment	Fixed monthly amount	Pressure to repay every day
4. Written documents	Yes, with receipts	No paperwork
5. Outcome	Repaid on time, no stress	Struggled to repay, felt worried

Think and Answer:

1. Both Rani and Sunita had the same need. What was the difference between their loans?

_____

2. Which of these made Rani's loan safer? Tick all that apply.

☐ A. She borrowed for a need that would help her earn more
☐ B. She had a written agreement and clear repayment plan
☐ C. The interest rate was fixed and fair
☐ D. She borrowed from a trusted and regulated source



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LET'S LEARN!

Rani and Sunita had the same need and borrowed a similar amount. The only difference was where they borrowed from, and that made all the difference.

Sources like banks and Microfinance Institutions (MFIs) are called **formal loan sources**. They are regulated by the Reserve Bank of India, provide written agreements, charge fixed and fair interest rates, and give receipts for every payment. This protects you as a borrower.

Sources like local moneylenders are called **informal loan sources**. They have no written documents, charge very high interest rates, and have no protection for the borrower. Borrowing from these sources can make a difficult situation much worse.

Before taking any loan, check for three things: a verified and regulated institution, written documents and receipts, and a clear repayment plan you can manage. If any of these are missing, it is a warning sign.

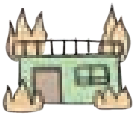
3. What Insurance Is and How It Helps in Emergencies

You have learned how loans work and where to borrow safely. But loans help after something goes wrong. What if you could prepare before something goes wrong? That is what insurance does. You pay a small amount regularly, and if something unexpected happens, the money is already there to help cover the cost.

3A. Which Insurance Would Have Helped?

Each person below faced a sudden big expense. They had to borrow money or struggle to pay because they were not prepared. If they had the right insurance, the cost would have been covered.

Read each situation and tick which type of insurance would have helped.

Situation	Home	Health	Life	Vehicle
Meena's father was hospitalised suddenly. The hospital bill came to ₹40,000. 	☐	☐	☐	☐
Suresh met with a bike accident. His bike needed repairs worth ₹15,000. 	☐	☐	☐	☐
Arjun's house was damaged in a fire. Repairs cost ₹80,000. 	☐	☐	☐	☐
Fatima was the only earner in the family. She passed away suddenly, and the family had no income.	☐	☐	☐	☐

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LET'S LEARN!

In each situation, having the right protection in advance would have made a huge difference. This protection is called insurance.

Insurance works like this: you pay a small fixed amount regularly, called a **premium**. This ensures your insurance is valid. In return, if something unexpected happens, the insurance company helps cover the cost. This means you do not have to bear the full expense alone or borrow money in a panic.

There are different types of insurance for different situations:
1. Health Insurance: Hospital bills and medical costs
2. Vehicle Insurance: Damage to a vehicle due to an accident
3. Home Insurance: Loss or damage to a house due to fire or theft
4. Life Insurance: Financial support for family, especially if the main earner passes away

Insurance does not remove problems. It makes sure that when problems come, you are financially prepared.

3B. Will Insurance Pay?



Knowing what insurance covers is only part of the picture. Insurance works only when certain rules are followed. Read each situation on the next page and decide whether the insurance company will pay or not.

Situation	Insurance will pay	Insurance will not pay
1. Priya has health insurance. She goes to the hospital for a planned surgery and submits all her bills and documents to the insurance company.	☐	☐
2. Deepak had vehicle insurance but forgot to renew it (pay to continue the policy) last month. He met with an accident yesterday and filed a claim.	☐	☐
3. Ramesh has home insurance. His house was damaged in a flood but his policy only covers fire and theft. He files a claim for flood damage.	☐	☐

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LET'S LEARN!

Insurance helps only when you follow the rules. Here is what you need to know:

Pay your premium on time: If you stop paying, your policy becomes inactive and claims will be rejected.

Keep your documents safe: You must submit bills, receipts and policy papers when making a claim. Without documents, the process becomes difficult.

Know what your policy covers: Every insurance policy has conditions. It pays only for situations included in the policy. Always check what is covered and what is not before buying.

Buy your insurance from a trusted company: Insurance companies in India are regulated by IRDAI, the Insurance Regulatory and Development Authority of India. Always check that the company is registered before buying.

BE READY, BE SAFE!



Think about your own life right now. Answer honestly.

1. One situation where I might need a loan:

_____

2. One type of insurance I think is most important for me right now:

_____

3. If I needed a loan, I would go to:

_____

4. One thing I will check before taking any loan:

_____

WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I can explain how a loan works and when borrowing makes sense.
- ☐ I can tell the difference between a safe loan source and a risky one.
- ☐ I understand what insurance is and how paying a premium protects me from big expenses.
- ☐ I know the important things to check before buying or using insurance.
- ☐ I can tell the difference between preparing in advance with insurance and borrowing after a problem happens.

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Answer Key

What Would You Do?
Borrow: 3
Prepare: 1 and 2

1B: Good Idea or Not?
Good idea to take a loan: 1 and 2
Not a good idea to take a loan: 3

2A: Same Problem, Different Outcomes
1. The source they borrowed from. Rani borrowed from a bank with fair terms and written documents. Sunita borrowed from a moneylender with very high interest and no paperwork.
2. All four options are correct

3A: Loan or Insurance?
All situations need Insurance

3B: Will Insurance Pay?
Insurance will pay: 1
Insurance will not pay: 2 and 3

5.5

Understanding Your Salary

In this lesson, you will learn:

1. Important salary terms and what they mean
2. How to read and understand your salary slip

How Do People Get Paid?

Think about people you know who work.
How do they get paid? Tick all that you have seen:
☐ Paid daily in cash (e.g. mason, helper)
☐ Paid after finishing a job (e.g., plumber, electrician who visits homes)
☐ Paid a fixed amount every month on the same date (e.g., someone working in a company)

People who get a fixed amount every month are paid a **salary**. A salary is a fixed amount of money that an employer pays you every month for your work. It is usually paid on the same date each month. Unlike daily wages or job-based payment, your salary stays the same whether the month has 28 days or 31 days.

When you join a company after ITI, you will most likely receive a monthly salary. But is the salary amount that simple? Let us find out.

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1. Important Salary Terms And What They Mean

When you start working, your employer will agree to pay you a fixed amount for your work. But salary is not as simple as one number. There are many terms used to talk about salary. Understanding them helps you know exactly what you are earning and what you are receiving.

1A. What Will Priya Actually Receive?

Priya is starting a new job. Her offer letter says she will be paid ₹2,40,000 per year. She divides her salary by 12 to see how much she will get every month. It amounts to ₹20,000. However when she receives her first salary it is less than what she had calculated.



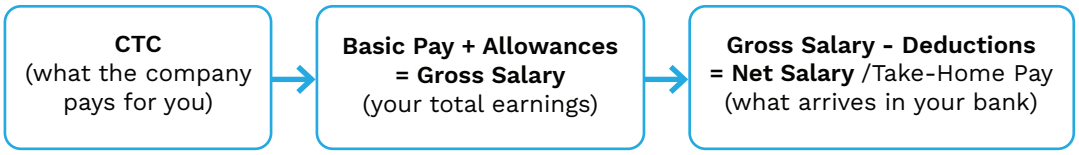
Why do you think she received less money than she calculated?
☐ A. She made a calculation mistake
☐ B. Some money was taken from her salary to pay the Government and for other needs
☐ C. Not sure

Discuss with a partner: What did you tick? Why?

LET'S LEARN!

The amount on an offer letter is called **CTC**, which stands for **Cost to Company**. It is the total amount the company spends on an employee in a year. It is not the same as what arrives in the bank account every month. Here are the key terms that explain how CTC becomes the money you actually receive:

Basic Pay: The fixed base amount of a salary. Other parts of salary are calculated from this.
Allowances: Extra amounts added to basic pay for specific purposes such as house rent, travel to work and medical expenses.
Gross Salary: Basic pay plus all allowances added together. This is the total earnings before any money is removed.
Deductions: Amounts removed from gross salary. These are required by law or set up for the employee's future benefit.
Net Salary: The amount left after deductions are removed from gross salary. This is what arrives in the bank account every month. It is also called take-home pay.



CTC is the starting point, gross salary is what you earn, and net salary is what you receive after deductions. This is why the amount on an offer letter is always more than what you actually receive. Knowing these terms helps you understand exactly what you are earning.

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2. How To Read And Understand Your Salary Slip

Every month when you are paid, your employer gives you a document that shows exactly how your salary was calculated. This document is called a **salary slip**. It shows your earnings, your deductions and your final take-home amount. Knowing how to read a salary slip helps you check that you are being paid correctly and understand where your money is going.

2A. Where Did the Money Go?

Look at Priya's salary slip for the month of October.

SALARY SLIP — October

Employee Name: Priya Sharma **Designation:** Junior Technician

Earnings	Amount (₹)	Deductions	Amount (₹)
Basic Pay	10,000	Provident Fund (PF)	1,200
House Rent Allowance	5,000	ESI	150
Conveyance Allowance	2,600	Professional Tax	200
Medical Allowance	1200	Income Tax (TDS)	0
Gross Salary	**18,800**	**Total Deductions**	**1,550**
		Net Salary	**17,250**

Priya's monthly CTC is ₹20,000 but she only receives ₹17,250 in her bank account.
Where do you think the missing ₹2,750 went? ***Tick all that apply.***

- ☐ A. Some money was saved for Priya's future retirement
- ☐ B. Some money was paid to the government as tax
- ☐ C. Some money was set aside for Priya's health and medical cover

Discuss with a partner: Which options did you tick and why?

LET'S LEARN!

The money that was deducted did not disappear. It was removed for specific reasons that are required by law. These are called statutory deductions. Here is what each one means:

Provident Fund (PF) — Money saved every month for your retirement. Your employer also adds a matching amount. You can access your provident fund money when you retire or in certain emergencies.

ESI (Employees State Insurance) — A small amount deducted every month that covers medical treatment and hospitalisation for you and your family. It is available for employees earning up to ₹21,000 per month.

Tax is money that the government collects from people who earn an income. It is used to fund public services like roads, hospitals and schools. There are two types of tax deducted from your salary:

Professional Tax — This is collected by the state government. It is a small fixed amount that almost everyone who earns a salary pays, regardless of how much they earn. Think of it as a basic contribution to your state for working in it.

Income Tax / TDS (Tax Deducted at Source) — This is collected by the central government. It is calculated as a percentage of your total annual income. The more you earn, the more you pay. Your employer deducts it directly from your salary every month and pays it to the government on your behalf. If your income is below a certain limit set by the government, you do not pay this at all. Priya earns below the limit so she does not have to pay TDS. As her income grows in the future, TDS will be deducted and will appear on her slip.

Your net salary is what remains after all these deductions. It is the amount that arrives in your bank account.

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2B. Can You Read the Salary Slip?

Use Priya's salary slip to answer these questions.

1. What is Priya's Basic Pay?	₹_____
2. What is the total of all her allowances (HRA + Conveyance + Medical)?	₹_____
3. How much does Priya's employer contribute to PF?	₹_____
4. Priya's friend Anita has the same salary but works in a different state where there is no Professional Tax. How much would Anita's net salary be?	₹_____

WHAT I KNOW ABOUT MY FUTURE SALARY



When you get your first salary slip, what are the 3 things you will check first? Write them below:

1. _____

2. _____

3. _____

WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I can explain what CTC, gross salary and net salary mean and how they are different.
- ☐ I understand why take-home pay is less than CTC.
- ☐ I can read a salary slip and identify earnings, deductions and net salary.
- ☐ I know what PF, ESI, Professional Tax and TDS are and why they are deducted.

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Answer Key

1A: What Will Priya Actually Receive?
B

2A: Where Did the Money Go?
All three options are correct.

2B: Can You Read the Salary Slip?
1. ₹10,000
2. ₹8,800
3. PF
4. ₹1200
5. ₹17,450

5.6

Legal Literacy

In this lesson, you will learn:

1. Basic rights that protect workers
2. What minimum wage is and when it applies
3. How to get help when your rights are not followed
4. Government systems that can help you

Is This Fair or Unfair?

People face different situations at the workplace. Look at each workplace situation. Tick whether it is fair or unfair.

Workplace Situation	Fair	Unfair
1. A worker is not given safety gear even though the job involves working with heavy machinery	☐	☐
2. Salary is given on time every month	☐	☐
3. Worker gets the weekend day off	☐	☐
4. Worker does extra hours but gets no extra payment	☐	☐
5. Two workers do the same job but one is paid less because of their caste / background	☐	☐
6. A worker gets injured because they were never trained to use the equipment	☐	☐
7. A worker's PF is deducted from salary but the employer does not deposit it	☐	☐
8. A worker is fired suddenly with no explanation	☐	☐

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Discuss with a partner: How did you decide what was fair or unfair?

LET'S LEARN!

Most of us can tell when something feels unfair. But feelings alone are not enough to protect a worker. The law gives you that protection. Knowing what is right and wrong and understanding what the law protects is called **legal literacy.**

1. Basic Rights That Protect Workers

Workers in India have rights that are protected by the law. Knowing what these rights are helps you recognise when something is wrong and gives you the confidence to act.

1A. What Kind of Problem Is It?

Look at the situations you marked 'Unfair' in the previous activity above. They are unfair in different ways. Sort each unfair situation into one of these four groups.
Write the situation numbers:

Group	What the problem is about	Which situations? (write numbers)
A	Worker's safety is at risk	
B	Worker is not being paid fairly	
C	Worker's benefits (PF, insurance) are not protected	
D	Worker is being treated badly or fired from their job unfairly	

Discuss with a partner: Were any situations hard to sort? Did any fit in more than one group?

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LET'S LEARN!

The four groups you just created are exactly the four areas where the law protects worker. The government has created laws called **Labour Laws** for each one:

Group you sorted	Your Right	Which law covers it
A – Safety at risk	Right to a safe workplace	OSH Code, 2020
B – Not paid fairly	Right to fair and equal pay	Code on Wages, 2019
C – Benefits not protected	Right to social security benefits	Code on Social Security, 2020
D – Treated badly or dismissed unfairly	Right to speak up and fair treatment	Industrial Relations Code, 2020

You do not need to memorise the law names. What matters is knowing that these four protections exist. The protections available to you may vary depending on where you work and the type of employment you have. Knowing these laws exist is the first step so you can ask the right questions when you start work.

2. What Minimum Wage Is And When It Applies

When you start working, your employer decides how much to pay you. But can an employer pay you any amount they want? Or does the law set a limit? Let us find out.

2A. What Should Angad Do?

Angad and Gurman both work as garment workers in Jaipur. They do the same job in the same city but at different companies. Angad earns ₹6,500 per month. Gurman earns ₹9,000 per month. The lowest amount for a garment worker set by the government in Jaipur is ₹8,000 per month.

Think and Answer:

1. Do you think Angad has been treated fairly?

☐ Yes ☐ No

2. What do you think Angad should do? Tick all that apply.

☐ A. Accept it because he is new

☐ B. Ask his employer to explain why he is being paid lesser than the fixed rate

☐ C. Find out if there is a law that protects him



Discuss with a partner: Can Angad agree to ₹6,500 if he really needs the job? Does agreeing make it legal?

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LET'S LEARN!

The government sets a minimum amount that every employer must pay workers. This is called the **minimum wage**. It is the lowest amount a worker can legally be paid for their work. No employer can pay below it. No worker should agree to less – even if they urgently need the job, agreeing to a lower wage does not make it legal.

Under India's Code on Wages, 2019, minimum wage applies to every worker in every job whether you work in a factory, a shop, an office, or on a daily wage. Earlier, this protection was only for certain listed jobs, but now it covers all workers equally. Most trade and skilled jobs that ITI students will enter are protected under this law.
But the minimum wage is not the same for every worker.

Here are two important things to know:

- The minimum wage varies based on your skill level (unskilled, semi-skilled, skilled, highly skilled) and which zone or area you work in within a state.
- Two workers doing the same job can earn different amounts, as long as both earn at least the minimum wage.

Think and answer: Which labour law from Section 1 protects Angad?

Code On _____

3. How to Get Help When Your Rights Are Not Followed

Angad now knows his rights are not being followed. But knowing is only the first step. What should he actually do next? Let us find out.

3A. What Should Angad Do Next?

Angad decides to take action. Help him decide what to do at each step.



Step 1: Angad wants to talk to his employer about his below minimum wage salary. Which is a better way to say it?

- ☐ A. *"Sir, this is illegal. You have to pay me more."*
- ☐ B. *"Sir, I would like to understand how my salary was decided. I checked and the minimum wage for this work is ₹8,000."*



Step 2: Angad's employer says he will "look into it" but nothing changes for two months. What should Angad have been doing during this time?

- ☐ A. Nothing, he just has to wait
- ☐ B. Saving his salary slips, messages, and any written agreement as proof



Step 3: Nothing has changed. Angad wants to get help. What should he do first?

- ☐ A. Quit the job immediately
- ☐ B. Contact the District Labour Office

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LET'S LEARN!

If you are being paid below minimum wage or facing any other unfair situation at work, here are the steps to take:

- **Talk to your employer** – ask for a calm explanation and give them a chance to correct it
- **Keep proof** – save your salary slips, messages, written job agreement and any other relevant documents
- **Report the problem** – if nothing changes, use an official government resource to file a complaint

Here are three resources you can use:

Where to go	What they do	How to reach them
District Labour Office	Government office that handles worker complaints in your area	Visit in person – ask at your ITI or search for your district's office online
SAMADHAN Portal (samadhan.labour.gov.in)	Online portal to file complaints about wages, unfair dismissal and other labour violations	Use online – if you have internet access
NALSA / District Legal Services Authority (DLSA) (nalsa.gov.in)	Provides free legal help and advice to workers who cannot afford a lawyer	Visit your nearest District Court- the DLSA office is usually located there. You can also visit nalsa.gov.in for more information

You do not need to use all three. Start with whichever feels most accessible. If you need free legal advice or representation, NALSA's district office is a good place to start. You can search online to learn more about these options.

4. Government Systems That Can Help You

Section 3 covered what to do when you personally face a problem at work. But there are also government systems that every citizen can use to get information, file complaints and learn about their rights. Knowing these systems exist makes you a more informed and confident citizen.

4A. What Kind of Help Do They Need?

Read each situations below. Decide what kind of help each person needs. Tick the correct column.

Situation	I need information	I need to file a complaint (take action)	I need guidance
1. Farhan wants to find out how much money the government has spent on a new road in his village. This information has not been made public.	☐	☐	☐
2. Anisha applied for a passport three months ago. She submitted all documents, but has still received no update.	☐	☐	☐
3. Kabir has heard that laws exist to protect tenants from unfair eviction but does not understand what these laws say or what his rights are.	☐	☐	☐

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LET'S LEARN!

Each situation needs a different kind of help. The government has created systems that provide exactly this support.

Right to Information (RTI) lets any citizen request information from any government department. The government must reply within 30 days. Apply online at **rtionline.gov.in** or submit a written application. The fee is ₹10.

Public Grievance Portal (CPGRAMS) is an online portal where citizens can complain when government services are not working properly, such as delayed applications, refused treatment, or officials demanding bribes. File a complaint at **pgportal.gov.in**. Your complaint is tracked and the department must respond.

National Legal Literacy Mission (2005) by the Department of Justice aims to make citizens aware of their legal rights and duties. The Department also runs **Pan India Legal Literacy and Legal Awareness Programme (LLLAP)** which spreads legal awareness through camps, digital platforms providing information in local language. Knowing which system to use helps you get the right support quickly.

4B. How Do I Access These Systems?



You have learned what each system does. Now it is time to find out how to actually use them. Visit each system's official website or use a search engine to explore. If you are not sure where to start, the search prompts below can help.

1. RTI website: **rtionline.gov.in**
2. Public Grievance System : **pgportal.gov.in**
3. National Legal Literacy Mission : **nalsa.gov.in**
4. Pan India Legal Literacy and Legal Awareness Programme : **doj.gov.in**

Search prompts you can use if needed:

- **For RTI:** *"What information can I request using RTI in India?"*
- **For Public Grievance System:** *"How do I file a complaint on the Public Grievance portal in India?"*
- **For National Legal Literacy Mission:** *"What is the National Legal Literacy Mission in India and what services does it provide to citizens?"*
- **For Pan India Legal Literacy and Legal Awareness Programme:** *"Where can I find the Pan India Legal Literacy and Legal Awareness Programme in my state, what does it provide?"*



After exploring, answer the following for each system:

1. RTI (Right to Information) One thing I can use this system for: _____ _____	**2. Public Grievance System** One thing I can use this system for: _____ _____
3. National Legal Literacy Mission One thing I can use this system for: _____ _____	**4. Pan India Legal Literacy and Legal Awareness Programme** One thing I can use this system for: _____ _____

Important: Always start your research from the official government websites listed above. If you use a search engine or AI tool to find information, make sure to verify what you find by going back to the official website. Not all websites are reliable. Government websites are the most credible source. AI tools can help you understand or simplify information but should not be your only source.

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MY WORKPLACE RIGHTS



What are 2 things you will check in your first week at work to protect your rights? **Write them down below.**

1. _____

2. _____

WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I understand what legal literacy means and why it matters for workers.
- ☐ I can identify the four main labour laws in India and what each one protects.
- ☐ I know what minimum wage is and that no employer can pay below it even if a worker agrees to less.
- ☐ I know the steps to take and the resources available if my rights are not being followed at work.
- ☐ I know which government system to use depending on the kind of help I need.

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Answer Key

Is This Fair or Unfair?
Fair: 2, 3
Unfair: 1, 4, 5, 6, 7, 8

1A: What Kind of Problem Is It?
A. 1, 6; B. 4, 5; C. 7; D. 8

2A: What Should Angad Do?
1. No
2. B and C
Think and Answer: Code on Wages, 2019

3A: What Should Angad Do Next?
All Steps are Option B

4A: What Kind of Help Do They Need?
1. I need information
2. I need to file a complaint
3. I need guidance

6.1

Importance of Communication

In this lesson you will learn:

1. What communication means and why it is important in daily life and work
2. Different types of communication - verbal, non-verbal, written, and visual
3. What makes communication clear and effective (6Cs)

1. What is Communication?

1A: How Do We Connect With Others?

In the last 24 hours, did you do any of the following? Tick what you did.

- ☐ Spoke to someone
- ☐ Asked for help
- ☐ Listened to instructions
- ☐ Read a message
- ☐ Sent a text
- ☐ Used hand gestures
- ☐ Looked at signs or symbols



All of these are ways we share and understand information. This is called communication. It is a part of almost everything we do.

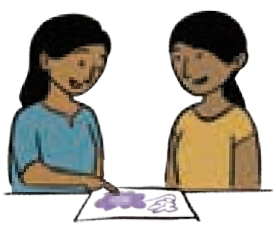
> Communication is not just speaking. We also communicate when we listen, read, write, observe, or use gestures.

1B: What's happening? Let's Communicate!

Look at the pictures carefully. What is happening in each case? Use the words from the box below and write under each picture.

> Sharing thoughts, Sharing feelings, Learning / Asking questions, Working together, Solving a problem

"I have an Idea!"



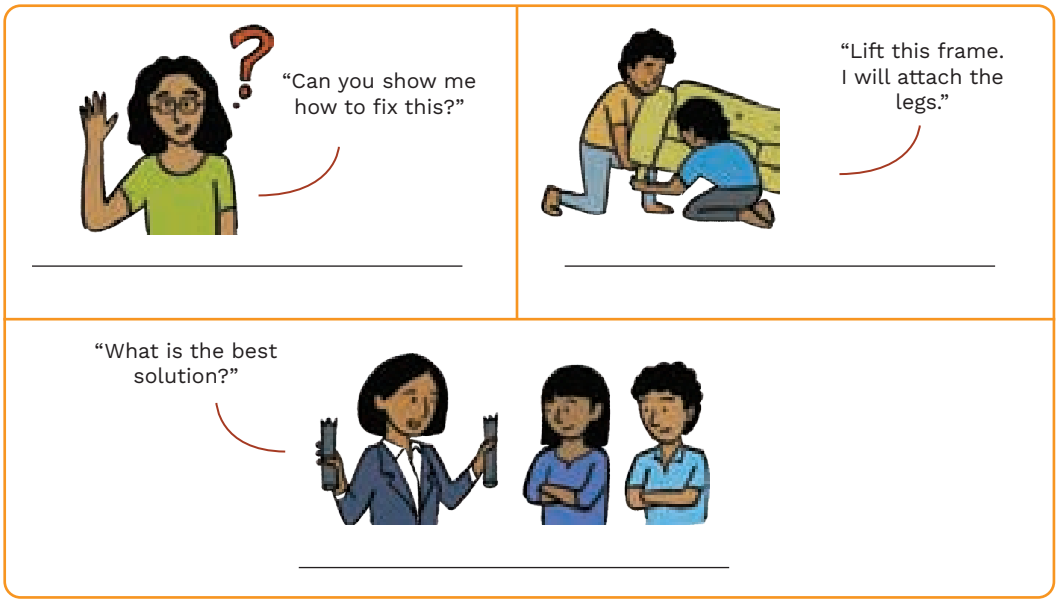
_____

"I am worried about tomorrow's test."



_____

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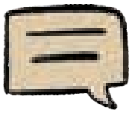
All of these are ways we share and understand information. This is called communication. It is a part of almost everything we do.

2. Different Types of Communication

We use different types of communication depending on the situation.

2A: How are people communicating?

Match the situation with what is being used:

Situation	How?
 1. Trainer explaining a tool	☐ Speaking ☐ Gestures ☐ Reading/Writing ☐ Signs
 2. Safety warning sign in workshop	☐ Speaking ☐ Gestures ☐ Reading/Writing ☐ Signs
 3. Person pointing to give direction	☐ Speaking ☐ Gestures ☐ Reading/Writing ☐ Signs
 4. Customer sending message on phone	☐ Speaking ☐ Gestures ☐ Reading/Writing ☐ Signs

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Each way of communicating has a name.

1. Verbal Communication
(Using Words)
Verbal communication happens through speaking and listening.



Examples:
- talking to a customer
- asking a question
- giving instructions
- discussing work

Verbal communication is useful when we need to explain something clearly or quickly.

2. Non-Verbal Communication
(Without Words)
This includes body language, facial expressions, gestures, and tone of voice.



Examples:
- nodding to show understanding
- smiling to show friendliness
- crossed arms showing discomfort
- Biting nails or fidgeting may show worry or nervousness

Sometimes non-verbal communication speaks louder than words. It helps people understand each other better.

3. Written Communication
(Through Text)

Written Communication happens through written words.



Examples:
- messages
- instructions
- emails
- notices
- reports

Written communication helps share information that can be read again later.

4. Visual Communication
(Through Images and Symbols)

This uses pictures, symbols, or signs to communicate information quickly.



Examples:
- safety symbols
- diagrams
- traffic signals
- direction signs

Visual communication is useful when quick understanding is needed.

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2B: Communication in Real Life

In real life, we often use many types of communication at the same time.
A trainer explains a task (verbal), shows how to do it (visual), and uses hand gestures (non-verbal).

All these together help learners understand better.

Think about your day. Which type of communication do you use most often?

_____

_____

Which type do you find most difficult?

_____

_____

3. What Makes Communication Effective?

We use different types of communication. But we also need to make sure our message is clear and easy to understand. Let us see what makes communication effective.

3A: Improve This Message

Read the instructions: “Finish that work quickly.”
What is missing?

- ☐ What work?
- ☐ By when?
- ☐ Why?
- ☐ Who should do it?

Now rewrite it clearly:

_____

_____

_____

Example improvement: “Please complete wiring for Machine 3 by 4 PM so testing can begin.”

See the difference?
That is effective communication.
Good communication follows some simple principles. These are called the **6Cs of Effective Communication.**

The 6Cs of Effective Communication
Good communication should be:

Clear - Say exactly what you mean. Avoid confusing words.
Complete - Give all the necessary information.
Correct - Share accurate and correct information.
Concise - Keep the message short and to the point.
Courteous - Be polite and respectful while communicating
Considerate - Think about the other person’s situation and needs.

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Now, look at the message you improved in 3A.
Tick (✓) what makes it better.

- ☐ Clear
- ☐ Complete
- ☐ Correct
- ☐ Concise
- ☐ Courteous
- ☐ Considerate

My Communication Awareness
Think about yourself. Tick (✓) what you want to improve:

- ☐ Speaking clearly
- ☐ Listening carefully
- ☐ Giving correct and complete information
- ☐ Writing clearly
- ☐ Using respectful tone

One communication habit I will improve this week

_____

_____

WHAT I LEARNT TODAY



Tick what you feel confident about:

- ☐ I understand what communication means.
- ☐ I understand the importance of good communication in work and my personal life.
- ☐ I can explain the different ways in which we can communicate including verbal, non verbal and visual communication.
- ☐ I can use the 6Cs of effective communication in my day-to-day work.

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Answer Key

1B: What's Happening?
1. Sharing thoughts
2. Sharing feelings
3. Learning / Asking questions
4. Working together
5. Solving a problem

2A: How Are People Communicating?
1. Speaking 2. Signs 3. Gestures

6.2

Active Listening for Effective Communication

In this lesson, you will learn:

1. Why communication fails
2. What active listening really is
3. How to apply active listening

We communicate every day. We give instructions, ask questions, and share information. But sometimes things go wrong and the message is not understood by others the way we want it to.

Has This Happened to You?

Think of a time when something you said or heard was not understood properly. What happened? *Tick all that apply.*

- ☐ The message was not clear
- ☐ Someone assumed instead of asking
- ☐ The tone created tension
- ☐ There were distractions like noise, phone, or others talking
- ☐ I forgot some of the information
- ☐ Other: _____

Communication does not fail by accident. Usually something gets in the way.

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1. Why Communication Fails

We have all been in situations where what we have said has been misunderstood. But why does this happen?

1A: What Went Wrong Here?

Look at the two situations below. The same task is being communicated in both.





Situation A	Situation B
Supervisor gives instruction. The employee stands quietly, unsure where to begin.	Supervisor gives instruction. The employee understands the task.

Think and Answer

1. What is the difference in how the supervisor gives instructions in Situation A compared to Situation B? *Tick all that apply.*

- ☐ A. Situation A gives too many instructions at once
- ☐ B. Situation A uses unclear words like “sort out the rest”
- ☐ C. Situation B gives one clear instruction at a time

2. What does the employee in Situation B do that the employee in Situation A does not? Tick all that apply.

- ☐ A. Repeats back the instruction to confirm
- ☐ B. Asks a clarifying question
- ☐ C. Ignores the supervisor and starts working

LET’S LEARN!

How a message is given and how it is received both matter. When instructions are clear and there is space to ask questions, communication works. When too much is said at once or words are unclear, the message is difficult to understand, even if the intention was clear. Good communication is not just about speaking clearly. It is also about making sure the other person has understood.

1B: What Gets in the Way?

Things that block communication are called **barriers**. They can be about the words we use, our attitude, or the assumptions we make.

Read the three situations below and match each one to the barrier it shows.







Draw a line to match each situation to the correct barrier.

Situations	Barriers
1. A supervisor tells a new employee “Make sure you follow the SOP for this task.” The employee nods but does not know what SOP means.	A. **Misunderstanding:** assuming instead of asking
2. A supervisor is explaining instructions to two trainees. One trainee is looking at their phone under the desk. The other is listening carefully and taking notes.	B. **Language gap:** using words the other person does not understand
3. A supervisor tells a trainee “Finish this quickly.” The trainee assumes this means skipping safety steps and gets scolded later.	C. **Wrong attitude:** not paying attention or getting distracted

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Discuss with your partner: Can you think of three other barriers that might block effective communication? Write them down.

1. _____

2. _____

3. _____

LET'S LEARN!

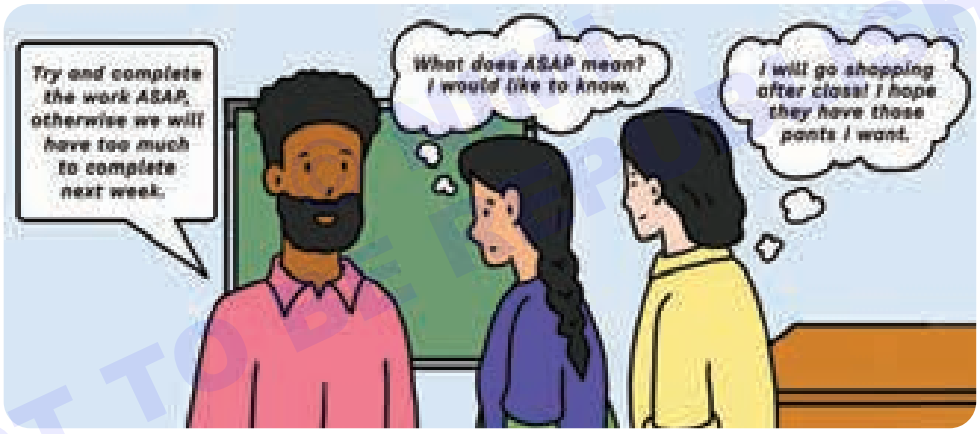
Barriers like these show up in almost every workplace and can lead to mistakes, delays, and misunderstandings. Recognising them is the first step to communicating more clearly.

2. What Active Listening Really Is

Many communication problems happen because people do not listen carefully. Active listening is a skill that helps reduce many of these problems.

2A: Hearing or Active Listening?

A Supervisor is instructing two trainees on the work to be done.
Both are looking at the Supervisor.



Rahul is nodding but is thinking about what they want to do after class.

Rani is listening to the Supervisor and is thinking of a follow up question they would like to ask after listening to the instructions.

Think and Answer

1. Both Rani and Rahul are looking at the supervisor. Does that mean both are listening?

☐ A. Yes, looking at the speaker means you are listening
☐ B. No, you can look at someone without actually paying attention

2. What is the difference between what Rahul and Rani are doing?
Tick all that apply.

☐ A. Rahul is hearing but not truly listening
☐ B. Rani is listening carefully and understanding what she hears
☐ C. Both are listening in the same way

Discuss with your partner: Apart from nodding, what else is different between the two in the pictures?

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LET'S LEARN!

There is a difference between hearing and active listening. Hearing means sound reaches your ears but you may not fully understand or remember it. **Active listening** means giving your full attention and checking your own understanding. Here is what active listening looks like in practice:

Active Listening Checklist:

- ☑ Stop what you are doing and give full attention
- ☑ Look at the speaker
- ☑ Listen to the words and the tone
- ☑ Think about the instructions as you hear them
- ☑ Ask questions if something is unclear

3. How to Apply Active Listening

Listening, like any trade skill, improves with practice. At work, instructions are spoken quickly and sometimes under pressure. That is when active listening matters most.

3A: What Would You Do?

It is Kabir's first week at his apprenticeship. A senior coworker hands him a document and says: "Fill this out with all the relevant details. You have to send this to our manager by EOD."

Kabir nods and takes the document. He is not sure what details to fill in or what EOD means. But it is his first week. He does not want others to think that he does not know anything.



What should Kabir do? *Tick all that apply.*

- ☐ A. Fill out whatever he can and send it hoping it is correct
- ☐ B. Ask another colleague quietly so he does not feel embarrassed
- ☐ C. Wait and see if someone follows up with him
- ☐ D. Go back to his coworker and say he wants to confirm a few things before he starts

LET'S LEARN!

At work no one expects you to understand everything perfectly the first time. What matters is that you take responsibility for your own understanding. Asking is not a sign of weakness. It is a sign of professionalism.

3B: Active Listening Circle

Now that you have thought about what responsible listening looks like, it is time to practise it. You will work in pairs for this activity.

- Person A picks a prompt from the list below and speaks about it for 30 seconds.
- Person B listens carefully, then:
  - Paraphrases (says it in their own words) what they heard: "So what I heard you say is..." or "If I understood correctly, you..."
  - Asks one follow up question about what Person A shared.
- Then swap. Person B picks a new prompt and shares. Person A listens, paraphrases, and asks a follow up question.



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- During this role-play, remember to practise the Active Listening Checklist you have learnt:

☐ Stop what you are doing and give full attention
☐ Look at the speaker
☐ Listen to the words and the tone
☐ Think about the instructions as you hear them
☐ Ask questions if something is unclear

Here are a few prompts to use. If you do not like these prompts, you can choose to talk about anything else you would like:

1. What did you do this morning before coming to ITI?

2. What does your evening routine at home look like?

3. What is one thing you enjoy doing on a day off?

Remember: Paraphrasing means saying what you heard in your own words. It is not repeating word for word.

After both rounds, discuss with your partner: Which was harder: paraphrasing accurately or asking a relevant question? What made it difficult?

LET'S LEARN!

Paraphrasing and **asking questions** are two of the most powerful active listening habits. Paraphrasing shows the speaker they were heard and helps you check your own understanding. Asking a question shows you were paying attention and helps fill any gaps. Together they prevent assumptions, reduce misunderstandings, and build trust.

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MY COMMUNICATION ACTION CARD



The next time you are in a conversation with a friend, trainer or someone at home, practise active listening. After the conversation, fill in the card below.

Who did you speak with?

_____

What did you practise from the active listening checklist?

☐ Stopped what I was doing and gave full attention
☐ Looked at the speaker
☐ Listened to the words and the tone
☐ Thought about what was being said as I listened
☐ Asked a question when something was unclear

What was different about the conversation because you were actively listening?

_____

_____

_____

Active listening is a habit that gets stronger the more you practise it. Knowing in advance what might distract you and which listening behaviours you want to focus on helps you show up more prepared in real situations.

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why communication fails.
- ☐ I can identify communication barriers and where they come from.
- ☐ I know the difference between hearing and active listening.
- ☐ I know that asking questions when something is unclear is a sign of professionalism.

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Answer Key

1A: What Went Wrong Here?
1. All options are correct
2. A and B

1B: What Gets in the Way?
1. B
2. C
3. A

2A: Hearing or Active Listening?
1. B
2. A and B

3A: What Would You Do?
D

6.3

Speaking Confidently and Respectfully in the Workplace

In this lesson you will learn:

1. How we speak matters
2. How your actions support your words
3. How to understand how others feel

1. How We Speak Matters

Every day, we communicate at home and outside. We ask for help, share our ideas, and sometimes disagree. However, we do not always speak in the same way.

1A: How Did It Feel?

Think of a time when someone spoke rudely to you. It could be:

- At work or in training
- In a public space
- At home or in a hostel

How did you feel? You can tick more than one option.

- ☐ Angry
- ☐ Hurt
- ☐ Confused
- ☐ Sad
- ☐ Disrespected



What did you think to do after such an experience?
(For example: stop talking, argue back, walk away)

Now, think of a time when someone spoke to you calmly and with respect. How did you feel? You can tick more than one option.

- ☐ Comfortable
- ☐ Willing to help
- ☐ Calm
- ☐ Confident
- ☐ Respected



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LET'S LEARN!

When we speak, our words are not the only thing the listener notices. They also notice how we sound – whether our voice is soft, loud, warm, or flat. This is called our **tone**.

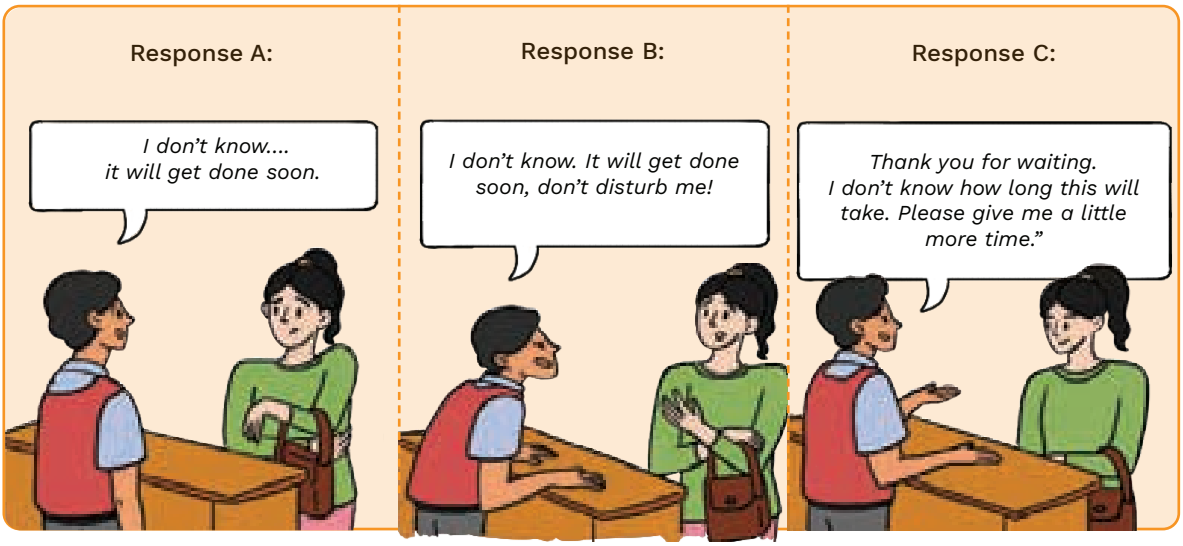
When someone speaks rudely, we feel hurt, angry, or disrespected. We may stop listening or argue back.
When someone speaks calmly and respectfully, we feel comfortable and willing to help.

This shows us that tone matters just as much as words. At the workplace, the tone we use can either solve problems or make them worse. Let us see what different tones sound like.

1B: How Would You Respond?

Read the following situation:

A customer comes to the counter and says, *"Why is my work taking so long?"*



Think and Answer
Now answer each question by ticking one option:

1. Which response sounds hesitant or unsure?
   ☐ Response A ☐ Response B ☐ Response C

2. Which response sounds rude or angry?
   ☐ Response A ☐ Response B ☐ Response C

3. Which response sounds clear and respectful?
   ☐ Response A ☐ Response B ☐ Response C

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LET'S LEARN!

Each way of speaking or response is defined in the following ways:

- **Passive** - when a person does not speak clearly. This includes when they avoid saying what they should. This can create confusion, like Response A.
- **Aggressive** - when a person speaks rudely or harshly. This can hurt people and create fear, like Response B.
- **Assertive** - when a person expresses themselves clearly and respectfully. This includes stating what they need openly, setting boundaries, saying no when needed and disagreeing without being rude or aggressive, like Response C.

The same words can feel different because of your tone. It is important to be mindful of this, especially in public and professional spaces. At the workplace, we must always speak in an assertive tone, which means we must speak clearly and with respect.

2. How Your Actions Support Your Words

We have learned how to speak in an assertive tone. But communication is not just about words. The way we use our body also sends a message.

2A: Communicating Without Words

Look at the two pictures shown below.

Tick the option you feel shows proper body language.

☐ Picture A



☐ Picture B



Why did you choose that picture?

_____

LET'S LEARN!

When someone is talking to us, we should notice how we use our body; the way we sit or stand, our facial expressions, our hand movements, and where we look. This is called **body language**. It is a form of non-verbal communication since it does not use words to communicate.

With body language, here are some things to be mindful of when talking to someone:

- **Posture:** How you hold your body when you sit or stand
- **Facial expressions:** The look on your face that shows how you feel
- **Gestures:** The movements you make with your hands and arms while speaking
- **Eye contact:** Looking at the person you are speaking to

Together, tone and body language can change how our words are received.

3. How to Understand How Others Feel

We have seen how tone and body language positively impact how we communicate. But there is one more thing that makes communication work - showing the other person that you understand them. Let us see what that looks like.

3A: Speaking with Kindness

Read the two options below. Imagine someone else has said these to you when you are already upset.

Option A: "Why are you creating so much trouble?"
Option B: "I can see you are upset. Tell me what happened."

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Now, tick how each line makes you feel

Feeling	Line A	Line B
Calm	☐	☐
Defensive (feeling attacked and trying to protect yourself)	☐	☐
Ready to discuss	☐	☐
Angry / Upset	☐	☐

LET'S LEARN!

Notice that both options are spoken before we even start solving the problem. But one option makes us defensive, and the other makes us open up to share and discuss. Understanding how the other person feels by imagining yourself in their position is called **empathy.**

When we begin with empathy, it immediately gives the other person comfort. It shows them that you understand the situation. It can help them discuss and solve their problems with ease.

Here are some options you can start your sentences with to bring empathy while speaking:

- *"I see your point..."*
- *"I know this is important to you..."*
- *"I understand how you feel..."*

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MY RESPECTFUL SPEAKING ACTION CARD

You will now prepare one respectful response for a real-life situation. You will write it down and practice it with a partner. This will help you prepare what to say in a difficult situation, so you can stay calm and speak clearly.



Step 1: Pick your situation

Choose any one situation from these options:

☐ A customer is shouting at you
☐ A coworker blames you for a mistake
☐ A supervisor is criticising your work
☐ You are being asked to do unfair extra work
☐ Someone keeps interrupting you

Write your situation in your own words:

_____

Step 2: Build your message

Fill in each part below. An example is given for a customer who is upset because work is delayed.

Part	What to do	Your Words
Empathy Starter	Begin by showing you understand the other person. Example: *"I understand you are waiting."*	
Clear Message	Say what you need to, in one short and simple line. Example: *"I will finish your work in 10 minutes."*	
Polite Closing	End with a respectful line. Example: *"Thank you for your patience."*	

Step 3: Check your body language

When you say your message, make sure you:

- ☐ Stand or sit straight
- ☐ Make eye contact
- ☐ Speak slowly and calmly
- ☐ Keep a friendly expression

Step 4: Practise with a partner

Say your full message out loud to your partner — empathy starter, clear message, and polite closing together. Use the body language from Step 3.

Ask your partner to tick what they noticed:

- ☐ The message felt respectful
- ☐ The message was clear and short
- ☐ The body language was calm and friendly
- ☐ One thing to improve:

_____

Swap roles and do the same for your partner.

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why tone and respectful speaking matter at work.
- ☐ I can identify passive, aggressive, and assertive ways of speaking.
- ☐ I know how to start speaking with empathy using simple words like *"I understand..."*.
- ☐ I know how non-verbal communication like body language, gestures, eye contact affect what I say.

Answer Key

1B: How Would You Respond?

1. A
2. B
3. C

6.4

Giving and Receiving Feedback

In this lesson you will learn:

1. What feedback is and why it matters
2. How to give helpful feedback
3. How to receive feedback and use it to improve

1. What Feedback Is and Why It Matters

In the last lesson, you learnt that how we speak at work matters. Now let's look at what it feels like when someone talks to us about our work.

1A: How Would You Feel?

At work, people often comment on the work we do.





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Look at the table below. Tick the comments you feel are helpful and put a cross in the box for the comments you feel are not helpful.

☐ *"Good job. The finishing looks clean."*	☐ *"What are you doing? This is wrong!"*
☐ *"I can see that you are working carefully. The measurements are correct. Keep it up!"*	☐ *"You never listen when I give instructions."*
☐ *"Can you try keeping the tools in order next time? It will save time"*	☐ *"Why do you always make so many mistakes?"*

1. Why do you feel the ticked statements are helpful comments? *Tick all that apply:*

☐ They talk about the work, not the person
☐ They say what is done well
☐ They use calm and respectful words
☐ They give a clear suggestion

2. Why do you feel the statements you have crossed are unhelpful comments? *Tick all that apply:*

☐ They blame the person
☐ They use harsh words
☐ They do not explain how to improve
☐ They focus on the person, not the work

LET'S LEARN!

Statements in the left column are all helpful comments on the work being done.
Comments that are helpful usually:

- talk about the work, not the person
- say what is done well
- use calm and respectful words

Such helpful comments are called **feedback**. Feedback helps us notice what we are doing well and what we can improve. Without it, we may keep making the same mistakes without even knowing.

Statements in the right column are all unhelpful comments.
Comments that are not helpful often:

- blame or attack the person
- use harsh words
- do not explain how to improve

Unhelpful comments are not real feedback. They hurt people and don't help anyone improve. They are not the correct way to speak to anyone at work.

We will learn how to give feedback next.

2. How to Give Helpful Feedback

We know that feedback is meant to help, not hurt. But what makes feedback actually helpful?

2A: Understanding What Specific Feedback Is

Look at the two pictures shown below.

Imagine you are working. Two of your co-workers come to check the work you are doing. They both give you feedback, given below. Read the statements and tick the 2 that give clear and specific feedback

- ☐ **Feedback A:** *"Your work is good, but it can be better."*
- ☐ **Feedback B:** *"Your work is good. Next time, check the measurements once."*
- ☐ **Feedback C:** *"This is not done properly. Fix it please."*
- ☐ **Feedback D:** *"You have arranged the tools well. Next time, label them clearly."*



Look at the feedback statements you have ticked above.
Now, tick what you feel is included in the statements from the list below:

- ☐ **A.** They mention what is done well
- ☐ **B.** They mention what can be improved
- ☐ **C.** They give one clear suggestion
- ☐ **D.** They focus only on what is wrong

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LET'S LEARN!

Feedback that helps someone improve usually:

- says what is done well
- gives one clear suggestion to improve next time

This kind of feedback is called **constructive feedback.** It helps the other person understand what to continue and what to change. Constructive feedback is specific, objective and action-oriented.

3. How to Receive Feedback and Use It to Improve

At work, feedback is common. Sometimes you give it, sometimes you receive it. We have learned how to give feedback well. Now let us learn how to receive it well.

3A: How Should You Respond to Feedback?

A supervisor is checking the work of Rahul and Meena at a workshop. Both of them cleaned their tools, but forgot to arrange them by size. The supervisor gives them the same feedback: *"You have cleaned the tools well. But next time, please arrange them by size so they are easier to find."*

Here's how they respond:





Rahul: *"But I did not know I had to do that!"*

Meena: *"Thank you. I will arrange them by size next time."*

1. Whose response do you think is more helpful?

- ☐ Rahul
- ☐ Meena

2. Why do you think the response you have chosen above is better?
Tick all that apply:

- ☐ Stays calm and does not argue
- ☐ Thanks the person giving feedback
- ☐ Shows willingness to improve
- ☐ Does not blame or make excuses

Discuss with your partner: Have you ever reacted like Rahul? What happened?

LET'S LEARN!

Rahul's reaction was defensive. He immediately argued and blamed instead of listening to the feedback.
Meena's reaction was professional. She stayed calm, thanked the supervisor and showed she will try the suggestion.

When we receive feedback calmly, we show that we are willing to learn and improve. At work, good workers listen first and respond politely. This helps them grow and build trust with others.

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3B: Role-play Feedback at Work

You have learnt how to give and receive feedback. Now, practise giving and receiving feedback like it happens at work.

Follow these steps:

1. Form a pair.
2. One person is the Speaker (gives feedback).
3. One person is the Listener (receives feedback calmly).
4. After one round, switch roles.

Situation Cards (Choose One)

Situation 1 – Tailor shop	Situation 2 – Mechanic workshop	Situation 3 – Office
The stitching is neat, but not in a straight line.	Tools are used properly, but not cleaned after work.	The file is saved, but in the wrong folder.

If you are the Speaker giving feedback, you can use the prompts below:

"One good thing is _____."

"One suggestion is _____."

Listener replies calmly:

- ☐ *"Thank you. I will try this."*
- ☐ *"Okay. Can you show me once?"*
- ☐ *"I understand. I will improve."*

Tick after you complete both roles:

☐ I gave feedback ☐ I received feedback

LET'S LEARN!

Keep this in mind:

- Feedback is a normal part of our daily work.
- When we use polite words, we build trust.
- Knowing how to give good feedback helps us work better with others.
- Receiving feedback with a positive attitude also helps us improve.

MY FEEDBACK ACTION

Think about what you learnt today about feedback. Now choose one small action you will try the next time someone comments on your work.

From today, when I receive feedback, I will:

_____

(example: listen fully before responding / focus on how it can help me improve / try one suggestion before reacting)

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I understand what feedback means and why it is important at work.
- ☐ I can tell the difference between helpful feedback and unhelpful comments.
- ☐ I can give constructive feedback using one good point and one suggestion.
- ☐ I can receive feedback calmly, without arguing or getting upset.
- ☐ I can use feedback to improve my work in the future.

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Answer Key

2A: Understanding What Specific Feedback Is
Feedback B and Feedback D

3A: How Should You Respond to Feedback?
1. Meena
2. All options are correct

6.5

Managing Conflicts at the Workplace

In this lesson you will learn:

1. Why conflicts can happen at work
2. How to respond in a conflict
3. Simple steps to resolve a conflict

When People Disagree

1. Have you ever disagreed with someone at work, school, or home? How did you feel? *Tick all that apply.*

- ☐ Angry
- ☐ Frustrated
- ☐ Upset
- ☐ Confused
- ☐ Hurt

2. What happened next?

- ☐ We argued
- ☐ We stopped talking
- ☐ We solved it calmly
- ☐ Other: _____



LET'S LEARN!

When two or more people disagree, it is called a **conflict**. A conflict is simply a disagreement. It does not always mean shouting or fighting. Let us understand why conflicts can happen at work.

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1. Why Conflicts Can Happen at Work

At any workplace, people bring different ideas, habits, and ways of working. This is what makes a team strong but it can also lead to disagreements. Conflicts at work are normal. What matters is understanding why they happen so you can handle them better.

1A: What Really Happened?

Read the two scenarios below and answer the questions.

Scenario 1

Maria works at the front desk of a hotel. Antony works in housekeeping.
One day, a guest checks out late. Maria asks Antony to clean the room quickly because a new guest is coming.
Antony feels upset. He thinks Maria always gives him orders and does not respect his work schedule.

They start arguing in front of others.



Scenario 2

Raj and Priya are assembling a machine in a workshop.
Raj wants to read the full manual before starting to avoid mistakes. Priya wants to begin assembling and check the manual only when needed to save time.

They both explain their reasons clearly, but still disagree. The work gets delayed.



Why do you think the disagreement happened in Scenario 1?
Tick all the options that you think are correct.

- ☐ Poor communication
- ☐ Stress and time pressure
- ☐ Different job responsibilities
- ☐ Feeling disrespected
- ☐ Not understanding each other's workload

Why do you think the disagreement happened in Scenario 2?
Tick all the options that you think are correct.

- ☐ Different ways of working
- ☐ Different goals (Raj values accuracy, Priya values speed)
- ☐ Poor communication
- ☐ Stress and time pressure
- ☐ Different personalities

Discuss with your partner: What is the difference between Scenario 1 and Scenario 2?

LET'S LEARN!

Conflicts can happen when people have:

- Different opinions
- Different goals
- Different needs
- Different ways of working
- Different personalities and values

In Scenario 1, Maria and Antony did not communicate clearly about their workloads and priorities. Stress made things worse.

Sometimes conflicts happen even when communication is clear.
In Scenario 2, Raj and Priya both explained their ideas clearly. But they have different work styles and goals. They still disagree.

2. How To Respond in a Conflict

We now know what a conflict is and why it happens. Communication is key during any conflict. Let us see how we can respond in such situations.

2A: Same Situation, Two Responses

Maria and Antony argued in front of other workers. The situation became tense and the problem was not solved.
But what if they had handled it differently? Let us go back to that moment and see another way the conversation could have gone.



1. What Actually Happened

Antony: *"You always give me orders!"*
Maria: *"I am just asking you to do your job!"*



2. What Could Have Happened

Maria: *"Antony, I know you are busy. The manager needs this room ready. Can you help me?"*
Antony: *"I can finish my current room in 15 minutes, then clean this one."*
Maria: *"Thank you. I appreciate your help."*

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Think and Answer

1. What is different in the second conversation? *Tick all that apply:*

- ☐ Maria stayed calm instead of arguing back
- ☐ Maria explained why the work was urgent
- ☐ Maria asked for help instead of giving orders
- ☐ Antony listened and offered a solution
- ☐ Both respected each other

LET'S LEARN!

Good communication can stop conflict. When people speak clearly, listen carefully, and show respect, problems can be solved peacefully.

Calm communication has three simple steps:

- **Step 1: Address the situation simply -** Explain without blaming
  "The manager needs this room ready."
- **Step 2: Don't match the anger** - Stay focused on the problem
  "I know you are busy. Can you help me?"
- **Step 3: Focus on solving** - Work together
  "I can finish in 15 minutes, then clean this one."

These three steps work best for conflicts caused by miscommunication or stress like Maria and Antony's situation. But some conflicts happen because people genuinely disagree like Raj and Priya who had different work styles.

In these cases, calm communication helps, but you may also need to:

- Listen to the other person's reasoning
- Find a compromise that works for both
- Ask a supervisor or senior to help decide

Not all conflicts can be solved by communication alone. But staying calm always helps. Let us now build our own responses using these three steps.

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2B: Simple Steps to Respond in a Conflict

Priya has been asked to stay back late at work. No one told her in advance. She already has other plans at home. Priya is upset. Her supervisor is also frustrated because the work is urgent and must be finished today. Both are feeling tense.



Write what Priya should say. Use the three parts:

- Address the situation simply:
  "I just found out that _____."
- Don't match the emotion:
  "Can you help me understand _____?"
- Focus on solving:
  "Can we _____?"

Now read your response aloud to your partner. Does it sound calm and clear?

LET'S LEARN!

Calm communication is not about being silent or agreeing with everything. It is about expressing yourself clearly without making the other person defensive.

3. Simple Steps to Resolve a Conflict

You have learned the three steps to respond calmly. Now let's practice using them in real situations.

3A: Practise: Say It Out Loud

Now you will practice handling a conflict situation by communicating calmly. Work in pairs:

- One person raises the problem
- The other responds calmly using the three parts we learnt before
- After 2 minutes, switch roles

Tick **ONE** situation you and your partner will role play:

- ☐ Your colleague took credit for work you did
- ☐ You were given the wrong task by mistake
- ☐ A colleague keeps interrupting you during work
- ☐ You were blamed for a mistake you didn't make



LET'S LEARN!

Remember to use the three parts when you respond. You may notice that speaking calmly is harder than writing calmly. In real situations, emotions make it difficult to think before we speak.
But with practice, it becomes easier. One calm response can stop a small misunderstanding from becoming a big conflict.

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My Conflict Resolution Journal

Think about everything you have learnt today. Now, think of **one real conflict** you faced recently (or use one situation from today's roleplay).

Fill in the journal below.

Problem:
(What was the conflict about?)

My Calm Response:
(What did I say using calm words?)

Our Solution Step:
(What solution was decided?)

Remember that conflict is a normal part of work and life. We cannot always avoid it. Calm words and clear steps are what we can use. If we handle the conflict effectively, we can maintain respect and trust in the workplace.

Now, promise one thing to yourself:
Next time I face a conflict, I will try to _____

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why conflicts can happen at work.
- ☐ I can calmly respond in a conflict.
- ☐ I can use the three simple steps to resolve a conflict.

Answer Key

1A: What Really Happened?
Scenario 1: All options are correct
Scenario 2: All options are correct except Poor Communication

2A: Same Situation, Two Responses
1. All options are correct

7.1

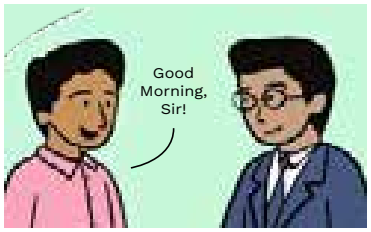
Greetings & Self-Introduction

In this lesson you wwwwill learn:

1. How to greet others in formal and informal situations
2. How to introduce yourself properly in different situations using simple English sentences

1. How to Greet People





1A: Your Greeting Habits

Think about how you greet people. What do you say? Tick all that apply.

- ☐ Hi / Hello
- ☐ A greeting in my local language
- ☐ Good morning / Good afternoon
- ☐ Just smile or wave
- ☐ Other _____

Think and Write

Do you greet everyone the same way? Think about your family members at home, friends, neighbours or elders in your area, trainers or Principal at the institute.

☐ Yes ☐ No

If you said “No”, you already know that we change our greetings based on who we are talking to.

LET’S LEARN!

We use different greetings in different situations. The way we greet someone depends on who we are talking to, where we are and what time it is.

Informal greetings are used in casual situations with family, friends and people you know well. Example: “Hi!”, a casual wave, or a friendly greeting in your language.

Formal greetings are used in professional situations with teachers, seniors, employers, or people you meet for the first time. These are polite and respectful.
Example: “Good morning / Good afternoon/ Good evening, sir/ma’am.”, or any formal greeting in your language.

When to use which formal greeting:
Good Morning – 4:00 AM to 12:00 PM
Good Afternoon – 12:00 PM to 4:00 PM
Good Evening – 4:00 PM onwards
Using the right greeting shows respect and makes a good first impression.

Tip: When you are not sure, always use a formal greeting. It is better to be too polite than too casual.

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1B: Which Greeting Fits?

Read each situation. Choose the best greeting from the options given.

Situation	Best Greeting
1. A welder arrives at a customer's home in the evening for repair work.	a. Hi! It's good to see you back.
2. A beautician welcomes a regular client in the afternoon.	b. Good Evening, Sir! How can I help you?
3. A server greets a guest entering the hotel restaurant in the evening.	c. Hello, Good Afternoon! Welcome!
4. A health worker greets reception staff at a hospital in the morning.	d. Good Morning!
5. A team member passes a colleague on the assembly line.	e. Hi! How is your work going?
6. A mechanic meets his teammate who is back from leave.	f. Good Evening, Sir! Welcome to our hotel.
7. A shop owner sees a new customer walk into the store in the morning.	g. Good Morning! How can I help you?



Write your answers: 1 = ___, 2 = ___, 3 = ___, 4 = ___, 5 = ___, 6 = ___, 7 = ___



Discuss with your partner: Which greetings are formal? Which are informal? How did you decide?

Notice how the greeting changes based on three things: (1) the time of day, (2) whether the person is a customer, co-worker, or friend, and (3) the workplace setting.

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2. How to Introduce Yourself

After greeting someone, the next step is to introduce yourself. Introducing yourself means giving some basic information about who you are and what you do. But do we introduce ourselves in every situation? Let's find out.

2A: When Do You Introduce Yourself?

Read the situations. Tick where you should introduce yourself.



- ☐ Meeting your friend at the tea stall
- ☐ First day at your institute / workplace
- ☐ Talking to your neighbour you see every day
- ☐ Job interview at a company
- ☐ Meeting a new supervisor / trainer



Discuss with your partner: Have you ever felt nervous while introducing yourself? What made it difficult?

LET'S LEARN!

When someone already knows you, you can start talking. But when you meet someone for the first time, you should introduce yourself.

A good self-introduction follows three simple steps:

1. Greeting: Hello / Good Morning
2. Name: I am ___ / My name is ___
3. What you do / Why you are there: I am studying ___ / I have joined ___ / I came for ___

You can also add a polite ending if needed. For example, "Nice to meet you / Happy to be here"

2B: Choose the Best Introduction

Meena is a trainee in the Health Sanitary Inspector trade. She needs to introduce herself in three different situations. Help her choose the most relevant introduction for each situation.

1. **Meena's first day at the ITI. She introduces herself to her class.**



Introduction A
"Good morning. My name is Meena. I have completed training in Health Sanitary Inspection. I know about waste management and hygiene practices."

2. Meena attends a job interview.



Introduction B
"Hi, I'm Meena. I'm new here. I enjoy helping people and I like painting in my free time."

3. Meena meets a new friend in the hostel.



Introduction C
"Hello everyone. My name is Meena. I am from Ajmer. I joined the Health Sanitary Inspector course because I want to work in public health."

LET'S LEARN!

What you say in your introduction depends on the situation.

- While introducing yourself in a classroom, you can share where you are from / why you chose this course / your interests.
- While introducing yourself in a job interview, you can share information about your skills or experience.
- While introducing yourself to a new friend, you can talk about your interests or likes and dislikes.

Remember: What you say matters, but how you say it matters too. Speak clearly, keep a friendly/respectful tone, look at the person, and smile. This makes your introduction feel confident and warm.

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2C: Write and Practise Your Introduction

Write your introduction for each situation. Practise it with a partner and give each other feedback.

Situation 1 (Formal): You are meeting your supervisor on your first day at work. Write your introduction.

Situation 2 (Friendly): You are meeting a fellow trainee in the canteen on your first day. Write your introduction.

Round 1 (Formal): Find a partner (Partner A). One of you is the new employee, the other is the supervisor. Use your Situation 1 introduction. Switch roles.
Feedback I received from Partner A:
What I did well: _____
What I can improve: _____

Round 2 (Friendly): Find a different partner (Partner B). You are both new trainees meeting for the first time. Use your Situation 2 introduction. Switch roles.
Feedback I received from Partner B:
What I did well: _____
What I can improve: _____

TRY THIS TODAY!

Today, practise introducing yourself to at least one new person you meet. It could be someone at your ITI, hostel, neighbourhood, or workplace.
Notice how you change your introduction based on the situation. Be ready to share your experience in the next class.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I know the difference between formal and informal greetings.
- ☐ I can choose the right greeting for different situations.
- ☐ I can introduce myself in different situations.



Answer Key

1B: Which Greeting Fits? 1 → b, 2 → c, 3 → f, 4 → d, 5 → e, 6 → a, 7 → g

2A: When Do You Introduce Yourself?
 First day at your institute/workplace, Job interview at a company, Meeting a new supervisor/ trainer. The other two (friend at tea stall, neighbour you see daily) do not require introductions.

2B: Choose the Best Introduction
1 → C (classroom — shares where she's from and why she chose the course),
2 → A (job interview — shares her training and professional skills),
3 → B (new friend — shares her interests and hobbies).

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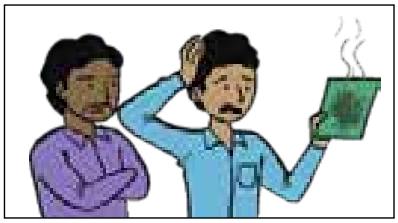
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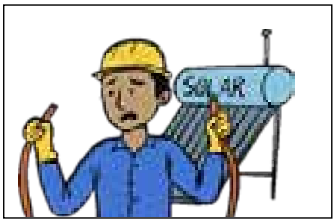
Asking and Responding to Questions

In this lesson you will learn:

1. To ask questions clearly
2. To answer questions clearly
3. To ask and answer questions in real-life situations

What Happens When You Don't Ask?





Seemant works in a solar panel installation workshop. His supervisor tells him: "Connect the panel wires and start the system." Seemant is not sure which wire goes where. But he does not ask. He makes a guess. The system does not work properly. The team loses time fixing the mistake.

Think and answer:

What question could Seemant have asked to avoid this mistake?
Write one question: _____

Discuss with your partner: Have you ever stayed quiet instead of asking a question? What happened?

Asking questions helps you understand instructions clearly, avoid mistakes, save time and effort and do your work confidently. One simple question at the right time can prevent big problems.In this lesson, you will learn how to ask the questions and how to give clear answers.

1. Asking the Right Questions

Asking questions is a skill. The type of question you ask decides the kind of answer you get.

1A: Seemant Asks Before He Acts

A week later, Seemant gets a new task. His supervisor says: "Install this solar panel on the roof and connect it to the battery." Seemant remembers what happened last time. Before picking up a single tool, he asks questions to understand the task better.

1. Do I need a helmet?
2. Where is the battery kept?
3. Have you marked the fixing points?
4. When should the installation be finished?
5. Can I take a helper with me?
6. How should I fix the panel to the roof?

This time, the work goes smoothly.

1. Read each question. Think about the type of answer it needs. Sort them into two columns:

A: Questions that can be answered in ONE WORD (Yes / No)	B: Questions that must give MORE INFORMATION
Question number: ___ , ___ , ___	Question number: ___ , ___ , ___ , ____

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Discuss with your partner: Look at the first word of the questions in Column A and Column B.
What do you notice?

_____

_____

_____

LET'S LEARN!

Seemant used two types of questions and both are useful at work:

Yes/No Questions - These questions start with Is, Are, Do, Does, Can, Have, Will. They can be answered with "Yes" or "No." They help you confirm information.

Wh- Questions - These questions start with What, Where, When, Why, Who, Which, How. They help you ask for details.

At work, you often need both types of questions. For example:
Is the machine safe? (Yes/No question)
How do I operate it? (Wh-question)

Yes/No questions are simple. Wh-questions need a little more thinking. You need to choose the right question word (What, Where, When, Who, Why, How) and put the words in the correct order. Let's practice this next.

1B: Which Question Word Fits?

Most questions at work begin with one of these 7 words:

Question Word	To ask about	Example
What	A thing, task, or idea	What is the use of this tool?
Where	A place or location	Where is the machine kept?
When	Time or deadline	When should I check the circuit?
Why	A reason	Why must we switch off the machine before cleaning?
Who	A person	Who is the senior technician today?
How	Method, amount, or duration	How do I measure the temperature?
Which	A choice between options	Which safety helmet is yours - red or yellow?

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Fill in the blank with the right question word:

1. _____ bus should I take to reach the ITI – number 12 or number 15?
2. _____ is the first aid box kept?
3. _____ should I report if I find a safety problem?
4. _____ is this machine making a strange noise?
5. _____is the use of this tool?
6. _____ is the deadline for this order?
7. _____ do I fill this form correctly?

1C: Build the Question

Sometimes we know what we want to ask, but the words come out in the wrong order.
Look at this example:
✗ "You are here waiting for so long, why?"
✓ "Why are you waiting here for so long?"

The rule is simple: In English questions, start with the question word, then the helping word (is, are, do, does, can, will, has, should), then the person or thing you are asking about.

Question Word → Helping Word → Person or Thing → Rest of the sentence

Examples:

Question Word	Helping Word	Person / Thing	Rest of the sentence
When	will	the dress	be ready?
How	should	I	fix this?
Why	are	you	waiting?



Rearrange the words to make a correct question:

1. the safety goggles / are / where

   _____

2. for you / can / what / I / do

   _____

3. how / this machine / does / start

   _____

4. the computer / will / be repaired / when

   _____

5. the internet / why / has / stopped

   _____

6. you / which / need / do / file

   _____



Discuss with your partner: Read your questions aloud. Do they sound natural? If not, try saying them differently until they sound right.

How to Ask for Clarity

When an answer is not clear, don't guess. Ask again. These are called clarifying questions. You can use Wh- questions or simple question forms to ask for clarity.

Here are some useful ways to ask for clarity:

When you need to...	Say this
Hear it again	"Could you please repeat that?"
Choose between options	"Do you mean ___ or ___?"
Get specific details	"Which one exactly?" / "Where exactly?"
Know the order of steps	"What should I do first?" / "Can you tell me the next steps?"

2. How to Give Clear Answers

Asking good questions is only half the job. When someone asks you a question at work, your answer must be clear enough for them to act on it right away.

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2A: Two Answers, One Question

Three months later, a new helper Arjun joins Seemant's workshop. On his first day, Arjun asks Seemant two questions.

Situation 1:

Arjun: "Where is the toolbox?"
Seemant: "In the storeroom."
Arjun goes to the storeroom. There are 4 shelves and many boxes. He searches for 15 minutes. He cannot find it.



Situation 2:

Arjun: "Where is the voltage tester?" Seemant:

"On the top shelf of the storeroom, in the blue box marked 'Testing Tools'. Let me know if you can't find it."
Arjun finds it in 1 minute.



Think and answer:

1. What was missing in Seemant's first answer?

_____

_____

2. Why did the second answer work?

_____

_____

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LET'S LEARN!

Seemant's first answer was not wrong – it was just not enough. The second answer worked because it had detail.

A clear answer usually has two or three parts:

1. Answer – give the main point in one line.
2. Detail – add a specific place, time, name, or number.
3. Help (when needed) – offer to help or say the next step.

Example: Question: "Where is the screwdriver?"
Answer: "In the tool cupboard. On the second shelf, near the red box. Let me know if you can't find it."

Notice the three parts – the place, the exact spot, and an offer to help. The third part is not always needed. Use it when the person has to do something next (find a place, wait, take action). For simple information questions, the first two parts are enough.
Remember: Answer + Detail + Help (when needed)

2B: Now You Try

Read the situation carefully. Then write Seemant's clear answers to the three questions below, using Answer + Detail + Help (when needed).

Situation:
Seemant is working on a solar panel installation for a customer at the worksite. He has finished fixing the panel on the roof and has started the wiring. It will take about 30 more minutes. After that, he plans to test the system. A new helper, Arjun, is working with Seemant today.

1. The supervisor calls and asks: “How is the work going?”
   Seemant’s answer:

_____

_____

2. Arjun asks: “What should we do after wiring?”
   Seemant’s answer:

_____

_____

3. The customer calls and asks: “When will the work be finished?”
   Seemant’s answer:

_____

_____



Discuss with your partner: Compare your answers. Did you include a direct answer, a detail, and help (where needed)?

3. Asking Questions and Answering in Real Conversations

Now it’s time to put both skills together and practice with a partner.

How it works:

1. Pick one situation below, or think of your own.
2. Decide who plays which role.
3. Have the conversation. Both of you will ask and answer questions - use everything you have learned.
4. Ask clarifying questions if something is unclear. Don’t guess.
5. Use both Yes/No and Wh- questions.
6. If you have more time, try the second situation too.

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Situation 1 – At work: Repair shop A customer brings a broken appliance to a repair shop. The worker checks it and explains the problem. They talk to the customer about how long the repair will take, and how much it will cost. Roles: worker and customer

Situation 2 – In daily life: At the bank A person goes to the bank to open a new account. They are not sure what documents are needed or how long it will take to open the account. The bank staff helps by answering their questions. Roles: bank staff and customer

Or create your own situation from your trade, home, or daily life.

After the Role Play:



Discuss with your partner:

- Did either of you ask a clarifying question? Was it helpful?
- Were the answers clear and detailed?



Write one thing you want to do better next time:

_____

_____

_____

_____

REAL LIFE PRACTICE

Between now and the next class, try this at least twice in your real life:

Task 1: Ask a clarifying question
Find one moment where someone gives you an unclear instruction or answer – at the ITI, at home, or during any work. Instead of guessing, ask one clarifying question.

Write what happened:
Who did you ask? _____

What clarifying question did you use? _____

Did you get a clearer answer? _____

Task 2: Give a clear answer
Find one moment where someone asks you a question. Instead of answering in one word or vaguely, give a clear answer with a detail.

Write what happened:
- Who asked you? _____
- What was the question? _____
- What was your answer? _____

Be ready to share your experience in the next class.

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I can ask Yes/No and Wh- questions clearly.
- ☐ I can ask clarifying questions when I don't understand something.
- ☐ I can give clear, detailed answers.
- ☐ I feel confident asking and answering questions in real life situations.

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Answer Key

1A: Seemant Asks Before He Acts
Column A (Yes/No): 1, 3, 5 ; Column B (Wh-): 2, 4, 6
Pattern discussion (sample answer): Column A questions start with "helping words" like Do, Have, Can – they expect a Yes or No answer. Column B questions start with Wh- words like Where, When, How – they expect more information.

1B: Which Question Word Fits?
1. Which 2. Where 3. Who 4. Why 5. What 6. When 7. How

1C: Build the Question
1. Where are the safety goggles?
2. What can I do for you?
3. How does this machine start?
4. When will the computer be repaired?
5. Why has the internet stopped?
6. Which file do you need?

7.3

Speak and Share Information About Workplace

In this lesson you will learn:

1. To share clear information about your job or workplace
2. To share your views and opinions about your workplace politely

Fact or Opinion?

Meet Salma! She works at "Glow Beauty Salon" in her town. She has a few things to say about her workplace. Read each sentence and decide – is it a Fact or an Opinion?
Tick your answer.

Sentence	Fact	Opinion
"I work at Glow Beauty Salon."	☐	☐
"My workplace is very busy on weekends."	☐	☐
"There are 4 people in our team."	☐	☐
"I love meeting new customers every day."	☐	☐
"My shift starts at 10 AM."	☐	☐



Discuss with your partner:
How is a fact different from an opinion? Write one line:

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LET'S LEARN!

When we talk about our workplace, we share two kinds of things:

- Facts – information that is true for everyone. Where you work, what you do, how many people are in your team. Facts do not change from person to person.
- Opinions – what you think or feel about your workplace. What you like, what is difficult, what you wish was better. Opinions can be different for different people.

Both are useful but in different ways.
In this lesson, you will learn how to share both facts and opinions about your workplace clearly and politely.

1. Sharing Information About Your Workplace

During conversations, you may need to share information about your job or workplace. For example:

- A friend applying for a job at your workplace may ask questions about your role and workplace.
- A neighbour or relative you meet after a long time may ask what kind of work you are doing these days.
- In a job interview, you might be asked about your current or previous workplace.
- A customer may ask about your role or what your shop or company does.

You should be able to answer clearly and confidently in just a few sentences.

1A: What did Priya say?

Meet Priya. She has just finished her COPA (Computer Operator and Programming Assistant) course and works at a small office. Listen to how Priya answers when someone asks her, "What do you do?"

"I am a computer operator at a small accounts office in my area. There are 3 of us in the team. Every day, I do data entry, prepare bills on the computer, and answer customer phone calls."



Read Priya's answer again carefully. Then answer the questions below.

1. What is Priya's job?

_____

_____

2. Where does she work?

_____

_____

3. What does she do every day?

_____

_____

LET'S LEARN!

Did you notice? Priya shared three things in her answer – her job, her workplace, and her daily work. That is all someone needs to know to understand what she does.

When someone asks about your workplace, follow these three simple steps:

Step 1: Name your job:

"I am a _____." / "I work as a _____."

Step 2: Say where you work:
If your workplace has a famous name → say the name: "I work at Tata Motors."
If it is a small or a local workplace → describe it: "I work at a small repair shop in my area." / "I work at a beauty salon near the bus stand."

Step 3: Share what you do:

- Mention 1 or 2 main tasks: "I do _____ and _____."
- Or mention the tools you use: "I work with _____."

Tip: Keep it short. Start with these 3 steps. If the other person wants more details, they will ask.

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1B: Build Your Own Workplace Profile

Now it is your turn. Think about a workplace you can talk about.

Choose one: Your ITI workshop, OR any job or work you have done – a family business, a part-time job, a shop where you help out, or any place where you have done some kind of work.

My workplace is: _____

Now fill in your 3 steps below:

Step 1: My job

"I am a / I work as a _____"

Step 2: Where I work

"I work at _____"
(e.g., "a small workshop in my area" or "my uncle's tailoring shop near the market.")

Step 3: What I do

"Every day, I _____"
(Mention 1 or 2 main tasks, or tools you use.)

2. Sharing Your Views and Opinions

Sharing facts about your workplace is one part of the conversation. The other part is sharing how you feel about your workplace – what you like, what is difficult, and what you wish was different.

People may ask:

- "How is your work going?"
- "Do you like your job?"
- "What is it like working there?"

2A: What did Arjun say?

Meet Arjun. He has finished his Draughtsman (Civil) course at ITI and works at a small civil engineering firm that designs houses and small buildings. When someone asks Arjun about his work, here is what he says:



"I like my work because I enjoy making drawings on the computer. The civil engineer I work with is very helpful. He explains things patiently when I make mistakes. One difficult thing is that I have to sit in front of the computer for long hours. I would like it if we had a bigger screen to work on."

Read Arjun's answer again carefully. Then answer the questions below.

1. What does Arjun like about his work?

_____

_____

2. What does he say about the people he works with?

_____

_____

3. What is one difficult thing about his work?

_____

_____

4. What does he wish was different?

_____

_____

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LET'S LEARN!

When sharing your opinions about your workplace, you can talk about two main things:

1. The work you do – what your daily tasks feel like, what you enjoy, what is difficult.
2. The people and the place – your team, your supervisor, the workplace itself.

Use these simple phrases:

To share what you LIKE:	To share what is DIFFICULT:	To share what you WISH was different:
• "I like that..." • "I enjoy..." • "What I like most is..." • "The good thing about my work is..."	• "One difficult thing is..." • "It is hard when..." • "The challenging part is..."	• "I would like it if..." • "It would be better if..." • "I wish that..."

Tip: Try to share at least one good thing before sharing what is difficult. This makes your opinion sound balanced and not like a complaint.

2B: Where Is It Okay to Share Challenges at Your Workplace?

Sharing your opinion is good but where you share it matters. Saying something the wrong way in the wrong place can create problems for you at work.

Read each situation. Tick where it is OKAY (✓) or NOT OKAY (✗) to talk about challenges at your workplace.

Situation	OK	Not OK
Talking with your family at home	☐	☐
In a job interview, when asked about your last workplace	☐	☐
When your supervisor asks you for honest feedback	☐	☐
Loud complaining in front of customers at the shop	☐	☐
Talking with a close friend who works somewhere else	☐	☐

LET'S LEARN!

There is a simple rule for sharing challenges about your workplace.
You can share them openly with your family at home or with close friends.
If your supervisor asks for feedback, share it respectfully. Focus on the challenge and, if possible, suggest a solution.

However, you should not speak badly about your workplace in a job interview, in front of customers, or in casual office conversations. This can make others see you as someone who complains a lot.

One tip to remember: When talking about a workplace that had problems, focus on what you learned there, not on what went wrong. This works in interviews, with new coworkers, and with customers.

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2C: Build Your Own Opinion

Now that you know the right phrases and the right places to use them, let's put it all together. Think about the same workplace you described in 1B (your ITI workshop or any work you have done).

Write 3 sentences using the phrases from 2A:

One thing I LIKE about my workplace:

_____

_____

One thing that is DIFFICULT:

_____

_____

One thing I WISH was different:

_____

_____

_____

_____

LET'S PRACTICE

Now it is time to speak everything you have written – your facts (from Section 1) and your opinions (from Section 2) out loud.

Find a **partner**.

Take turns. Each of you will speak about your workplace for 2 to 3 minutes. While one person speaks, the other listens carefully.

What to share:

- **Facts about your workplace** – your job, where you work, what you do every day (use your answers from Section 1B)
- **Your opinions about your workplace** – one thing you like, one thing that is difficult, one thing you wish was different (use your answers from Section 2C)

Tips while speaking:

- Speak clearly. Do not rush.
- Look at your partner. Do not read only from your notebook.
- If you forget what to say, pause and think. That is okay.

After your partner listens to you, ask them for feedback. Write it below:

One thing my partner liked about my talk:

_____

_____

One thing I can improve next time:

_____

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can share clear information about my job and workplace using the 3 steps – name my job, say where I work, share what I do.
- ☐ I can share my opinions about my workplace using simple English phrases – what I like, what is difficult, and what I wish was different.
- ☐ I know where it is okay to share negative opinions about my workplace and where it is not.



Answer Key

Activate: Fact or Opinion?

1. Fact
2. Opinion
3. Fact
4. Opinion
5. Fact

2B: Where Is It Okay to Share Negative Opinions?

1. OK (with family at home)
2. NOT OK (in a job interview)
3. OK (when supervisor asks for honest feedback — share respectfully)
4. NOT OK (in front of customers)
5. OK (with a close friend)

7.4

Telephone Skills

In this lesson you will learn:

1. The three parts of a professional telephone call
2. Using the right phrases during a phone call

Phone Call Check!



We make phone calls in many situations, like calling a friend, speaking to a company, booking an appointment, or talking to a teacher or a supervisor. Talking to friends and family is usually easy. But professional calls, like speaking to a company,
customer, or supervisor, can feel difficult. We may feel unsure about what to say.

Have you ever felt any of these on a phone call?
Tick the boxes that are true for you.

- ☐ I felt shy to speak.
- ☐ I did not know how to start.
- ☐ I feel nervous making calls in English.
- ☐ I did not know how to end the call.

Discuss with your partner:

- What is one difficulty you face when making phone calls?
- If you did not tick any box, share one tip for making a good phone call.

When you speak to someone on the phone, they cannot see you. They only hear your words and your voice. So your words must be clear, calm, and polite.

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1. The Three Phases of a Telephone Call

1A: Sunil's Call – What Went Wrong?

Sunil is a motor mechanic at Uppal Motors. One day, a customer called him to ask about bike service. Let's see what happened.



"Hello? (crunch crunch)... Who is this?"

"I wanted to ask about bike service...."

"Okay...Bring your bike.

"How much will it cost?"

"You just bring it, we'll see when you come."



(disconnects call)

Think and Answer

Sunil said yes to the work. So why did the customer feel unsure? Tick one:

- ☐ Sunil did not know how to fix the bike.
- ☐ Sunil sounded distracted. He did not give clear answers.

Discuss with your partner: What is one thing Sunil should have done differently?

LET'S LEARN!

Every phone call has 3 parts. Follow them in order, every time.

1. OPENING

How you start the call

When receiving a call: Greet the caller. Say your name. Ask how you can help.

"Good morning. This is Meena speaking. How can I help you?"

When making a call: Greet the person. Say your name and where you are calling from. Check if you are speaking to the right person. Say why you are calling.

"Good morning. This is Kabir from Lalit Associates. Am I speaking to Mr. Rajan? I am calling to discuss our delivery schedule."

2. MIDDLE

The main conversation

Listen carefully. Say "okay" or "I understand" so the person knows you are listening.

Ask one clear question at a time. Do not ask two things together.

- ☐ "What do you want and when and where?"
- ☐ "What service do you need?" → (wait for response) → "What date works for you?"

Share details slowly and clearly. Use short sentences.

Repeat important details – time, place, price to confirm you heard correctly.

3. CLOSING

How you end the call

Confirm the next step.
Say thank you and goodbye.

"Thank you for calling. Have a good day."

Remember: Opening → Middle → Closing. Every call. Every time.

Sunil learned from his earlier mistake. Over the next few weeks, he practised speaking on the phone. He now receives another call about bike service. Read how he speaks.

"Good morning. This is Sunil from Uppal Motors. How can I help you?"

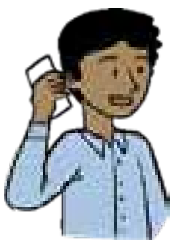
"Can you service the light of my bike? It stopped working."

"Of course. How did it stop working?"

"I had a small accident."

"I understand. Please bring the bike. I will fix it."

"How much will it cost?"



Service charge is ₹200. The total will depend on what needs to be replaced."

Can I bring it now?"



"Yes, of course. I will wait for you. Thank you. Goodbye."

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1. Why was this a good call? Tick the correct answers.

☐ Sunil greeted the customer
☐ Sunil gave clear information
☐ Sunil asked questions to understand the problem
☐ Sunil ended the call politely

2. Write one line from Sunil's call that matches each part:

Part	What Sunil Said
Opening	_____
Middle	_____
Closing	_____

3. Now think ahead:

Sunil handled this call well. But what if these situations had come up? What would Sunil say if...

Situation	What Sunil Said
He could not hear the customer clearly	_____
The customer asked a price he did not know	_____
He needed the customer to wait while he checked something	_____

These situations can come up in any call. In the next section, you will learn exactly what to say.

2. Phrases for Every Situation

You know the three parts of a call. Now you need the right words - called phrases for each part. Here are some phrases for the most common situations.

2A: What's the Better Way to Say It?

Sometimes we say things that sound rude without knowing it. Read each situation in the table. Look at the X phrase first. Think about why it sounds wrong. Then read the ✓ phrase.

Situation	✗	✓
Answering a call	"Hello? Who's this?"	"Good morning. This is [Name]. How can I help you?"
You are busy	"I am busy. Call later."	"I'm with someone right now. Can I call you back in 30 minutes?"
You don't know the answer	"I don't know."	"I'm not sure right now. Let me check and call you back."
You need the person to wait	"Wait a minute."	"Can I put you on hold for a moment while I check?"
You cannot hear clearly	"What? Say it again."	"Could you please repeat that? I couldn't hear you very well." / "Let me check if I understood. You said [repeat the information] – is that right?"
The person is not available	"He's not here."	"He is not available right now. Can I take a message?"
Ending the call	"Okay, bye!"	"Thank you for calling. Have a good day."

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Now go back to the table in 1B Question 3. Check your answers against the phrases above. How close were you?

Discuss with your partner: Look at the **X** phrases. Have you ever said any of these? What could go wrong if a customer hears them?

The box below has all the phrases you need for every part of a call. You can come back to this box any time you need help during the activities ahead.

My Phrase Bank

OPENING	MIDDLE	CLOSING
When receiving: "Good morning. This is [Name]. How can I help you?"	"Could you please tell me...?"	"So to confirm, [repeat the main point]."
When calling: "Good morning. This is [Name] from [Place]. Am I speaking to [Name]? / May I speak to _____, please? I am calling about..."	"Sorry, could you repeat that please?"	"I will [action] by [time]."
"Is it a good time to talk?" / "When is a good time to call?"	"One moment please, let me write that down." "So the time is ___. Am I correct?" "Can I put you on hold for a moment?" "I am not sure. Let me check and call you back."	"Thank you for calling. Have a good day."

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Along with the right phrases, a few simple habits can make every call sound more professional.

Quick Tips

- Smile while you talk. It makes your voice sound friendly even on the phone.
- Speak slowly and clearly. Do not rush.
- Stand in a quiet place. Switch off the TV or radio. Move away from noise.
- Keep pen and paper ready to write down important things.

2B: Your Turn – Role Play in Pairs

Work in pairs. One person is the Caller. The other is the Receiver. Use the Phrase Bank. Remember the 3 phases: Opening → Middle → Closing.



Situation 1 – Calling About a Job

- Caller: You saw a notice for a welder job at Sharma Workshop. Call and ask if the job is still open. Ask when you can come to meet them.
- Receiver: You are the workshop owner. The job is open. You can meet the caller tomorrow at 11 a.m.

Situation 2 – Telling Your Supervisor You Are Sick

- Caller: You are not feeling well today. Call your supervisor. Tell him you cannot come to work. Say when you will come back.
- Receiver: You are the supervisor. Listen and tell the cwaller to rest and come back when he is better.

Now switch roles! The Caller becomes the Receiver and the Receiver becomes the Caller.
Try Situation 2 again.

After the role play, write one line:

What was the most difficult part of the call for you?

_____

_____

_____

MY PHONE CALL THIS WEEK

Before the next lesson, make ONE real phone call. It can be:

- A call to ask about a job or course
- A call to a shop to ask about a price or product
- A call to a government office to ask a question

Fill this after your call:

- Who did I call? _____
- Why did I call? _____
- Did I use all 3 parts of a call? (Yes / No) _____
- One phrase I used: _____
- How did I feel after the call? _____
- What was still difficult? _____

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I know the 3 parts of a phone call.
- ☐ I know what to say at the start, middle, and end of a call.
- ☐ I can use the right phrases in different situations.
- ☐ I feel more confident to make a phone call for work.

_____

Answer Key

1A: Think and Answer ✓Sunil sounded distracted. He did not give clear answers.

1B: Why was this a good call? All four boxes should be ticked ✓

7.5

Group Discussion On Simple Topics

In this lesson you will learn:

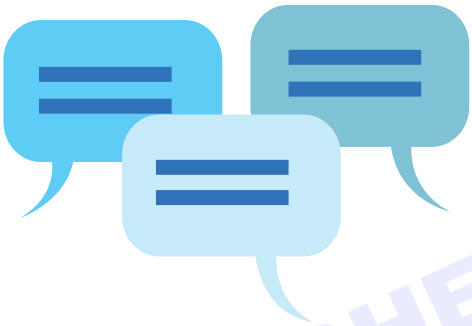
1. How to share your views clearly in a group discussion
2. Using polite English phrases while participating in a discussion
3. To participate in a group discussion confidently

Have You Been in One of These?

Tick (✓) the situations you have been part of



- ☐ My family was deciding where to go for a trip and everyone shared their view
- ☐ In class, the teacher asked our group to decide one answer together
- ☐ At home, we discussed what to buy with limited budget
- ☐ In the workshop, we talked about how to finish a task before the deadline
- ☐ Friends were choosing one movie or one game to play together





Discuss with your partner:

- Which situation do you remember the most? Why?
- Did everyone get a chance to speak? Or did one person do most of the talking?

Write one thing you remember from that situation:

_____

_____

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LET'S LEARN!

In all of the situations above, a group of people talked about one topic and tried to agree on something together. This is called a Group Discussion.

A **Group Discussion (GD)** is a conversation in a group on one topic where everyone shares ideas, listens to others, and the group tries to reach a decision or a common point. Group discussions can be informal like with friends or family, or formal like at work, in team meetings or at job interviews.

1. How to Share Your Views in a Group Discussion (GD)

In a group discussion, it is not enough to just say "yes" or "no." You must explain your view so others understand your thinking. Let's try it.

1A: Sharing Your Views Clearly

Think about this situation:
Your institute is thinking about a new rule: Mobile phones will be completely banned during institute hours. No student can carry a phone on campus. The principal believes this will help students focus better in class and workshop.



What do you think? Answer each question in 1–2 lines.

1. What is your opinion – do you agree or disagree with this rule? Why? (Example: "I disagree. I think students should be allowed to keep their phones because...")

2. What is your reason for this opinion? Why do you think this way?

3. Can you give one real example? (Something from your own experience at the institute or workshop.)

LET'S LEARN!

Sharing your thoughts in a GD is just like what you did above. First, a topic is given. You may agree or disagree and form your opinion, think of a reason for it, and support it with a real example from your life.

You can remember this as the **O–R–E structure:**

Letter	Meaning	What to say
O	Opinion	What do you think? Do you agree or disagree?
R	Reason	Why do you think so?
E	Example	One real example to support your reason

Remember: To make your opinion strong, your reason must be clear and your example must be real. Take a few seconds to think before you speak. Sometimes in formal group discussions like in job interviews, you may be asked to take a side that is not your own personal opinion. This is to test how well you can think and speak. Do not worry if this happens. Just use the same O–R–E structure to share the view you have been given.

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1B. Build Your Own O–R–E

Topic: "Is it better to learn from watching videos or from reading books?"

Write your O–R–E below before you speak.
O – Your Opinion (Start with "I think watching videos is better because..." or "I think reading books is better because...")

R – Your Reason (Why do you think so?)

E – Your Example (One real example from your own life to support your reason.)

GROUP DISCUSSION 1

Form a group of 4.

Rules:

- Each person gets 1 minute to share their full O–R–E.
- Others must listen without interrupting.
- After everyone speaks, the group picks which O–R–E was the clearest.

After the discussion, tick what is true for your group:

☐ Everyone got a chance to speak
☐ Each person used O, R, and E
☐ We listened without interrupting



Reflection:

1. Were you able to share your reason clearly with the group? Why/ why not?

2. Now try to do O–R–E for the opposite view. What would you say if you had to argue the other side? Use your own reason and example. Do not just repeat what your classmates have said. Write your O, R, and E in 1–2 lines each.

O: _____

R: _____

E: _____

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2. The Right Words to Use

Speaking your O–R–E is half the job. How you respond to others in a group discussion matters just as much.

2A: Which Sounds Better?



Look at each pair. Tick the one that sounds more polite and professional.

Option A	Option B
1. “Hey! Listen to me!”	“I would like to add a point here...”
2 .“You are totally wrong.”	“I see it differently because...”
3. “Stop talking! My turn.”	“May I share my idea now?”
4. “Your idea is bad.”	“I understand, but I feel that...”
5. “Yeah, whatever.”	“That’s a good point. I also think...”



Discuss with your partner:

What can happen in a group discussion if people use phrases like Option A? Write one line.

_____

LET'S LEARN!

In a group discussion, the words you use decide whether people will listen to you or ignore you. Even when you disagree, respectful words keep the discussion going. Here are useful English phrases you can use in a GD:

To START your point: "In my opinion..." "I would like to add a point..." "I feel that..." "Let me share my view..."	**To SUMMARISE at the end:** "So far, we have two ideas..." "To sum up, the group agrees that..." "Our final decision is....."
To AGREE with someone: "I agree with ___ because..." "That's a good point. I also think..." "You are right. I want to add..."	**To DISAGREE politely:** "I understand your point, but I feel..." "I see it differently because..." "May I share a different view?"
When someone INTERRUPTS you: "Just one moment, let me finish this point." "I will be quick. Then you can speak."	**To bring the group BACK TO THE TOPIC:** "Let's come back to the main question." "How does this connect to our topic?"

And remember how you speak matters too:



Speak clearly – avoid fillers like "um" and "uh"



Make eye contact with the group when you speak



Listen when others speak – do not look at your phone or the floor



Think for a few seconds before you speak

Important: In a GD, never say phrases or sentences like "You are wrong" or "That is a stupid idea." Even when you strongly disagree, respectful words show that you can work well with others.

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2B: Complete the Workshop Discussion

Meena, Ravi, and Sunita work at a small dressmaking workshop. A new customer has just placed a big order: 10 wedding dresses in 5 days. Normally, this work takes 8 days. The customer is offering extra money. The team is having a quick meeting to decide what to do.



Fill in each blank with a phrase that fits the situation.

Meena: "_____ (1. Start your point) we should not take this order. Because rushing 10 wedding dresses in 5 days will lead to mistakes. Last month we hurried the school uniform order and 2 uniforms had loose stitches."

Ravi: "_____ (2. Disagree politely) the extra money will help us buy a new sewing machine."

Meena: "But if the dresses are not perfect—"

Ravi (cutting in): "The customer said—"

Meena: "_____ (3. Handle interruption). If the dresses are not perfect, the customer will not pay us, and we may also lose other customers in the area."

Sunita: "_____ (4 . Agree with Meena). 10 wedding dresses in 5 days means working very late every night. We are only 3 people in the work-shop. The team will be too tired to do good work.

Ravi: "By the way, I heard the new fabric shop near the bus stop is offering good discounts. We should visit it."

Sunita: "_____ (5. Bring group back to topic). We need to decide about the wedding order first."

Ravi: "Hmm. You both have good points. Maybe we should refuse this order."

Meena: "_____ (6. Summarise). We will not take the rush order this week because the team will be too tired to deliver perfect work. The quality may suffer and we cannot risk a customer complaint."

Discuss with your partner:
Imagine you were the fourth person in this team. What would you have said in the discussion? Write your O–R–E below and use at least one polite phrase from the ones you learnt above.

Write 1–2 lines.

_____

_____

_____

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GROUP DISCUSSION 2

Now it is time to use the phrases in a real discussion. Form a group of 4 or 5.
Topic: "Social media is more of a distraction than a useful tool for students."

Rules:
- Each person gives their O–R–E.
- You must use at least 2 phrases from Section 2 (from starting, agreeing, disagreeing, handling interruptions, staying on topic, or summarising.).
- No interrupting. Make eye contact. Speak clearly.

After the discussion, tick what is true for your group:
- ☐ Everyone used at least 2 phrases from the phrase bank
- ☐ We listened without interrupting
- ☐ We stayed on the topic

Now it is time for group discussions using everything you have learned – O–R–E structure, polite phrases, and good listening.

How It Works

The class will run group discussions, one after another.

- Each round, one group of 4 to 6 students sits in a circle in the middle of the class and holds the GD.
- The rest of the class sits around them and watches carefully as observers.
- Each GD lasts about 8 to 10 minutes.
- After each GD, the observers share what they noticed.
- A new group sits in the middle for the next round, and the earlier group becomes observers.

This way, every student gets a chance to both discuss and observe.

Choose Your Topic

Each group picks ONE topic from below or chooses their own:

- Topic A: “Practical training is more important than theory in ITIs.”
- Topic B: “Self-employment is a safer career choice than working in a company.”
- Topic C: Pick your own topic – something your group finds interesting or relevant.

Prepare Your O–R–E

Before your group’s GD, write your own O–R–E for the topic your group chose. You may also add 1–2 extra points you want to share.



My topic is: _____

_____

_____

_____

_____

Rules for the Inner Circle (the GD group)

- Everyone must speak at least twice during the GD using O–R–E.
- Use polite phrases from Section 2.
- At the end, the group should try to agree on one common point — or accept that there are two sides.
- After the GD ends, one person shares with the whole class: the topic, the group’s final view, and one interesting moment.

Rules for the Outer Circle (Observers)

- Stay quiet during the GD. Do not interrupt.
- Watch the discussion and note in your notebook what you observe using the observer checklist given below.
- After the GD ends, share your observations with the class.

What to Look For (Observer Checklist)

When you observe, watch for these things:

- Did people use the O–R–E structure to share their views?
- Did people use polite phrases to start, agree, disagree, or summarise?
- Did people make eye contact with the group?
- Did people listen without interrupting?
- Did anyone bring the group back to the topic?
- Did anyone summarise at the end?

After each GD, write one strength and one thing to improve in your notebook.

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I understand what a group discussion is and I can use the O–R–E structure to share my views clearly.
- ☐ I know useful English phrases to take part in a group discussion — to start, agree, disagree, handle interruptions, and summarise.
- ☐ I can take part in a group discussion using good listening, eye contact, and polite language.



Answer Key

2A: Which Sounds Better?

1. B
2. B
3. B
4. B
5. B

2B: Complete the Workshop Discussion

For each blank, any similar phrase from the matching category in the LET'S LEARN box is acceptable. Sample answers below:

1. "In my opinion..."
2. "I understand your point, but I feel..."
3. "Just one moment, let me finish this point."
4. "I agree with Meena because..."
5. "Let's come back to the main question."
6. "To sum up, the group agrees that..."

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7.6

Reading and Understanding Simple Texts

In this lesson you will learn:

1. Read short messages, notices and instructions without missing important information.
2. Read a job advertisement properly and decide if it is for you.
3. Recognise safety signs by their colour and shape – even without reading the words.

Anita's Lost Job



Read Anita's story.

Anita finished her ITI in Electrician trade last year. She has been looking for a job for three months. Last week, she saw a job ad in the newspaper for a Junior Electrician at a factory near her town.

She got her certificates ready, ironed her clothes, and reached the factory gate the next morning at 10 AM.

The security guard looked at the notice and said, "Madam, the interview was yesterday. Wednesday, 10 AM. You are one day late."

Anita had read the ad three times. But somehow, she remembered "Thursday" instead of "Wednesday."

Think and answer:

1. What did Anita miss? _____

2. Have you (or someone you know) ever missed something important because of one small reading mistake? Tick: ☐ Yes ☐ No

Discuss with a partner:

When you read a job ad, a notice, or a message – what kind of details do you usually miss?

At work and in daily life, we read short texts every day – notices, WhatsApp messages, job ads, bank SMS, medicine labels, safety signs. If we miss one important detail, we can lose a job, take the wrong medicine, or end up at the wrong place.

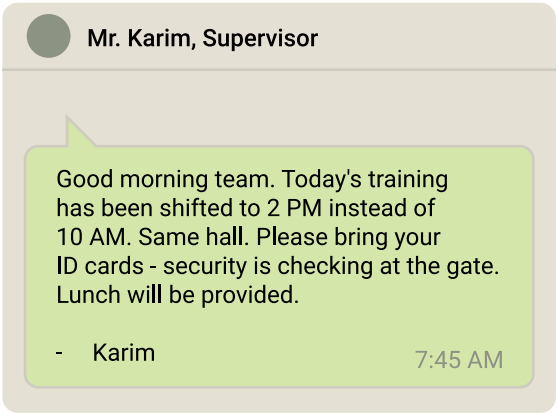
In this lesson, we will learn how to read short texts properly, so we never miss what matters.

1. Reading Short Messages and Notices

1A: A WhatsApp from Your Supervisor

You wake up at 7:45 AM and see this WhatsApp message.

Without looking ahead, answer these 5 questions about the message:



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1. Who is this message for? _____

2. What has changed? _____

3. Where is the training? _____

4. When does it start now? _____

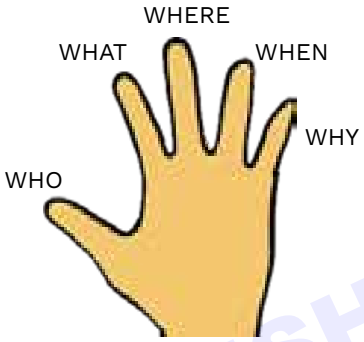
5. Why do you need your ID card? _____

Discuss with a partner:
Did you find all 5 answers? Which one was hardest to find and why?

LET'S LEARN!

Notice the 5 questions you just answered: Who, What, Where, When, Why. These are the 5 facts hiding in almost every short text – a WhatsApp, a notice, a label, an instruction.

We call this the 5-Finger Check – one question for each finger of your hand.



Finger	Question
Thumb	WHO is this for or about?
Index	WHAT needs to be done or has happened?
Middle	WHERE is it happening?
Ring	WHEN does it need to be done?
Little	WHY is it important?

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If you can answer all 5, you have understood the text. If you cannot, read it again slowly and find what is missing.

When in doubt, use your hand. Five fingers, five questions.

1B: Read the Workshop Notice

Sia walks into her ITI in the morning. She sees this notice on the welding workshop door.

DEAR STUDENTS,

THE WELDING WORKSHOP IS CLOSED TODAY FOR REPAIRS. ALL FITTER AND WELDER TRAINEES: REPORT TO THE COMPUTER LAB AT 10:30 AM FOR A SAFETY VIDEO. BRING YOUR NOTEBOOKS AND PENS.

MR. VERMA

Use the 5-Finger Check:

Question	Your Answer
WHO must report?	
WHAT must they do?	
WHERE?	
WHEN?	
WHY (or what extra must they bring)?	

One more question: Sia only notices the words “Welding Workshop closed.” What mistake might she make? _____-

1C: One More Test – A Daily-Life Text

The 5-Finger Check works on anything you read, not just work texts. Try this medicine label.

Quick task: In 30 seconds, find the 5 facts. Write only the answers and not full sentences.

1. WHO should NOT take it / be near it? _____
2. WHAT do you take? _____
3. WHEN? _____
4. How many MAXIMUM per day? _____
5. Where should the medicine be stored?

Take 1 tablet after food, every 6 hours. Maximum 4 tablets in 24 hours. Store in a cool, dry place.

Keep out of reach of children.

Discuss with a partner: Imagine you only read “take 1 tablet” and skipped the rest. What could go wrong?

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2. Reading a Job Advertisement

2A: Read the Ad

Read this job ad carefully. You are looking for a job. Imagine this ad is in front of you.

MAHINDRA & MAHINDRA PVT. LTD. Hiring: Apprentices 2026–27

Trades Required:
- Welder (Gas & Electric)
- Fitter
- Motor Mechanic (Vehicle)

Eligibility:
- ITI passed in 2024, 2025 or 2026
- Age: 18 to 25 years
- Documents: 10th Marksheet, ITI Certificate, Aadhar Card

Work Location: Chakan Plant, Pune, Maharashtra

Stipend: ₹12,000 per month + free lunch + transport from Pune city

How to Apply: Walk-in Interview only Date & Time: Monday, 15 October 2026 | 9:30 AM to 12:00 PM Venue: Training Centre, Gate No. 2, Chakan Plant

Late entries after 12:00 PM will not be allowed.

You have 2 minutes. Find the answer to each question in the ad.

Question	Your Answer
1. Which trades are open?	
2. You passed ITI in 2023. Can you apply?	☐ Yes ☐ No. Why?
3. Where is the workplace?	
4. How much is the stipend? Anything extra?	
5. How do you apply?	
6. You reach the gate at 12:30 PM. Will they let you in?	☐ Yes ☐ No.



Discuss with a partner:

- Which question took you the longest to find the answer for?
- Which detail in this ad would Anita most likely have missed?

LET'S LEARN!

The questions you just answered are the 6 facts hiding in every job ad:

Look for	Why it matters
1. Job Role	Is this the kind of work I can do?
2. Eligibility	Am I qualified? (Education, age, experience)
3. Location	Can I travel there or do I need to relocate?
4. Salary / Stipend	Will it cover my expenses?
5. How to Apply	Walk-in interview? Email? Online form?
6. Deadline	When is the last date or time?

Many applicants miss the salary (they assume "it must be okay") or the deadline (they assume "I have time"). Both are common reasons why people lose good jobs or waste a day travelling for one they cannot accept.

Before you apply, check all 6 facts. If even one is a problem (too far, too low salary, deadline passed), find a better ad. Your time is valuable.

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3. Reading Without Words: Safety Signs

Sometimes at work, you don't have time to read words. You may be in a hurry, the writing may be in a language you don't know, or the sign may be too far to read clearly. Safety signs are designed for this. You can understand them just from colour and shape.

3A: The 4 Types of Safety Signs

Colour & Shape	Means
Red Circle	Don't do it
Yellow Triangle	Be careful
Blue Circle	You must do it
Green Square	Safety or escape

LET'S LEARN!

These 4 colour-shape codes are used the same way in every country – in factories, hospitals, airports, train stations. Even if you cannot read the words, you can read the colour and shape.

This is how safety signs save lives. They work fast, from a distance, in any language.

3B: Sort the Signs

Write the letter of each sign in the correct column.



A B C D E F G H

Prohibition	Warning	Mandatory	Emergency

Discuss with a partner:
Where else in daily life have you seen red, yellow, blue and green used the same way? (Think about traffic lights, fire extinguishers, exit signs at the cinema.)

READING CHALLENGE!

Before the next class, do both of these:

1. Find any short text in your daily life – a WhatsApp from someone, a bank SMS, a bus ticket, a notice on a board, or a label on something you bought. Use the 5-Finger Check on it. Write the 5 answers here:

WHO: _____ WHAT: _____ WHERE: _____
WHEN: _____ WHY: _____

2. Find one real job ad (newspaper, online, ITI notice board).
Find all 6 facts: Role, Eligibility, Location, Salary, How to Apply, Deadline.
Bring the ad (or a photo) to the next class.

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can use the 5-Finger Check (Who, What, Where, When, Why) to read any short text properly.
- ☐ I know the 6 facts to find in a job ad: Role, Eligibility, Location, Salary, How to Apply, Deadline.
- ☐ I can recognise safety signs by their colour and shape without reading the words.



Answer Key

1B: Workshop Notice

- WHO: All Fitter and Welder trainees
- WHAT: Report for a safety video
- WHERE: Computer Lab
- WHEN: 10:30 AM today
- Bring: Notebooks and pens
- Mistake if he only reads “Welding Workshop”: He will go to the welding workshop (which is closed) instead of the Computer Lab.

1C: Medicine Label

- Children (keep out of reach)
- 1 tablet after food
- After food, every 6 hours
- 4 tablets maximum in 24 hours
- It should be stored in a cool, dry place.

2A: Job Ad:

- Welder (Gas & Electric), Fitter, Motor Mechanic (Vehicle)
- No – the ad asks for ITI passed in 2024, 2025 or 2026
- Chakan Plant, Pune, Maharashtra
- ₹12,000 per month + free lunch + transport from Pune city
- Walk-in interview on Monday 15 October, 9:30 AM–12:00 PM at Training Centre, Gate No. 2
- No – late entries after 12:00 PM are not allowed

3B: Safety Signs:

- Prohibition: A, H
- Warning: C, E
- Mandatory: B, F
- Emergency: D, G

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7.7

Writing for Work

In this lesson you will learn how to:

1. Write a clear, professional WhatsApp or text message for work.
2. Write a basic professional email for common work situations.
3. Fill a workplace form (like a leave application) without common mistakes.

A Message at 11:45 PM



Imagine this. Tomorrow is an important day at work.
You have a customer demo and your coworker Abhinav promised to help. At 11:45 PM, you get this WhatsApp from him:
"I am not coming tomorrow."

Tick how this makes you feel:

- ☐ Confused – he promised earlier today!
- ☐ Worried – why is he not coming?
- ☐ Annoyed – why message at midnight?
- ☐ Stuck – how will I manage the demo alone?

Discuss with a partner: When was the last time someone sent you an unclear message at work, college or home? How did you feel? What did you have to do next?

At work, unclear messages cause real problems. People think you are not serious, work gets delayed, teammates have to chase you for missing details, and trust goes down. In this lesson, we will learn how to write messages, emails and fill forms that are clear, complete and professional.

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1. Writing Clear Work Messages

1A: Anita's Two Messages

Anita works as a junior graphic designer at a small print shop. She wakes up with high fever. But today is the last day to send the ABC restaurant brochure designs for review.

She needs to:

- Tell her supervisor she is sick
- Ask her colleague Sakshi to finish the brochure work





Task 1: What Makes These Messages Work?
Both messages have the same 5 parts. Match each part to the correct line from Message 1:

Part	Line from Message 1
1. Greeting	A) Could you please ask Sakshi to finalise and send them? The files are in the "ABC" folder.
2. Reason (What happened?)	B) Thank you for understanding.
3. Impact (What is affected?)	C) Good morning ma'am,
4. Action (What needs to be done?)	D) I have a fever and cannot come to work today.
5. Polite Closing	E) The ABC brochure designs need to be sent for review today.

Task 2: Now break down Message 2 (to Sakshi) in the same way. Write the matching line in each row.

Part	Line from Message 2
1. Greeting	
2. Reason	
3. Impact	
4. Action	
5. Polite Closing	

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LET'S LEARN!

Every clear work message has these 5 parts:

Part	What it does
1. Greeting	Shows respect ("Good morning ma'am" / "Hi Sakshi")
2. Reason	Tells them what happened ("I have a fever")
3. Impact	Tells them what is affected at work
4. Action	Tells them what needs to be done and by whom
5. Polite Closing	Ends warmly ("Thanks" / "Sorry for the trouble")

If even one part is missing, the other person will have to ask you a follow-up question and that wastes everyone's time.

Quick tips:
- Avoid short forms like "hv nt", "wl b". Write full words.
- Keep your message to 3–4 short lines.
- Don't message late at night unless it is a real emergency.
- If your message is more than 4 lines, send an email instead.



1B: Your Turn – Write a Message

Situation 1: You need to leave 2 hours early today because you have to pick up your sister from the railway station. Write a WhatsApp message to your supervisor, Mr. Karim.
Write your message here:



Situation 2: You are absent today. You left your tool bag on the security table yesterday. You want your teammate, Arjun, to keep it safely inside his locker so it doesn't get lost.

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Swap workbooks with a partner. Check each other's messages for each situation using this checklist:



	Situation 1	Situation 2
Has a greeting?	☐	☐
Gives a clear reason?	☐	☐
Says what is affected?	☐	☐
Says exactly what needs to be done?	☐	☐
Has a polite closing?	☐	☐

You can now write a clear message. But sometimes a message isn't enough. You need to send an email. Let's see when.

2. Writing Professional Emails

2A: Message or Email?

A WhatsApp or text message is fine for quick, informal updates.
But sometimes you need to send an email instead.
Read each situation. Write T for text message or E for email.

Situation	T or E
1. Telling your supervisor you will be 10 minutes late because of rain	_____
2. Asking for one week of leave for a family wedding	_____
3. Saying “thank you” to a teammate for covering for you yesterday	_____
4. Sending your bank details to the office for salary processing	_____
5. Applying for a junior welder position at a new company	_____
6. Asking a coworker which canteen is open today	_____
7. Sending a quarterly work report to your manager	_____

Discuss with a partner: Which ones were hardest to decide? Why?

LET’S LEARN!

Use an email (not a text message) when:
- The matter is formal or official
- You need a clear written record (proof)
- You need to explain something in more than 4 lines
- You need to attach a file (resume, certificate, photo, report)
- You are writing to a company, HR, or someone you don’t know personally

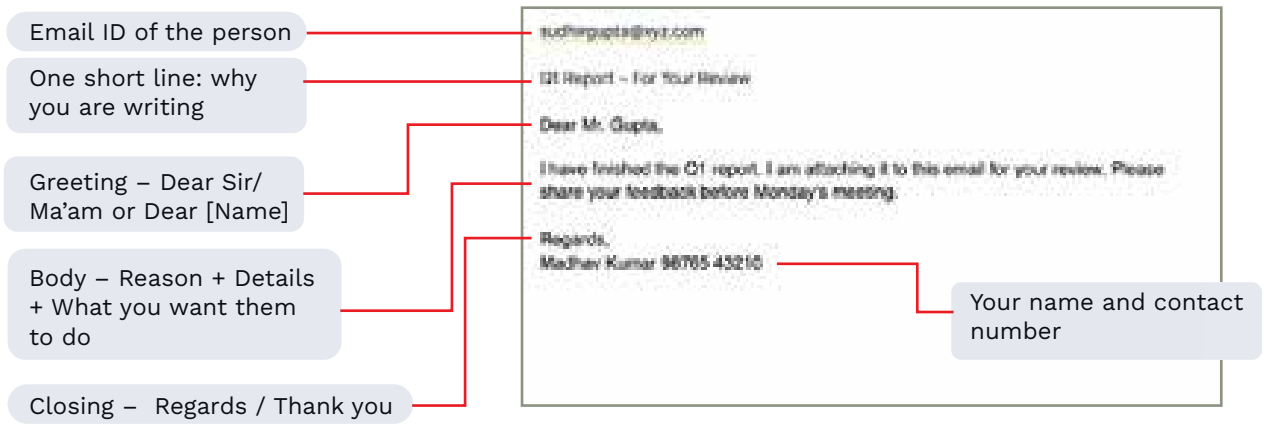
Use a text message when:
- The matter is small and urgent (like running late)
- The person already knows the background
- It can be said in 3–4 lines
- You are writing to someone you work with daily

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2B: The Parts of a Professional Email

Pick the Best Subject Line
The subject line is the first thing the reader sees in their inbox.
A good subject line tells them exactly why you are writing in 6–8 words.

Situation 1: You want one week of leave for a wedding out of town.
- ☐ A) Hello sir
- ☐ B) Leave
- ☐ C) Leave Request (1 Week) – Out-of-Town Wedding
- ☐ D) URGENT!!!



Situation 2: You are sending a work report to your supervisor for review.

☐ A) Report
☐ B) Weekly Work Report – For Review (8 January 2026)
☐ C) Please check my report
☐ D) Hi Sir, I am sending you my report

Situation 3: You are applying for a job and sending your resume.

☐ A) Hi – Need a job
☐ B) Job Application
☐ C) I am a Welder – Do you have a job?
☐ D) Application for Junior Welder – Resume Attached

LET'S LEARN!

A good subject line is:

- Short (6–8 words maximum)
- Specific ("Leave Request – 1 Week – Wedding", not just "Leave")
- Action-clear (the reader knows what you want – review, approve, read)

A bad subject line is vague, dramatic ("URGENT!!!"), or written like a sentence. Save the polite words for the email body, do not write a long sentence in the subject.

2C: Complete the Email

Situation: You are Ramesh Kumar. You have completed your ITI in Welding. You want to apply for a trainee job at a metal fabrication company. You saw their hiring notice on a job portal. Complete this email by filling in the blanks:

To: hr@metalworkscompany.com
Subject: _____
_____ , (Greeting)
My name is Ramesh Kumar. I have completed ITI in _____ in the year _____. I am writing to apply for the _____ position at your company. I can do basic welding (gas and electric), read simple drawings, and follow safety procedures. I am ready to join immediately. My resume is attached for your reference. Kindly let me know if you need _____.
Thank you for your time.
Regards,
_____ (Your name)
_____ (Your mobile number)

Coming up in Module 12: You will learn how to build your own one-page resume – the document you attach to emails like this one.

Swap with a partner and check each other's emails:

☐ Is the subject line short, specific, and clear?
☐ Is the greeting formal (Dear Sir/Madam, not "Hi")?
☐ Did they clearly say what job they are applying for?
☐ Did they end with their full name and mobile number?

Quick tip!
Using AI to Help You Write
If you are not sure about your English, you can use a free AI tool (like ChatGPT or Gemini) to help draft an email.

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A simple prompt you can try:
"Write a short professional email to [name or title] about [reason]. My name is [your name]. Keep it under 100 words."

Important:

- Try writing it yourself first. That's how you learn.
- Read what the AI produces. Change any details that don't fit your real situation.
- Never copy-paste names, numbers or facts without checking them.

3. Filling Workplace Forms

At work and in daily life, you will fill many forms – leave applications, bank forms, training registration forms, job application forms, hospital forms. Most rejected forms fail not because of skill, but because of small mistakes.

3A: Priya's Job Application Form

Once you find a job ad that fits, you may need to fill a form to apply for the job. A small mistake in the form can get your application rejected.

Look at the form Priya filled out.



Spot Priya's mistakes.
Write down all the mistakes you can find:

Position Applied for: _____

Full Name: priya sharma

Date of Birth: 5/12/03

Mobile Number: 98765 4321

Gender: ☐ Male ☑ Female ☐ Other

EDUCATION: ITI Trade: Welder Year of Passing: 2025

Apprenticeship: ☐ Yes ☐ No

DECLARATION Signature: Priya S.

Date: _____
Place: _____

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LET'S LEARN!

Five simple rules will save you from every common form mistake:

Rule	Why it matters
1. Read the whole form first	Some questions affect what you write in other sections.
2. Use BLOCK LETTERS (unless told otherwise)	Easier to read; reduces errors when staff enter data.
3. Write numbers carefully	One wrong digit in a mobile, Aadhar or PIN code makes you unreachable.
4. Don't leave blanks	If a section doesn't apply, write "NA" (Not Applicable).
5. Sign and date the form at the end. Don't forget the place.	Without your signature, date and place, the form is not a valid application.

Forms are not rejected because of poor English. They are rejected because of small, avoidable mistakes. Slow down. Treat each rule like a checklist.

3B: Fill Your Own Form

Now fill this small form correctly for yourself:

Field	Your Answer
Full Name (Block Letters)	_____
Date of Birth (DD/MM/YYYY)	____ / ____ / _____
Mobile Number (10 digits)	_____
ITI Trade	_____
Year of Passing ITI	_____
Signature	_____
Date	____ / ____ / _____
Place	_____

Swap workbooks with a partner. Check each other's form against the 5 rules. Tick what your partner did correctly:

- ☐ Used Block Letters for the name
- ☐ Wrote the date in DD/MM/YYYY format
- ☐ Wrote 10 digits for the mobile number
- ☐ Did not leave any blank
- ☐ Signed and dated at the end with the place

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REAL LIFE PRACTICE

Before the next class, do these:

1. Send one real professional message to your ITI teacher, supervisor, or family member at work. Use all 5 parts: Greeting, Reason, Impact, Action, Closing.
2. Find one real form in your life – a bank form, a registration form, a college form. Apply the 5 rules and fill it correctly.
   OR
3. Help someone else. Find a friend or family member who is filling a form. Use the 5 rules to check their form before they submit it.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can write a clear professional WhatsApp message using the 5 parts.
- ☐ I know when to send an email instead of a text and how to write a good subject line.
- ☐ I can fill a leave application or other workplace form without common mistakes.



Answer Key

1B: Message 1 parts:
- Greeting → C
- Reason → D
- Impact → E
- Action → A
- Polite Closing → B

Message 2 parts (sample answers):
- Greeting: “Hi Sakshi,”
- Reason: “I have a fever and cannot come to work for 2 days.”
- Impact: “The ABC brochure designs have to be sent for review today.”
- Action: “Can you please finalise and send them? The files are in the ‘ABC’ folder. Let me know once it’s done so I can tell ma’am.”
- Polite Closing: “Thanks so much for the help!”

2A: Message or Email?
1. T (quick, short, urgent)
2. E (formal request, needs record)
3. T (quick, friendly)
4. E (official, needs record)
5. E (formal, attach resume)
6. T (quick, casual)
7. E (formal, attach document)

2B: Best Subject Lines:
1. Situation 1: C
2. Situation 2: B
3. Situation 3: D

3A: Priya’s 5 mistakes:
1. Name written in lowercase, not block letters
2. Date of birth not in DD/MM/YYYY format (should be 05/12/2003)
3. Mobile number has only 9 digits (should be 10)
4. Apprenticeship section left blank (should mark Yes/No)
5. Date and Place left blank in the declaration

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8.1

Respecting Individual Differences

In this lesson you will learn:

1. What makes us who we are
2. How to recognise when someone is being judged unfairly
3. How to treat everyone fairly

1. What Makes Us Who We Are

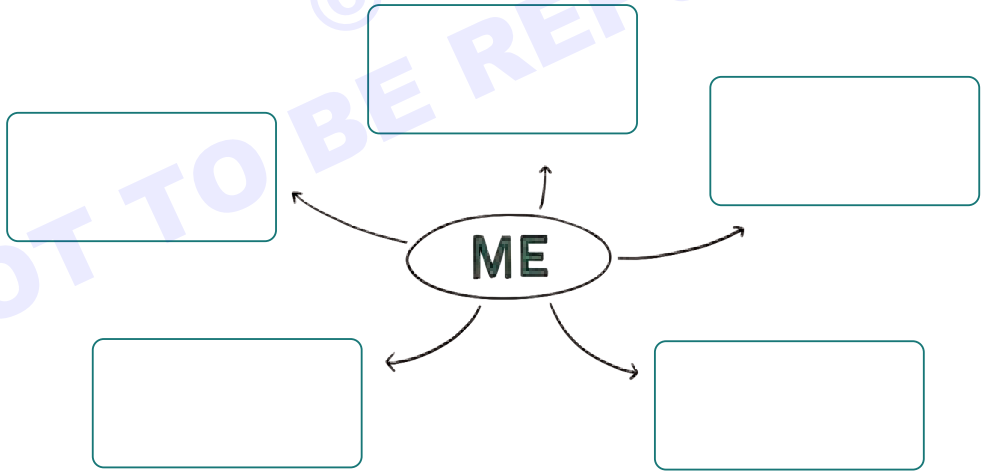
Look around your classroom. Some people may speak different languages. Some may come from different places. Some may have different interests or abilities. Even if we wear the same uniform or study in the same class, each person is different in their own way.

Understanding these differences helps us live and learn together peacefully.

1A: Who Am I?

Step 1: Think About Yourself
Create a map that is all about who you are (your identity).
Write or draw 5 things about yourself in the boxes given below.

You can include:
- Language you speak
- Clothes you are comfortable in
- Place you come from
- Skills you have
- Interests or hobbies
- Beliefs that matter to you



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Step 2: Share and Compare
Which parts of your identity feel most important to you? Why?

_____

Now, with the person sitting next to you, share your map.

Together, find:
- One thing that is the same - something you share in common
- One thing that is different - something unique to each of you

Write them here:

Same: _____

Different: _____



Discuss together:

- Were you surprised by what you had in common?
- Were you surprised by the differences?
- Did differences make the conversation interesting?

Look back at the 5 things you wrote about yourself. Ask yourself:

- Can everyone see all these things just by looking at you?
- Or are some things hidden unless you share them?

LET'S LEARN!

Your identity has two parts:

Visible Identity - Things people can notice easily, such as your appearance, language, clothing and physical ability.

Invisible Identity - Things others may not know unless you share, such as your beliefs, interests, family background, goals and experience.

Both are equally important. Identity is everything that makes you who you are – both visible and invisible. Understanding identity helps us see people as individuals, not labels. That's why we should not judge anyone quickly. There is always more to a person than what we can see.

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2. How to Recognise When Someone Is Being Judged Unfairly

When people notice differences, they may respond in many ways. Sometimes they are curious and polite. Sometimes they make quick judgments without fully understanding the person.

2A: Do These Situations Feel Fair?



Read each situation carefully. Tick if you feel the person in the situation might feel excluded or uncomfortable.

- ☐ A girl in the mechanics trade is told, "This trade is for boys."
- ☐ A student is teased because of the way they speak English.
- ☐ A student from a lower-income family is often left out of lunch plans.
- ☐ Food or water is not taken from a classmate because of their caste background.

Discuss with your partner:

- Which situations did you tick?
- Why do you think the person would feel excluded or uncomfortable?

Think and Answer

Have you ever seen or experienced something like this at your ITI, workplace, or community?

☐ Yes ☐ No

If yes, which situation was it most similar to?

_____

How did it make you (or the other person) feel?

_____

LET'S LEARN!

In all these situations, the person was judged quickly based on their gender, language, income, appearance, or caste - without anyone trying to understand them first.

When we see or hear about someone different from us, we sometimes make **assumptions.** We decide things about them without knowing if they are true.

When these assumptions are repeated again and again, they become **stereotypes.** Stereotypes are fixed ideas about a group of people. They push us towards quick judgments. And these judgments lead to bias, i.e. treating people unfairly because of who they are.

Example:
Assumption: *"Girls are not strong enough for the Mechanic Motor Vehicle (MMV) trade."*
Stereotype: *"The MMV is only for boys."*
Bias: *Telling a girl she cannot join the MMV trade.*

Bias can show up in small ways every day - the way we talk to someone, the jokes we tell, or the things we assume about people. Sometimes we don't even realise it. When we learn to see bias clearly, we can improve our behavior and treat everyone fairly.

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2B: Is This Bias?

Bias happens in many everyday situations. Read each example below and tick if it shows bias or not.

Example	Bias	Not Bias
1. A student is told they cannot be a team leader because of their religion	☐	☐
2. A trainer tells you your wiring is incorrect and asks you to fix it	☐	☐
3. A student with dark skin is called nicknames by classmates	☐	☐
4. Your supervisor asks you to wear safety gear because you forgot it twice	☐	☐
5. Someone's food or habits being made fun of	☐	☐

LET'S LEARN!

You have just identified bias in everyday situations. Recognizing bias is the first step. Once we see it clearly, we can choose to respond differently - with respect instead of judgment. In the next section, we will learn what respect looks like in action.

3. How to Treat Everyone Fairly

When we judge people unfairly, it creates problems. But when we treat everyone fairly, listen patiently, and include others, we create respect. Respect is not just what we think. It is what we do.

3A: What Does Respect Look Like?



Read each situation given below. Tick one option for each: Respect or Not Respect.

Situation	Respect	Not Respect
1. Using a classmate's correct name, even if you have heard it for the first time	☐	☐
2. Asking someone to change their language or accent so others feel "comfortable"	☐	☐
3. Sharing tools and tasks equally with all students, regardless of gender	☐	☐
4. Laughing when someone's food habits or lunch are different	☐	☐
5. Listening patiently when someone explains their point slowly	☐	☐



Discuss with your partner: Which situations did you find easiest to identify? Were any confusing?

LET'S LEARN!

Respect is shown through small, everyday actions. Here are some Do's and Don'ts:

DOs

- Call people by their correct name.
- Listen fully, even if someone speaks slowly or differently.
- Share tools, space, and tasks fairly in class and workshop.
- Include everyone in group work, lunch, and discussions — regardless of gender, language, caste, religion, or background.

DON'Ts

- Use nicknames that hurt someone's identity.
- Make jokes or comments about some one's food, language, or beliefs.
- Avoid people because they are "different" from you.
- Decide someone's ability based on how they look, where they come from, or their gender.

Respect does not mean agreeing with everyone. Respect means treating people fairly, even when they are different from you.
Being respectful is not only about being polite. It also means speaking up or helping when someone is being treated unfairly.

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3B: What Would You Say or Do?

For each situation below, there are two responses. Choose the response you think is respectful. Then reflect on your own behavior.

Situation 1: You hear someone making a joke about another student's language or accent.

Response 1: *"Yeah, the way you speak is funny. Learn how to speak correctly first."*	**Response 2:** *"That joke is not okay. Everyone speaks differently. Let us be respectful."*

1. Which response shows respect?

☐ Response 1 ☐ Response 2

2. Think honestly: Have you ever made a joke like this or laughed along?

☐ Yes ☐ No

3. If yes, what will you do differently next time?

_____

_____

Situation 2: Your group is planning a project that needs money. One member is worried because they cannot afford to pay.

Response 1: *"Let's find a way that works for everyone. We can reduce cost or do it differently."*	**Response 2:** *"If you don't have money, why did you join this group?"*

1. Which response shows respect?

☐ Response 1 ☐ Response 2

2. Think honestly: Have you ever made someone feel bad about not having money or resources?

☐ Yes ☐ No

3. If yes, what will you do differently next time?

_____

_____

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LET'S LEARN!

Responding to unfair treatment does not mean fighting. It means using calm, respectful words to make your workspace safe and fair for everyone.

Here are three simple steps you can practise to be respectful:

1. Acknowledge	2. Name the Problem (Calmly)	3. Redirect
Show that you have noticed the situation	Say what is not okay, without attacking the person	Suggest a better way forward
• *"Wait."* • *"Can I say something?"*	• *"That joke is not okay."* • *"This comment can hurt someone."*	• *"Let's speak respectfully."* • *"Let's include everyone."*

Small actions, done with respect, can stop bias early and help everyone feel safe and included.

MY INCLUSION COMMITMENT



This week, I will take one action to respect differences and support others.

Choose ONE action you will commit to:

- ☐ Use people's correct names, even if they are new or difficult to pronounce
- ☐ Include someone who is sitting alone or being left out
- ☐ Speak up calmly when I hear a disrespectful joke or comment
- ☐ Listen patiently when someone speaks differently or takes time to explain
- ☐ Share tools, space, and tasks fairly with everyone regardless of gender or background

Observe the World Around You:

Over the next week, notice moments of respect and disrespect in your ITI, workplace, or community. Write one example of each.

1. One moment of respect I noticed:

_____

2. One moment of disrespect I noticed:

_____

WHAT I LEARNT TODAY



Tick what you feel confident about:

- ☐ I understand that everyone has a unique identity - both visible and invisible.
- ☐ I can recognize when someone is being judged unfairly.
- ☐ I know what respectful behavior looks like in everyday situations.
- ☐ I can speak up calmly when I see bias or unfair treatment.
- ☐ I have committed to one action to respect differences and support others.

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Answer Key

2A: Do These Situations Feel Fair?
All options make people feel uncomfortable or excluded

2B: Is This Bias?
1. Bias
2. Not Bias
3. Bias
4. Not Bias
5. Bias

3A: What Does Respect Look Like?
1. Respect
2. Not Respect
3. Respect
4. Not Respect
5. Respect

3B: What Would You Say or Do?
Situation 1: Response 2
Situation 2: Response 1

8.2

Working in Diverse Teams

In this lesson, you will learn:

1. What makes a team diverse
2. Why is diversity important at work
3. What inclusive behaviour looks like and how to act on it

1. What Makes a Team Diverse

You work in groups every day whether in class or during practicals. Look around the room. Have you ever wondered how different the people around you are? Where are they from? What are they good at? How do they think? What have they experienced?

Let us find out.

1A. Diversity Bingo

Go around the classroom and find a classmate who matches what each box says. Write a different name in each box.

Speaks a language different from you:	**Is good at explaining things to others:**	**Is from a different state than you:**
_____	_____	_____
Has worked before joining ITI:	**Is good with machines/tools:**	**Learns quickly by watching how something is done:**
_____	_____	_____
Has a hobby different from you:	**Good at organising and planning:**	**Is comfortable speaking in front of a group:**
_____	_____	_____

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Think and Answer
What did this activity show about your classroom? Tick all that apply:

- ☐ A. Everyone is almost the same
- ☐ B. Everyone has different strengths and experiences
- ☐ C. Only some students are talented

LET'S LEARN!

You must have noticed that no two people in the room are the same. This is what diversity looks like. People bring different backgrounds, skills, languages, experiences and ways of thinking to the same space.

A group made up of such different kinds of people is called a **diverse team.**

2. Why Diversity is Important at Work

You have seen how different everyone in your class is. Now imagine all of those different strengths showing up together in a workplace. Let us see what that looks like.

2A. More Voices, Better Ideas

Shaheen and Arjun run a small travel company. Business has been slow but their team is diverse. They hold a team meeting to brainstorm new travel packages. Here is what each person suggests:



- ***Fatima**, grew up in a village*



- ***Ravi**, older and religious*



- ***Sunita**, a young woman who travels alone*



- ***Deepak**, has a physical disability*

Look at the illustration above and answer: What do you think are the advantages of having a diverse team?

_____

_____

LET'S LEARN!

This is what diversity does for a team at work. When people bring different skills, strengths and ways of thinking to the same task, the team can:

- Solve problems faster
- Make fewer mistakes
- Share the workload more fairly
- Learn from one another

This is why workplaces that value diversity consistently produce better results. Diversity, however, is not enough. Having different people in a team is good. But what if some people never get a chance to speak? Some ideas are ignored? Credit is not shared? Then the team is diverse but not inclusive.

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3. What Inclusive Behaviour Looks Like and How to Act on It

We now know that a diverse team produces better results but inclusion ensures everyone gets a real chance to speak and contribute.

3A. What is the Difference?

Read the two situations below.

Company A hires women, people from different states and people with disabilities. But in meetings, women rarely get to share their ideas. Employees from other states are given less important tasks. The employee who uses a wheelchair has never been asked to present to clients.



Company B also hires women, people from different states and people with disabilities. Every person speaks before a decision is made. Tasks are assigned based on skill. When the employee who uses a wheelchair wanted to present to clients, the company made sure the venue was accessible and he had everything he needed.



Think and Answer
Both companies are diverse. Which one is inclusive? How can you tell?

_____

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LET'S LEARN!

Both companies had diversity, however only one company was inclusive. **Inclusivity** means actively creating space for every person to participate, share and contribute regardless of their background, gender, language or personality, just like Company B.
Exclusion happens when certain people are consistently left out of discussions, given less important work or made to feel that their contributions do not matter.

Here is what inclusive and non-inclusive behaviour looks like in a team:

Inclusive Behaviour	Non-Inclusive Behaviour
• Listening fully when someone speaks	• Talking over or interrupting others
• Inviting teammates to share their ideas	• Ignoring people who do not speak up
• Being kind when someone makes a mistake	• Laughing at or dismissing mistakes
• Respecting different accents and languages	• Mocking how someone speaks
• Sharing tools and responsibilities fairly	• Always taking the easier tasks for yourself
• Speaking politely even during disagreement	• Rejecting ideas rudely

Recognising inclusive and non-inclusive behaviour is the first step. The next step is knowing what to do when you see it happening.

3B. What Would You Say?

Nandini had been working on a group project for two weeks.



The manager told her not to do the final presentation because her Hindi was weak.



While she had done all the research and planning, the other members did the presentation and got credit.



Nandini was very disappointed by this.

Think and Answer

1. What is happening here? _____

2. What could you say: to the supervisor, to your teammate or to Nandini directly?

   To the Supervisor: _____

   To your teammate: _____

   To Nandini: _____

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LET'S LEARN!

Look at the phrases below. These are simple ways to respond when you notice someone being left out.

What is happening	What you could say
Someone's idea is dismissed	"I think that point deserves more discussion. [Name], can you say more?"
Credit is not being shared	"I want to mention that [name] did a significant part of this work."
Someone is always given less important tasks	"Let us think about how we are dividing this. Is everyone getting a fair opportunity?"

3C. The Workshop Challenge

Speaking up is one way to act on inclusion. Another way is to be inclusive in how you work with others in a team. In the activity below, you will work as a group to complete a task and make sure every team member contributes based on their strengths.
Your ITI batch has been asked to set up a 'Safety Awareness Corner' in your workshop. The goal is to help newer students learn about safety rules. Your group must complete the following:

- List the most important safety rules for your trade
- Create a simple display or poster explaining these rules
- Decide how the corner will be organised so students can use it easily
- Present the plan to the rest of the class

Before you begin, discuss as a group:
What is each person good at- writing, drawing, speaking, organising, explaining?
Divide the tasks based on each person's strengths.

Team Member	Their Strength	The Task They Will Do

After the task, reflect:
1. Did everyone in your group get a chance to contribute?

- ☐ Yes
- ☐ Mostly
- ☐ Not really

2. One thing I would have done differently to be make this activity more inclusive:

_____

_____

MY COMMITMENT

Think about your next practical or group task.



One inclusive action I will try:

_____

_____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I can describe what makes a team diverse.
- ☐ I understand why diversity leads to better results at work.
- ☐ I can tell the difference between inclusive and non-inclusive behaviour in a team.
- ☐ I can use inclusive communication to make space for everyone.

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Answer Key

1A: Diversity Bingo
B

3A. What is the Difference?
Company B

3B. What Would You Say?
1. Exclusion

8.3

My Values, My Rights, My Choices

In this lesson, you will learn:

1. How values shape our behaviour
2. How shared constitutional values protect fairness and dignity
3. How to use values, and rights to make decisions

1. How Values Shape Our Behaviour

1A. What Would You Do?

You and your classmate are working on a practical assignment in the workshop. Your classmate accidentally damages a tool. The instructor asks who used the tool last. Your classmate whispers to you: *"Please do not say anything. If the instructor finds out, I will get into trouble."*

What would you do?

- ☐ Tell the truth
- ☐ Stay silent
- ☐ Blame someone else
- ☐ Help your classmate fix the tool quietly

Discuss with your partner:
Why did you choose that option?



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LET'S LEARN!

Every day we make choices. For example:

- How we speak to others
- Whether we help a teammate
- Whether we admit a mistake

These choices are guided by our values. **Values** are beliefs that guide our choices and behaviour. They influence how we speak, act and treat others at home, in class and at work. Knowing our values helps us make better decisions, especially in difficult situations.

1B. What Are My Values?

Step 1: Sort Your Values

Here is a list of values. →

Sort these values in the table given below:

Honesty	**Kindness**	**Hard Work**
Respect	**Fairness**	**Responsibility**
Loyalty	**Courage**	**Teamwork**

Very Important To Me	Important To Me	Not Important To Me

From all the values, choose ONE that feels most important to you.
Why is this value important to you?

_____

_____

Step 2: Share and Compare

Share your most important value with the person sitting next to you.
Was their most important value the same as yours?

☐ Yes ☐ No

You and your partner may have chosen differently because different people have grown up with different experiences, families and influences.

Now, let us see how values affect our actions and behavior.

1C. Values in Action

Read the situations below and answer the following questions.

Situation 1

A student finishes his work early. He sees his peer struggling but goes outside to use his phone instead of helping. This results in the work getting delayed.

Which value is missing?

_____



Situation 2

A trainee makes a mistake during practice. Others laugh at this. After that, the trainee stops asking questions.

Which value is missing?

_____



Situation 3

Two students are given group work. One does all the work. The other takes full credit.

Which value is missing?

_____



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LET'S LEARN!

In all three situations, the work suffered not because of a lack of skill, but because of a missing value. When values are present, people feel safe, and motivated to do their best.

Values are not only personal. Societies also share certain values that help people live together fairly.

2. How Shared Constitutional Values Protect Fairness and Dignity

Just like individuals have values, a country also shares common values. In India, these values are reflected in our Constitution, which guides how people are treated in society.

2A. Does This Feel Right?

Look at each illustration below. For each one, answer the questions that follow.



What is wrong with this situation?

_____

_____

_____

_____



What do you see?

_____

_____

_____

_____



What do you see?

_____

_____

_____

_____

With the person next to you, discuss: Which picture shows people being treated fairly? Which picture shows people not being treated fairly? Why?

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In Picture 1, a student is being turned away because of her gender, not her ability.
In Picture 2, a student with a disability has been given tools that allow them to work like everyone else.
In Picture 3, students from different backgrounds are being treated as equals.

These pictures show us something important: Fairness does not always mean treating everyone exactly the same. Sometimes it means making sure everyone has what they need to participate equally.

The Preamble of the Indian Constitution highlights four important values:

Equality: Everyone is treated the same, without discrimination based on gender, caste, religion or background.
Liberty: Everyone has the right to speak, think and express themselves without fear.
Justice: Decisions are made fairly, based on facts and not bias.
Fraternity: We respect, support, and live peacefully with one another, despite our differences.

The Constitution is not just for courts and government. It guides daily life in classrooms, workshops, hostels, and workplaces.

2B. Rights that Protect You

Constitutional values help make sure that people have safety and dignity. Based on these values, there are some rights given to all citizens. This ensures that they can lead their lives in peace and harmony in a country. These are called **Fundamental Rights**.

Below are six Fundamental Rights on the left. On the right are examples of what each right looks like in real life in your ITI or at work. Draw a line to match each right with its correct meaning.

Fundamental Rights	Rights in your ITI/ Workplace
1. Right to Equality	a. Freedom to express opinions respectfully at work
2. Right to Freedom	b. No discrimination in apprenticeships, hiring, or training
3. Right Against Exploitation	c. Students study and learn without discrimination
4. Right to Freedom of Religion	d. If a right is denied or taken away, a person can approach the court to get it protected
5. Cultural & Educational Rights	e. No forced labour; safe and fair working conditions
6. Right to Constitutional Remedies	f. Freedom to practise one's religion without interference

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LET'S LEARN!

So far we have learnt two things:
- Values guide how we treat others.
- The Constitution protects our rights as citizens.

Knowing these is the first step. Using them to make better decisions in real situations is next.

3. How to Use Values and Rights to Make Decisions

Each of the values, and rights we discussed are important in our workplace. Sometimes we may see situations where someone is treated unfairly or a value is ignored. In such moments, our values can guide our response.

3A. When Something Feels Wrong

Aman is asked to operate a machine without safety gloves. Others say it is normal.

Step 1: Which value is being ignored?

- ☐ Safety
- ☐ Responsibility
- ☐ Respect



Step 2: Which right helps protect fairness in this situation?

- ☐ Right to safe working conditions
- ☐ Right to equal pay
- ☐ Right to freedom of expression

Step 3: What could Aman do?

- ☐ Ask for safety gear before starting the task
- ☐ Inform a supervisor or trainer
- ☐ Go along with it since everyone else does
- ☐ Refuse the task until proper gear is provided

LET'S LEARN!

Making value-based decisions at work does not always require big actions. Often it is about small, timely actions that support fairness. You can use this simple approach when facing difficult situations:

Step 1: Pause — Before reacting, take a moment to understand the situation
Step 2: Name it — Identify clearly what is wrong or unfair. Which value is missing? Which right may be affected?
Step 3: Respond — Choose a response that reflects your values. This does not always mean confronting someone directly. Focus on taking a responsible and thoughtful action.

Depending on the situation, your response could include:

- supporting the person affected
- speaking to a supervisor or trainer
- refusing unsafe or unfair work

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MY VALUES COMMITMENT

One Rule I WIll Follow:



If you had to create a rulebook for your workplace, which rule do you think would be the most important?

My most important workplace rule:

_____

Why is this rule important to you:

_____

Choose **ONE action** you will commit to in your ITI, at home or in any future workplace:

- ☐ Speak up calmly when I see someone being treated unfairly
- ☐ Treat every person with the same respect, regardless of background or gender
- ☐ Share work and credit fairly in every group task

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand that values guide how we behave with others in our personal and professional life.
- ☐ I know the key Constitutional values (equality, justice, freedom, fraternity) and what they mean in daily life.
- ☐ I know how to respond when my values are being challenged at work.
- ☐ I can connect values and rights to real workplace situations and decisions.

Answer Key

1C: Values in Action
Situation 1: Responsibility / Teamwork
Situation 2: Kindness / Respect
Situation 3: Fairness / Honesty

2B: Rights That Protect You
1. b
2. a
3. e
4. f
5. c
6. d

3A: When Something Feels Wrong
Step 1: Responsibility
Step 2: Right to safe working conditions
Step 3: Ask for safety gear before starting the task, Inform a supervisor or trainer, Refuse the task until proper gear is provided

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8.4

Gender at Work - Challenging Gender Stereotypes

In this lesson, you will learn:

1. What are gender stereotypes
2. What is the impact of gender stereotypes at work
3. How to support gender equality at work

1. What are Gender Stereotypes

1A. Who Does This Job?



Think about the different jobs people do around you. For each job below, tick who you think can do it well.

Job	Man	Woman	Anyone
Plumber	☐	☐	☐
Electrician	☐	☐	☐
Machinist	☐	☐	☐
Tailor	☐	☐	☐
Driver	☐	☐	☐
Teacher	☐	☐	☐

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Think and Answer:

1. Were there any jobs where you automatically thought of only one gender? Which ones?

_____

_____

2. Do you think a person's gender actually determines whether they can do these jobs well? Why or why not?

_____

_____

_____

LET'S LEARN!

If you found yourself automatically associating certain jobs with certain genders, you are not alone. These fixed ideas about what different genders can or should do are called **gender stereotypes**. They are not based on ability. They are assumptions that people have repeated so many times that they start to feel like facts.

But where do these ideas come from? Let us explore.

1B. Where Do These Gender Ideas Come From?

Look at the three images below. For each one, answer the questions that follow.



1. What do you see?

_____

_____

_____

2. What do you think about it?

_____

3. How does it make you feel?

_____



1. What do you see?

_____

_____

_____

2. What do you think about it?

_____

3. How does it make you feel?

_____



1. What do you see?

_____

_____

_____

2. What do you think about it?

_____

3. How does it make you feel?

_____

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With the person sitting next to you, discuss:

- Which image felt most familiar to you?
- Have you seen or experienced something like it?
- Do you think these messages affect the choices a person makes about work?

LET'S LEARN!

From childhood, we receive messages about what different genders should do and should not do. These messages come from family, films, social media and the world around us. These are not facts. They are ideas about gender that have been repeated so many times that they start to feel true. It creates and strengthens gender stereotypes. They were created by society and they can be changed by society. And, it starts with the choices each of us makes every day.

2. What is the Impact of Gender Stereotypes at Work?

We now know what gender stereotypes are and where they come from. But stereotypes shape decisions, behaviour and opportunities. Let us see what that actually affects people at work.

2A. One Workplace, Many Impacts

Read the situations on the next page. For each one, answer the questions that follow.

Situation 1

Kavya has just joined the mechanic trade at her ITI. On the first day, her trainer looks at her and says, *"Are you sure you are in the right class? This trade is physically quite demanding."* None of the male students are asked this question.



What assumption is being made about Kavya?

_____

How might this affect Kavya's confidence and participation going forward?

_____

Situation 2

Ramesh works as a tailor in a garment factory. When he tells his friends he enjoys his work, they laugh and say, *"This is women's work. Are you not embarrassed?"* Over time, Ramesh starts telling people he is looking for a different job even though he is skilled and happy in his role.



What assumption is being made about Ramesh?

_____

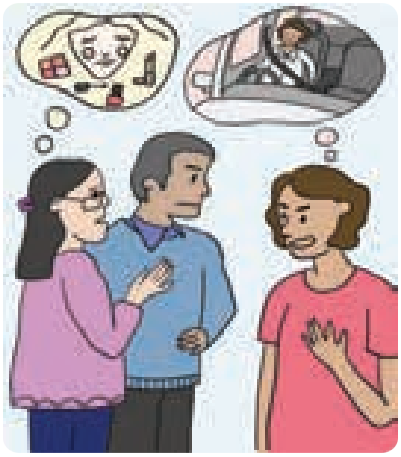
How might this affect Ramesh's confidence and participation going forward?

_____

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Situation 3

Aryan, who is non-binary (does not identify as a man or woman) talks to their parents about wanting to work as a driver but their parents suggest something like art work or beautician as that is more suited to their identity.



What assumption is being made about Aryan?

_____

How might this affect Aryan's confidence and participation going forward?

_____

LET'S LEARN!

In all three situations a stereotype led to an unfair outcome. Each one was judged not on their ability or interest but on assumptions about their gender. That is how gender stereotypes get in the way of people doing what they are actually good at.

When stereotypes are present:

- Skilled people lose confidence and opportunities
- Teams lose talent and different opinions
- Talented and motivated people are overlooked

When we challenge gender stereotypes, everyone benefits. It is fair to individuals, makes teams stronger, and workplaces better for all. Let us see some ways to challenge the stereotypes.

3. How to Support Gender Equality at Work

One way to fight discrimination at work is by treating people equally. Equality is one of the four core values of our Constitution.

Equality means everyone gets the same thing – the same jobs, the same training, the same pay for the same work, the same chance to grow. But is treating everyone the same always enough?

3A. Is the Same Always Enough?

Look at the two images below. With the person sitting next to you, discuss what you see.





Think and Answer:

1. In Picture 1, all three people had the same wooden plank. Did this work for everyone? Why or why not?

_____

_____

2. In Picture 2, what changed? Who got what?

_____

_____

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LET'S LEARN!

In Picture 1, every person had the **same** number of wooden planks. But because the people were of different heights, one plank did not work for everyone. In Picture 2, each person got the number of planks that **matched their need**. Now all three could see the game.

This shows us that **giving everyone the same thing is not always enough**. When people start from different places, they may need different kinds of support to succeed.

The same is true for gender at work.

Some people face more barriers because of their gender. They may need extra support to have an equal chance. For example -

- A woman starting in a male-dominated trade (where most workers are men) may need extra encouragement and a mentor (an experienced person who guides and advises).
- A man working in a job seen as "women's work" (like tailoring or nursing) may need support to ignore people making fun of him.
- A non-binary person may need a workplace that openly accepts who they are.

Gender equality at work means more than just giving everyone the same opportunities. It also means making sure everyone can actually take those opportunities.

3B. Practising Equality in Team Tasks

Situation: During a group task, your trainer divides the work by saying: "Let the boys handle the tools. The girls can write the report."



What would be a fair response?

- ☐ "Let us divide tasks based on skills and training."
- ☐ "Yes, that makes sense."
- ☐ Say nothing. It is the trainer's decision.

Now, let us look at some fair responses that can be used in situations like these.

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	If you see this	You can say this
	Someone being told a trade is not for their gender	"Skills are not determined by gender. Give them a chance."
	Someone being teased for doing work associated with another gender	"There is no such thing as men's work or women's work."
	Tasks being divided by gender, not skill	"Let us assign tasks based on what each person is good at."

	Someone's idea being dismissed because of their gender	"I think that idea deserves more discussion."
	Someone being excluded or made uncomfortable because of who they are	"Everyone deserves a fair chance here."

Small actions taken consistently are what change workplaces. We do not need to be a manager or a policy maker to support gender equality. We can start in our ITI, in our group tasks and in the way we speak about and to our classmates.

3C. Personal Reflection

Think about your own behaviour. Have you ever:

1. Assumed someone cannot do something?

_____

2. Seen someone treated differently?

_____

3. Stayed silent when something felt unfair?

_____

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MY COMMITMENT

Choose ONE action you will commit to:



- ☐ Speak up the next time I hear a gender stereotype or see someone being treated unfairly because of their gender
- ☐ Make sure tasks in my group are divided by skill and interest, not gender
- ☐ Support a peer/colleague who is being treated unfairly because of their gender
- ☐ Examine one of my own assumptions about gender and actively question it

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand what gender stereotypes are and where they come from.
- ☐ I know that gender stereotypes affect everyone.
- ☐ I can recognise gender-based discrimination in workplace situations.
- ☐ I know specific actions I can take to support gender equality at work.

8.5

Safe and Respectful Workplaces

In this lesson, you will learn:

1. What a safe and respectful workplace means
2. How to recognise harassment
3. How the POSH act protects workers
4. What to do if you experience or witness harassment

1. What a Safe and Respectful Workplace Means

We spend a large part of our lives at work or in training. How that space feels matters a lot. When we feel safe, respected and valued, we work better. We are also more likely to stay on the job. Let us start by thinking about what makes a workplace feel the way it does.

1A. Think About This



Think about a place where you felt comfortable working or learning.
Which word below best describes that place? Circle one or write your own.

Friendly **Helpful** **Respectful** **Fair** **Supportive** **Other: _____**

Now think about the behaviours that make a workplace feel that way.
Read each behaviour in the table below. Tick how you think it would make you or others feel.

Behaviour	Safe & Respected	Uncomfortable or Unsafe
1. People speak politely with each other	☐	☐
2. A senior shouts at workers and insults them when they make a mistake	☐	☐
3. A supervisor listens when you ask a question and explains patiently	☐	☐
4. A coworker takes credit for someone else's work without acknowledging them	☐	☐
5. A trainee is mocked in front of others for asking a question	☐	☐
6. Everyone is treated in a fair way, no matter where they come from	☐	☐
7. Tasks are assigned based on skill and interest	☐	☐



Discuss with a partner: Which behaviours make people feel uncomfortable or unsafe? Why?

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LET'S LEARN!

A safe and respectful workplace is one where everyone feels comfortable, valued and free from fear. It is built by being aware of our everyday behaviours like how we speak, how we treat others and how we respond when something feels wrong.

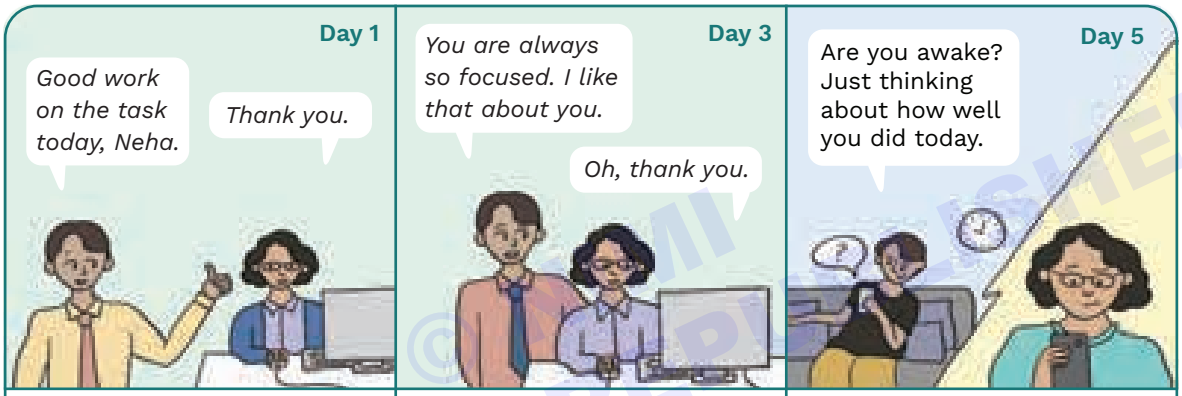
Some of the behaviours can make you feel more than just uncomfortable. They have a name, and it is important to recognise them. Let us look at them more closely in the next section.

2. How to Recognise Harassment

In this section you will learn to recognise when behaviour crosses a line and what that behaviour is called.

2A. When Behaviour Becomes Uncomfortable

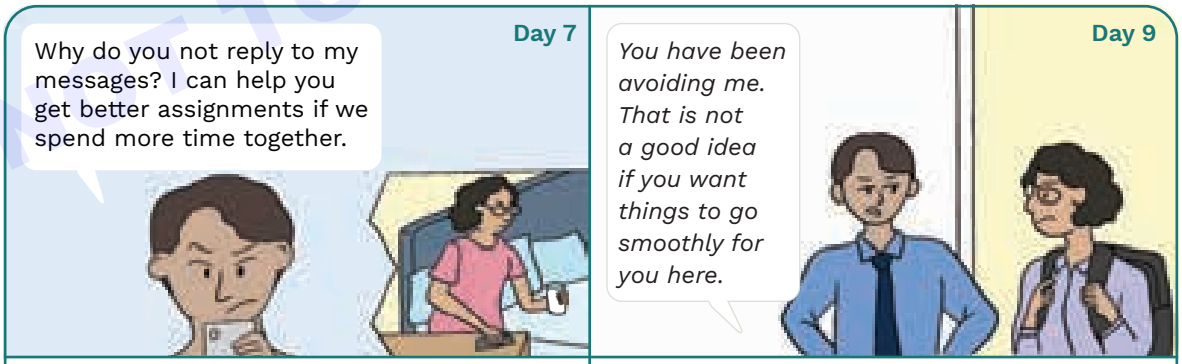
Read the conversation below. It takes place over several days between Neha, a trainee, and Suresh, a senior staff member at her ITI.



Suresh appreciates/ compliments Neha's work.

Suresh compliments Neha.

Suresh sends a message at 10PM. Neha doesn't reply.



Suresh sends another message. Neha reads the message and puts her phone down.

Suresh approaches Neha before class. Neha says nothing and walks away

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Now answer the following questions:

1. At which point in this conversation did Suresh's behaviour start to feel wrong to you? In one line, explain why.

_____

2. Suresh said his messages were friendly and meant to help Neha. Does that make his behaviour okay? Why or why not?

_____

3. What made it difficult for Neha to respond or speak up?

_____

LET'S LEARN!

In this conversation, the behaviour did not start with something obviously wrong. It changed slowly from a compliment to messages late at night to a threat. This is one way harassment can happen. Sometimes it begins with something that feels small and gets worse over time. In other cases, behaviour may be clearly inappropriate from the beginning. We all have personal limits about space, words, touch and messages. Because of this, behaviour that looks like a joke or casual comment to one person may make someone else feel uncomfortable or unsafe.

When someone's behaviour makes another person feel unsafe, threatened or humiliated, it is called **harassment**. When this behaviour is of a sexual nature whether in words, actions, gestures or messages, it is called **sexual harassment**.

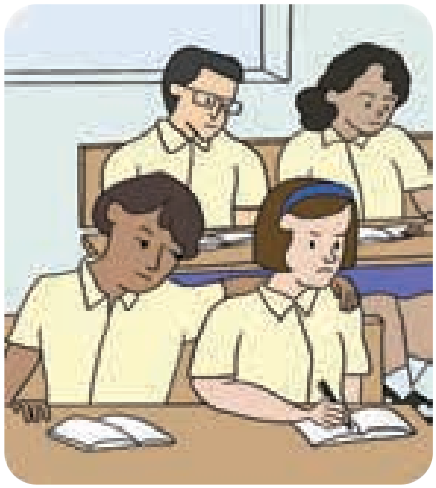
These are not rare. They can happen in classrooms, workshops and workplaces every day. Let us look at the different forms they can take.

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2B. Have You Seen This?

Read each situation below. Tick those you have seen happen around you or experienced it yourself.

- ☐ Someone making repeated comments or jokes about how a person looks
- ☐ Someone staring at a person in a way that makes them uncomfortable
- ☐ Unwanted touching like a hand on the shoulder, back or arm
- ☐ Jokes or messages or images or videos of sexual nature sent on WhatsApp or social media
- ☐ Someone asking a person for a personal or sexual favour
- ☐ Someone promising better tasks, promotion, or grades in exchange for a personal favour
- ☐ Someone threatening or treating a person unfairly because they refused such a favour



LET'S LEARN!

All these behaviours have one thing in common: the person receiving the behaviour did not freely agree to it.

This is the difference between consent and pressure. **Consent means a person freely and clearly agrees**. When someone feels they have no choice because of fear, power or repeated pressure, that is not consent.

For example: If a supervisor says someone will get better assignments/promotion only if they spend time with them outside work, that is sexual harassment. It does not matter whether the employee agrees out of pressure or fear, the demand itself is wrong.

Sexual harassment is a serious crime that harms both people and their workplaces. This is why the law provides protection against it at work.

3. How the POSH Act Protects Workers

India has a law called the **POSH Act**. POSH stands for Prevention of Sexual Harassment at the Workplace. The law was passed in 2013 to protect women from sexual harassment at work While the law specifically protects women, many organisations create policies that protect people of all genders, helping build a safe workplace for everyone.
The POSH Act explains where the law applies, who handles complaints and how people can report incidents.

Let us understand this through some situations.

3A. Where Does the Law Apply?

Meena works in an office.



During the day, she travels to work in the company cab.



She works at her office desk.



She visits a client's office for a meeting.



She returns home in the company cab.

Which of these places count as Meena's workplace? Tick.

- ☐ Company cab (to and from work)
- ☐ Her office
- ☐ Client's office

LET'S LEARN!

What the Law Says

A workplace is not just the office or workshop. It includes any place connected to your work including the office/ workshop/ factory, field locations, client sites and transportation provided by the employer.

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3B. Who Can Be Complained Against?

Alice calls a repair person to fix the office air conditioner. While working, the repair person makes an inappropriate comment and asks her to come close to him. The repair person does not work for Alice's company.



Can Alice still make a complaint under the POSH Act?

☐ Yes

☐ No

LET'S LEARN!

What the Law Says

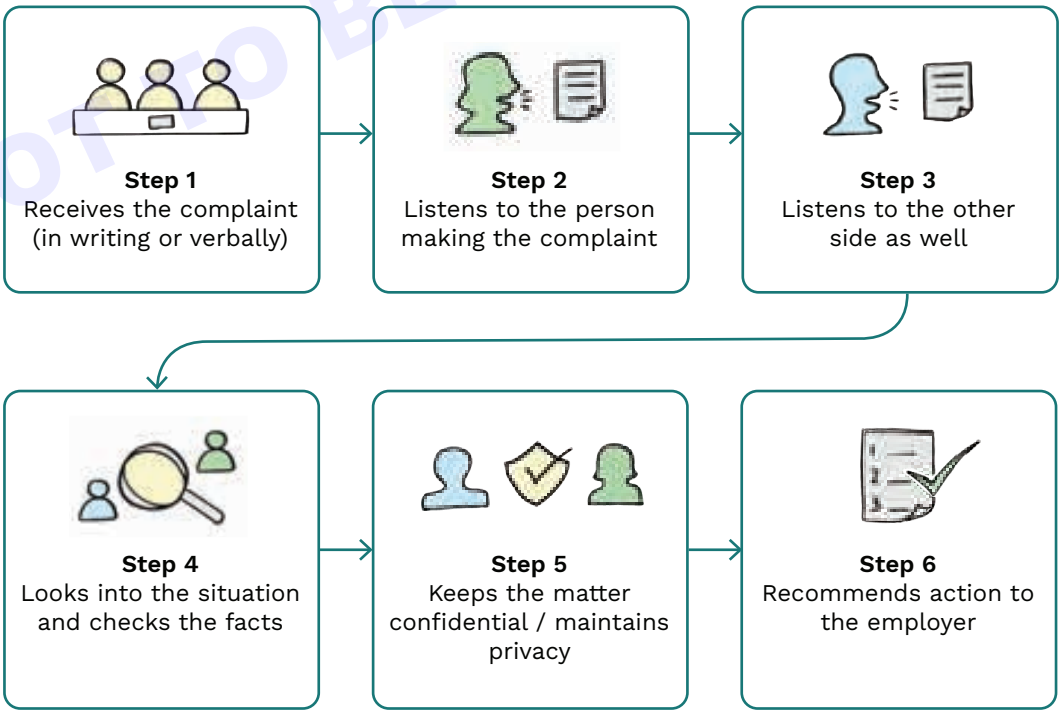
A complaint can be made against anyone who behaves in a sexually inappropriate way at the workplace. This could be a co-worker, senior, or manager. It could also be someone who does not work in the company, such as a from a customer, contractor, service worker, or visitor. The POSH Act still protects the person facing harassment in all these situations.

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3C. Who Handles Complaints?

Every organisation with 10 or more employees must have an Internal Committee (IC). This is a small group of people responsible for handling harassment complaints fairly and privately. If a workplace has fewer than 10 employees, the complaint can be made to the Local Complaints Committee (LCC) in the district.

When someone reports harassment, the Internal Committee:



The law sets clear time limits for each stage of the process so that complaints are handled without delay.

If the complaint is found to be valid, the IC can recommend actions ranging from a written apology to suspension or termination, depending on the seriousness of the matter. The employer is required to act on the recommendation.

What Stops People from Making Complaints / Speaking Up
One thing that stops many people from speaking up is the fear that doing so will make things worse, that they will be treated differently, given less work or made to feel unwelcome. This is called **retaliation** and it is illegal. The POSH Act specifically protects anyone who makes a complaint from being punished or treated unfairly because they spoke up. If retaliation happens, it can itself be reported as a separate violation.

4. What To Do If You Experience Or Witness Harassment

Knowing what harassment is and what the law says is important. But knowing what to do when it actually happens, whether it happens to you or someone around you, is what makes the difference.

4A. What Would You Do First?

Read the situation below and answer the questions that follow.

A female trainee in your batch has been receiving messages from a senior staff member asking her to meet him alone after class. He has also been making comments about her appearance - in person and over messages. She has not replied but the messages have continued.



She has stopped staying back after class and has started avoiding the workshop area where he works. You have noticed she seems quiet and distracted during sessions. She has not told anyone. Recently she mentioned she is thinking of dropping out.

1. What should the trainee do first?

_____

2. Would your answer change if the person was a classmate rather than a supervisor? Why?

_____

3. What would you do if a trainee shared this with you?

_____

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LET'S LEARN!

When something feels wrong, there is no single right way to respond.

Step 1: Trust Your Feelings
If someone's behaviour makes you uncomfortable or unsafe, take that feeling seriously.

Step 2: Keep a record
Note dates, times, messages, and what happened. Save screenshots if possible.

Step 3: Speak to Someone You Trust
You can talk to a teacher, a trainer, a supervisor, a friend or family member. Sometimes speaking to someone first helps you decide what to do next.

Step 4: Make a Formal Complaint
Report the issue to the Internal Committee. A complaint can be made in writing or verbally – the Internal Committee can help write it if needed.

If you see someone being harassed:
- Check if they are okay
- Support them
- Encourage them to report
- Do not ignore or encourage the behaviour

Understanding what to do when something goes wrong is important. But the goal is to build workplaces where it does not happen at all and that starts with each of us.

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WHAT I LEARNT TODAY

Tick what you feel confident about.



☐ I understand what makes a workplace safe and respectful.
☐ I can recognise behaviour that may be harassment.
☐ I understand what consent means.
☐ I know that the POSH Act protects workers and trainees.
☐ I know who to approach if something feels unsafe.

Answer Key

3A: Where Does the Law Apply?
All three count as Meena's workplace.

3B: Who Can Be Complained Against?
Yes; a complaint can be made against anyone who behaves in a sexually inappropriate way at the workplace, regardless of whether they work for the organisation.

9.1

Building a Positive Work Attitude

In this lesson, you will learn:

1. How attitude shows in your behaviour at work
2. How attitude affects your work performance
3. How to respond to feedback positively

1. How Attitude Shows In Your Behaviour At Work

Attitude is the way you think and feel about something. At work, your attitude shows in how you speak to your colleagues, how you handle problems, and how you show up every day. All of this shapes how others see you as a professional.

1A. Same Skill, Different Attitude

Sunita and Reema both work at the same company. They have the same technical skill level.

Sunita	Reema
• Comes on time • Listens when others speak • Helps teammates when work is difficult • Accepts feedback and tries to improve • Speaks politely, even under pressure	• Is often late to work • Interrupts others frequently • Does not help her teammates • Gets defensive when given feedback • Misses their deadlines many times
	

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1. **Who would you prefer to work with?**
   ☐ Sunita ☐ Reema

2. **Sunita and Reema have the same skills. What is the one thing that makes the biggest difference between them? Tick one.**
   ☐ A. Sunita works longer hours
   ☐ B. Sunita has a better attitude towards her work and her team
   ☐ C. Sunita has more experience
   ☐ D. Sunita is more intelligent

Discuss with a partner: Think of someone you enjoy working with. What makes them easy to work with?

LET'S LEARN!

At work, people are not judged only by their skills. They are also judged by how they behave every day. When a person is polite, curious, and helpful, it builds trust with their team and helps them grow in their role. A poor attitude can lead to more mistakes, weaker relationships, and a loss of confidence in others and in yourself.
Here are some Do's and Don'ts for professional behaviour-

DO's		DONT's	
	Come on time and be prepared		Interrupt or talk over others
	Listen when others are speaking		Use your phone during work
	Follow instructions carefully		Blame others for problems
	Speak politely and respectfully		Ignore instructions or safety rules
	Take responsibility for mistakes		Use rude or disrespectful language
	Show willingness to learn and improve		Use negative body language like eye rolls or crossed arms
Small daily habits send signals about your attitude and affect how others trust you.			

2. How Attitude Affects Teamwork and Performance

At work, your attitude is tested most when things go wrong. How you respond to mistakes, pressure, criticism, and repetitive work (same work again and again) shapes not just your own performance but also how your team works together.

2A. What Would You Do?



Read the situations below. Tick the better reaction and write why in a few words.

Situation 1: A Teammate Makes a Mistake

You are working at a floriculture and landscaping company. A teammate makes an error while preparing plants for a client order due tomorrow. The work is now affected and the supervisor will notice soon.

Q1. Which reaction is better?

☐ A
☐ B

Reaction A	Reaction B
You stay quiet and hope no one notices. If asked, you plan to say it was not your responsibility.	You tell your teammate that you should both inform the supervisor and work together to fix what you can.

Q2. Why? Write your answer in a few words. _____

_____

Situation 2: A Teammate Comments on Your Work

You are working at a drone technician company. You finish a task and a teammate says in front of the group, *"This is not done properly. You always rush through things."*

Q1. Which reaction is better?

☐ A
☐ B

Reaction A	Reaction B
"Okay, can you show me what needs to be fixed? I want to get it right."	*"I did it the way I was told to. If there is a problem, it is because the instructions were not clear."*

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Q2. Why? Write your answer in a few words. _____

_____

Situation 3: You Feel Stressed by Deadlines

You are working at a food catering company. You have been asked to finish a large arrangement for an event starting in an hour. You realise you cannot complete it properly in time.

Q1. Which reaction is better?

☐ A
☐ B

Reaction A	Reaction B
You rush through and take shortcuts to finish. When the supervisor asks how it went, you say you did your best with the time you had.	You inform your supervisor early, explain where you are, and ask what to prioritise first.

Q2. Why? Write your answer in a few words. _____

_____

Situation 4: Work Feels Repetitive or Boring

You are working as a CNC operator at a manufacturing facility. You have been asked to do the same equipment check ten times in a row. By the fifth check you are bored and start losing focus.

Q1. Which reaction is better?

☐ A
☐ B

Reaction A	Reaction B
"This is practice. If I do it well, my skill will improve."	*"This is boring. Why do we keep doing this? I will just finish quickly to get it over with."*

Q2. Why? Write your answer in a few words. _____

_____

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Discuss with a partner: Which of these four situations do you think is the most difficult to respond well to? Why?

LET'S LEARN!

Mistakes, conflict, pressure, and repetitive work are all unavoidable at work. What matters is how you respond. A **positive attitude** helps you stay focused, builds trust with your team, and leads to better results over time.

A negative attitude creates tension, reduces quality, and holds you back. Your attitude towards your work and your teammates shapes the results you get.

3. How to Respond to Criticism, Rejection, and Failure

At work, things do not always go the way we hope. You may receive critical feedback. You may not get a job or task you really wanted or you may not succeed at something you worked hard for. How you respond in these moments says a lot about your attitude and decides how you grow at work.

3A. How Should Farhan React?

Meet Farhan! He has just started his apprenticeship at a hotel. Read these three situations from his first 6 months at work.



Situation 1

Farhan prepares a guest welcome package for the first time. His supervisor reviews it and says: *"The information is incomplete and the presentation needs work. Ask Rahul to help you."* Farhan feels embarrassed. He worked hard on it and did not expect this response.

What should Farhan do next? Tick one.

- ☐ A. Quietly redo the work without asking any questions
- ☐ B. Ask the supervisor what specifically needs to improve and work on it
- ☐ C. Tell himself the supervisor is too harsh and move on

Situation 2

Farhan and a teammate both want to lead a small guest interaction task. The supervisor picks the teammate instead. Farhan feels he worked just as hard and deserved the opportunity. He feels frustrated and a little jealous towards his teammate.

What should Farhan do next? Tick one.

- ☐ A. Stop putting in extra effort since it does not seem to make a difference
- ☐ B. Stay away from his teammate and focus only on his own work
- ☐ C. Ask his supervisor what he can improve to be ready next time

Situation 3

At the end of his first month, Farhan is asked to handle a small guest complaint on his own. He tries his best, but the guest leaves unhappy. Farhan feels ashamed and is wondering if he is cut out for this work.

What should Farhan do next? Tick one.

- ☐ A. Take a short break, then reflect on what went wrong and ask for feedback
- ☐ B. Avoid similar situations in future to prevent failing again
- ☐ C. Decide that this kind of work is not for him and stop trying

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Discuss with a partner: Think about Farhan's three situations. Which one do you think was the most difficult to deal with? Have you ever been in a similar situation?

LET'S LEARN!

Farhan went through three difficult experiences that everyone faces at work. These are:

Criticism: Sometimes you will be told what needs improvement. This is criticism. It may feel difficult to hear, but it helps you learn and do better next time.

Rejection: Sometimes you may try for an opportunity and not get it. This is rejection. It can feel frustrating, but it does not mean you are not capable. It just means you can prepare better for the next chance.

Failure: Sometimes things may not go as planned, even after trying your best. This is failure. It can feel discouraging, but it is also a chance to learn and improve. What you do after failure matters most.

Here are five strategies to help you handle these difficult situations positively:

1. **Think about it:** Reflect on what happened and what you could do differently next time.
2. **Stay focused:** Do not lose sight of your goals because of one setback.
3. **Take a short break:** Give yourself time to process before deciding what to do next.
4. **Do not give up:** One failure or rejection does not define your ability. Keep going.
5. **Find support:** Talk to someone you trust for perspective and encouragement.

ONE HABIT I WILL IMPROVE

Think about what you have learnt today. From the behaviours below tick one that you want to work on.



- ☐ Showing a positive attitude through my actions every day
- ☐ Responding calmly when a teammate makes a mistake
- ☐ Listening to feedback without getting angry
- ☐ Staying focused even when work feels repetitive or boring
- ☐ Informing my supervisor early when I am under pressure instead of taking shortcuts
- ☐ Responding to criticism, rejection, or failure with a positive attitude

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand that attitude shows through behaviour, not just words.
- ☐ I can recognise how my attitude affects my teammates and my own performance at work.
- ☐ I can identify better ways to respond when things go wrong in a team.
- ☐ I understand what criticism, rejection, and failure mean.
- ☐ I know simple strategies to handle criticism, rejection, and failure positively.

Answer Key

1A: Same Skill, Different Attitude
1. Sunita
2. B

2A: What Would You Do?
Situation 1: 1-B
Situation 2: 1-A
Situation 3: 1-B
Situation 4: 1-A

3A: How Should Farhan React?
Situation 1: B
Situation 2: C
Situation 3: A

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9.2

Time Management in the Workplace

In this lesson, you will learn:

1. What is time management and why does it matter
2. How to use simple tools to manage your time
3. How to respect timelines and deadlines

1. What Is Time Management And Why Does It Matter

Every day we may be losing time without even noticing it. Before we can manage time well, we need to understand why it matters and where it goes.

1A. What Went Wrong?

Ravi arrives at work on time and is busy all day. He spends the first hour on his phone. He then helps a coworker with a small task that was not urgent. By afternoon, he realises he has not started on the report his supervisor needs by the end of day. He rushes through it and submits incomplete work. His supervisor is disappointed.

Think and Answer
What was the real problem in this situation? Tick one.
- ☐ A. Ravi did not have enough time in the day
- ☐ B. Ravi had time but spent it on the wrong things
- ☐ C.Ravi's supervisor gave him too much work



Discuss with a partner: Think about your own day. What is one thing you do that takes up more time than it should?

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LET'S LEARN!

Time management is the skill of using your time well. It means knowing what to do, when to do it, and how long it should take. When you manage your time well, you finish your work on time, make fewer mistakes, and earn the trust of your team.

But, before we can manage time better, we need to notice what takes our time away.

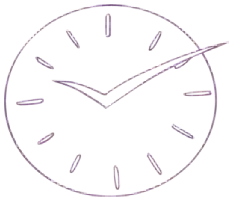
A **time-waster** is any activity that takes up your time but doesn't help you finish your work. Here are some common time-wasters to watch out for:



- Scrolling on social media platforms endlessly
- Doing low priority tasks before finishing important and urgent work
- Taking longer breaks than needed
- Starting work without a clear plan

Think about it: Which time-waster affects you the most? What will help you change?

Recognising these habits is the first step to avoiding them. Here is what good time use looks like in practice:



- Come on time to class, workshop, or work
- Plan your tasks before starting work
- Ask questions early to avoid mistakes later
- Keep tools and materials ready before work begins
- Follow break timings and focus on one task at a time
- Finish priority work before the deadline

2. How To Use Simple Tools To Manage Your Time

Knowing that time management matters is one thing. Having a way to put it into practice is another. In this section, you will learn three tools that help you manage your time well.

2A. What Should Salma Do First?

Salma is at ITI. It is the start of her day, and she has many things on her mind. She keeps thinking about everything she needs to do but feels confused about where to start.



When you have many things to do at once, the first step is to write them all down. This is called a to-do list. Once everything is on paper, your mind feels lighter, and you can think more clearly about what to do next.

Salma creates her to-do list:

Task 1: Submit an assignment that her instructor asked for by the end of today's class.
Task 2: Revise notes from last week for a test scheduled for the day after tomorrow.
Task 3: A classmate needs an explanation about something from yesterday's class. They are waiting for her.
Task 4: Organise her study materials and notes. No deadline but she has been meaning to do it for weeks.
Task 5: Watch a new episode of a show she has been following.

But a list alone is not enough. Salma still does not know what to do first.

Help Salma Decide What to Do First
Help Salma sort her tasks into the four boxes on the next page. Write the task number in the right box.

Note: Some boxes may have more than one task, and some may be empty. That is fine. The goal is to think clearly about each task, not to fill every box.

URGENT AND IMPORTANT *(Do this first; these tasks cannot wait)*	**IMPORTANT BUT NOT URGENT** *(This task is important but can be done later)*
_____ _____	_____ _____
URGENT BUT NOT IMPORTANT *(Tasks that need quick action, but do not help your main work and can be handled by others)*	**NOT URGENT AND NOT IMPORTANT** *(Tasks that do not need attention and can be ignored)*
_____ _____	_____ _____

Discuss with a partner: Did you and your partner sort any of Salma's tasks into different boxes? Why?

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LET'S LEARN!

When you have many things to do, writing them down helps you feel more in control. This is called a **to-do list**. But a list alone is not enough. You also need to decide what to do first. The **Urgent-Important Matrix** helps you sort your tasks:

Urgent and Important: Do these first. These tasks cannot wait.

Important but Not Urgent: Plan when to do these tasks. They are important but can be done later.

Urgent but Not Important: These tasks feel urgent in the moment, but they do not really matter for your goals. Ask someone else to help if you can, or set them aside and come back later when your important work is done.

Not Urgent and Not Important: This can wait. No deadline, no consequence.

These tools work in any situation where you have multiple things to do and limited time. Whether you are at ITI, doing an apprenticeship, or at work, a to-do list and the urgent-important matrix help you start your day with clarity and avoid last-minute problems.

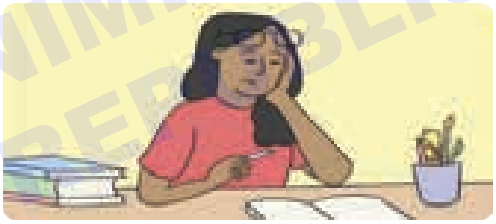
2B. Finding Focus for Work

Anisha has a workshop assignment due tomorrow. She sits down at 4 p.m., but by 6 p.m., she has hardly started. Her phone buzzes twice. She checks messages, then watches reels. She gets up for water and thinks of getting a snack. She opens her file a few times but does not really begin.

At 6 p.m., Anisha is worried. Two hours gone and almost nothing done. That's when she remembers what her friend Ravi does when he cannot focus. She decides to try the same. She keeps her phone in another room and sets a timer for 25 minutes. She tells herself to just work.

When the timer rings, she has done a lot. She takes a 5-minute break, stretches, and drinks water. Then she sets the timer again. And again.

By 8 p.m., after four rounds with short breaks, most of her work is done.



Think and Answer

1. What helped Anisha get started? Tick one.

- ☐ A. She suddenly felt more confident about the project
- ☐ B. She removed distractions and worked for a fixed time
- ☐ C. She had more time than usual to work on it

2. Why do you think the short break after 25 minutes is important? Tick one.

- ☐ A. It rewards you for finishing, so you stay motivated to start the next round
- ☐ B. It gives you time to check your phone for as long as you want
- ☐ C. It means you do not have to come back to the task

Discuss with a partner: Think of a task you have been putting off. What is stopping you from starting it?

LET'S LEARN!

Anisha used a simple technique called the **Pomodoro Technique**. Here is how it works:

Step 1: Pick one task to work on.
Step 2: Set a timer for 25 minutes. This block of work time is called one Pomodoro.
Step 3: Work with full focus for those 25 minutes. Keep your phone away and do not switch to other tasks.
Step 4: When the timer goes off, take a five minute break. Rest, stretch, or have some water.
Step 5: Repeat. After four Pomodoros take a longer break of 15 to 30 minutes.

The Pomodoro Technique helps because it breaks your work into small blocks of time. Instead of worrying about everything you have to do, you just focus on one block at a time. This makes it easier to start, keeps you fresh, and helps you move forward steadily. You can use it at ITI, during your apprenticeship, or at work.

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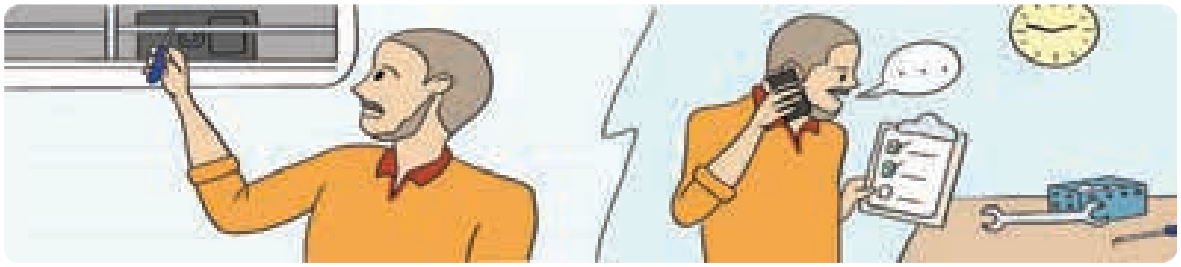
3. How To Respect Timelines And Deadlines

At work, most tasks come with a deadline. A **deadline** is the final date or time by which a task must be completed. Some tasks also come with a timeline - a plan that shows when each step of the task should be done along the way. A timeline helps you stay on track so you can meet the deadline. Respecting these is not just about finishing on time. It is about being reliable and making sure others can count on you.

3A. The 3 PM Deadline

Dhruv is an apprentice at an AC service company. His supervisor gives him a task- to service an AC unit at a client's office and finish before the client's meeting at 3 PM. Dhruv starts work right away.

Halfway through he realises one part is taking longer than expected. Dhruv calls his supervisor right away and explains the delay. His supervisor sends a colleague to help. Together, they finish the work and test the cooling by 2:55 PM. The client starts their meeting at 3 PM in a cool room.



Think and Answer
Why is it important to speak up early when you think you will not finish a task on time?
Tick all that apply.

- ☐ A. So your supervisor can do the task for you
- ☐ B. So you can get more time to finish without anyone noticing
- ☐ C. So the people depending on your work can plan ahead
- ☐ D. So there is still time to ask for help and finish on time

Discuss with a partner: Think of a time when someone did not meet a deadline. What happened?

LET'S LEARN!

At work, respecting timelines and deadlines shows that you are **reliable and professional.** Here is what that looks like in practice:

- Start tasks on time. Do not wait until the last minute.
- Break big tasks into smaller steps so you can track your progress.
- Check in with your supervisor if you are unsure about what is expected.
- When you realise you may not finish on time, speak up early. Think about who else is affected and let them know too. This could be a teammate waiting for your work or a client depending on your output.
- Do not cut corners to meet a deadline. Quality matters as much as speed.

Remember that your deadline affects others. When you finish on time, your team and your clients can plan ahead.

MY TIME MANAGEMENT PLAN

Step 1: My To-do List
Think about all the tasks you need to complete today or tomorrow. Write them down below.

1. _____
2. _____
3. _____
4. _____
5. _____

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Step 2: Sort your tasks with the Urgent-Important Matrix

URGENT AND IMPORTANT	IMPORTANT BUT NOT URGENT
1. _____	1. _____
2. _____	2. _____
URGENT BUT NOT IMPORTANT	**NOT URGENT AND NOT IMPORTANT**
1. _____	1. _____
2. _____	2. _____

Step 3: Plan your Pomodoro session
Pick one task from your Urgent and Important box. Use the Pomodoro Technique to work on it.

A. I will use the Pomodoro Technique for: _____

B. One thing that might distract me and how I will handle it: _____

_____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I can identify activities that waste my time and how to avoid them.
- ☐ I know how to write a to-do list and sort tasks by priority.
- ☐ I understand how the urgent-important matrix helps me decide what to do first.
- ☐ I know how to use the Pomodoro Technique to stay focused.
- ☐ I understand what timelines and deadlines mean and why respecting them matters.

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Answer Key

1A: Why Is Time Valuable At Work?
B

2B: Finding Focus for Work
B

3A: The 3pm Deadline
C, D

9.3

Working Well in a Team

In this lesson, you will learn:

1. What makes a team work well
2. How to be a reliable teammate through your actions and words
3. Practising teamwork and reflecting on your role in a team

Have You Ever Worked in a Group?

Think of a time when you had to work in a group. It could be at work, in class or at home. From the below statements, tick which you have experienced:

- ☐ One person did most of the work
- ☐ Nobody listened to each other
- ☐ Everyone knew their role and the work got done on time
- ☐ Work got delayed because of confusion
- ☐ Everyone supported each other and finished on time



Discuss with a partner: Pick one thing you ticked. What happened and how did it affect the group?

Working in a team can either make a task easier or more difficult. It depends on how team members work together.

1. What Makes a Team Work Well

Sometimes a task is too big for one person to complete alone. In such cases, it always helps to work in a team. Whether you are working on a group project at ITI, helping at home, or starting out at a workplace, being able to work well with others is one of the most important skills you can have. How a team divides work, communicates, and supports each other affects the quality of the work.

1A. The New Project

Aisha, Rohan, and Fatima are studying the Catering & Hospitality trade. They are doing their apprenticeship at a local hotel. Their supervisor tells them that a group of 20 guests is arriving for a lunch banquet in two hours. The team needs to get the dining hall ready.

Read the three scenarios below and answer the questions. Tick the correct option.

Scenario 1
The supervisor is explaining the task. Rohan is unsure about one detail. He asks: *"Should we place the drinks on the left or the right side of the hall?"* The supervisor clarifies, and the whole team hears the answer.



Why was it important for Rohan to ask instead of assuming?

- ☐ A. It showed he was the most experienced in the team
- ☐ B. It helped clear the confusion for the whole team regarding the arrangement of the hall

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Scenario 2: Before starting work, the team divides the work. Aisha sets up the tables and arranges the cutlery and crockery. Rohan prepares and arranges the food and beverage station. Fatima checks the hall for cleanliness and makes sure that the linen is properly laid out.



What is the benefit of dividing the work before starting?

- ☐ A. It reduces work for everyone, avoids confusion, and helps finish work on time
- ☐ B. It means the supervisor does not need to be present

Scenario 3: Aisha has many more tables left to set than expected. She will not be able to finish on time. Fatima finishes her section early. She sees Aisha is struggling and helps her set the remaining tables. The hall is ready before the guests arrive.



What does Fatima's action show?

- ☐ A. She wanted to finish before everyone else
- ☐ B. She is willing to support a teammate to get the work done on time

Discuss with a partner: What did Aisha, Rohan, and Fatima do that helped their team succeed?

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LET'S LEARN!

There are three things that help a team work well:

Asking questions when unsure - When team members ask questions instead of assuming, mistakes are avoided and the whole team benefits.

Clear roles - When everyone knows what they are responsible for, work moves forward without confusion or delay.

Helping each other - When someone is struggling and a teammate steps in, the whole team finishes the work on time.

2. How to Be a Reliable Teammate Through Your Actions and Words

A team works best when its members do their work, take responsibility for results, and speak respectfully, even when things go wrong.

2A. What Would You Do?

Neha, Zainab and Priya are apprentices at a physiotherapy clinic. They assist the senior physiotherapist with patient sessions each morning.

Read the behaviours given below. Tick what you feel is correct for each behaviour.

Behaviour	This Builds the Team	This Breaks the Team
1. Zainab made an error in a patient record. She accepts mistake and corrects it immediately.	☐	☐
2. The supervisor praises the team for setting up the equipment on time. Neha takes all the credit, even though Priya did most of the work.	☐	☐
3. Priya has not finished updating patient records. The team is short on time. Zainab finishes her work and helps Priya.	☐	☐
4. Priya has useful information about a patient but does not share it. The team sets up the wrong equipment.	☐	☐
5. The team misses a deadline. When the supervisor asks what happened, Neha says, *"It was Priya's job, not mine"*, and walks away.	☐	☐





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LET'S LEARN!

A reliable teammate is someone the team can count on. This shows in two ways:

- They take responsibility for their own work. They do what they promise. If they make a mistake, they admit it and fix it. They do not blame others.
- They also support the team's work. They do not stop at "my job is done." If a team mate needs support, they step in. When the team is praised, they share credit with other team members. When something goes wrong, they help fix it.

These small actions, done every day, build trust. They make you a teammate others want to work with.

2B. How We Speak Matters

Taking responsibility for your actions is one part of being a reliable teammate. The other part is how you speak, especially when things go wrong. The way we communicate in difficult moments can either strengthen or weaken the team.

Read the statements below. Each one is unhelpful. Tick the better way to say the same thing.

Statement 1: ***"You never do your work properly."***
- ☐ A. *"I am tired of fixing your mistakes every time."*
- ☐ B. *"There seems to be an issue here. Can we look at it together and fix it?"*

Statement 2: ***"Just do what I told you."***
- ☐ A. *"Let me explain what needs to be done so we are both clear."*
- ☐ B. *"You should already know this by now."*

Statement 3: ***"This is your mistake. Fix it."***
- ☐ A. *"You have created a problem for the whole team."*
- ☐ B. *"Something went wrong here. Let us figure out what happened and sort it out."*



Discuss with a partner: Why do people often become rude and unhelpful when they are under pressure? What makes it hard to stay calm?

LET'S LEARN!

A reliable teammate is also careful with their words, especially when something goes wrong. Words can either help the team fix a problem or make it harder to fix.

When we are upset or under pressure, it is easy to:
- Blame the person instead of looking at the problem ("This is your mistake")
- Use words like "always" or "never" ("You never listen", "You always rush")
- Give orders without explaining ("Just do what I told you")

These words sound harsh and break trust. They make teammates feel attacked instead of helped.

A reliable teammate does the opposite. They focus on the problem, not the person. They ask questions instead of giving orders. They offer to solve things together.

Remember, respectful communication is not just about being polite. It is about keeping the team focused on the work.

3. Practising Teamwork and Reflecting on Your Role in a Team

You now know what good teamwork looks like. Next, let us practise it and reflect on your role in a team.

3A. Now You Try!

You will work in groups of 3 or 4 for this activity. Your facilitator will give a scenario to your group . Read it carefully, assign roles, and act it out for 5 minutes. As you roleplay, try to apply what you have learnt today: clear roles, listening, helping, respectful communication, and shared responsibility.

Scenario 1: Something Goes Wrong
Your team is in the middle of a task when something goes wrong and is causing a delay in work. Your supervisor is asking for an update. Your team needs to figure out what happened, decide who handles what, and communicate clearly under pressure.
Roles: Team Lead, Team Member 1, Team Member 2, Supervisor

Scenario 2: The Safety Incident
During a task, one teammate is spotted not following a safety rule. A peer raises it with the team. The teammate who made the mistake needs to respond, and the team needs to agree on how to make sure it does not happen again.
Roles: Team Member who made the mistake, Peer who raised it, Team Lead, Observer

Scenario 3: Supervisor Feedback
After completing a task, the supervisor calls the team in and gives critical feedback on the quality of the work. The team must listen without getting defensive, respond respectfully, and agree together on what to do differently next time.
Roles: Supervisor, Team Lead, Team Member 1, Team Member 2

After the roleplay, reflect on your own:

1. What role did you play in the team?

_____

2. What is one thing you did well as a teammate?

_____

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3. What is one thing you would do differently next time?

_____

_____

Discuss with your group: What was the hardest part of working as a team in the roleplay? What made it easier?

LET'S LEARN!

Every team is different and every person plays a different role. What matters is not that you are the loudest or the fastest but that you show up, do your part, and support the people around you. Reflecting on your role helps you grow. The more honestly you look at how you behave in a team, the better teammate you become.

YOUR ACTION TASK



In your next class, workshop or workplace, do one of these:

- Ask a question instead of guessing
- Help a teammate
- Speak calmly in a difficult moment

After you do this, answer the two questions below:

1. What did you do?

_____

_____

2. What changed?

_____

_____

WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I know what helps a team work well: clear roles, listening, and helping.
- ☐ I can identify behaviours that build a team and behaviours that break it.
- ☐ I know how to speak respectfully when things go wrong in a team.
- ☐ I have reflected on my own role in a team and identified one thing to improve.
- ☐ I understand that being a good teammate is built through small consistent actions.

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Answer Key

1A: The New Project
Scenario 1: B
Scenario 2: A
Scenario 3: B

2A: What Would You Do?
This Build the Team: 1, 3
This Breaks the Team: 2, 4, 5

2B: How We Speak Matters
1. B
2. A
3. B

9.4

Staying Safe, Healthy, and Stress-free at Work

In this lesson, you will learn:

1. How to stay safe and avoid accidents at work
2. Simple habits to stay physically healthy on the job
3. How to recognise and manage stress and ask for support

1. How to Stay Safe and Avoid Accidents at Work

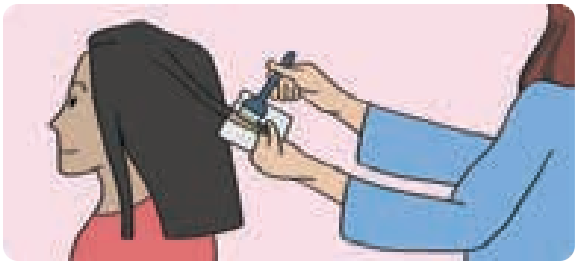
Every workplace has risks. Whether you are working with tools, chemicals, equipment, or people, the small decisions you make every day can either keep you safe or put you and others at risk. Safety is not just a rule to follow but a habit to build every day.

1A. Safe or Risky?

At work, we make many small decisions every day. Some decisions keep us safe. Others can lead to accidents or mistakes.
Read each situation below. Tick whether it is Safe or Risky.

Situation	Safe	Risky
1. A Front Office Assistant confirms the details of a booking twice before entering it into the system.	☐	☐
2. A Food Production trainee handles raw meat and then prepares a salad without washing their hands.	☐	☐
3. A Cosmetology student does a patch test on a client before applying a new hair dye.	☐	☐
4. A Wireman trainee starts working on a live electrical panel without switching off the power first.	☐	☐
5. A Physiotherapy Technician apprentice lifts a heavy patient support frame without asking for help.	☐	☐

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Discuss with a partner: Think about your trade. What is one unsafe situation you think could happen, and how would you avoid it?

LET'S LEARN!

Most accidents at work do not happen suddenly. They happen because of small unsafe decisions made in the moment like rushing, skipping a step, or not asking for help. Here are three simple things you can do to stay safe at work:

- Follow safety instructions at all times
- Use protective equipment whenever it is required
- Report any hazards or unsafe situations to your supervisor immediately

Staying safe is the foundation of doing good work. But safety is not just about avoiding accidents. It is also about taking care of your body every day.

2. Simple Habits to Stay Physically Healthy on the Job

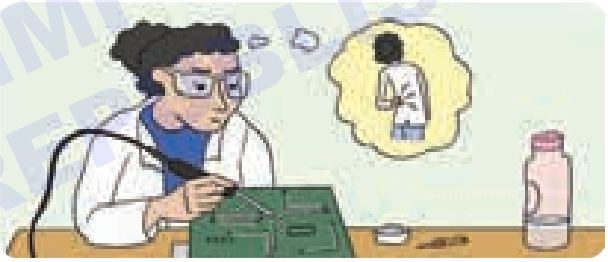
How you treat your body at work matters. Small daily habits directly affect how well and how safely you work. Taking care of your physical health helps you show up as your best self every day.

2A. A Day in Meera's Life

Meera is an IoT Technician trainee doing her apprenticeship. She spends most of her day at a workbench soldering sensors onto circuit boards. She keeps a bottle of water nearby and sips from it regularly. When a new batch of components arrives, she is in a rush and skips wearing her gloves, but makes sure her safety goggles are on. By midday, she has been sitting in the same position for hours. Her back is aching but she ignores it and continues. At the end of the day, she takes a few minutes to stretch her arms and neck before leaving.

Underline the healthy habits in the paragraph above. **Circle** the unhealthy habits.

Discuss with a partner: Think about your own trade. What is one healthy habit you already practise and one unhealthy habit you want to change?



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LET'S LEARN!

Our bodies take on a lot during a workday. Small habits add up over time. Here is what taking care of your physical health at work looks like:

DOs	DON'Ts
• Take short breaks during long work • Drink enough water throughout the day • Maintain good posture while sitting or standing • Wear proper safety gear at all times • Have healthy meals and eat on time • Stretch lightly before or after long periods of work	• Ignore body pain or discomfort • Work when very tired or unwell • Skip meals to finish work faster • Sit or stand in the same position for too long • Work continuously without giving your eyes rest • Work for long periods of time without taking a break

Taking care of your body is not separate from doing good work. It is part of it.

3. How to Recognise and Manage Stress and Ask for Support

Physical health is only one part of staying well at work. How we feel mentally affects our focus, our relationships, and the quality of our work. Stress is one of the most common challenges people face at work. Learning to recognise it early and manage it well is important.

3A. The Last Time You Felt Stressed

When we are stressed, our body and behaviour both change. Think about how you generally feel when you are stressed.

1. What changes do you notice in your body when you are stressed? (e.g. headache, tight shoulders, trouble sleeping)

_____

_____

2. In your behaviour, what usually changes? Write below.
(e.g. losing focus, getting irritated easily, forgetting things)

_____

_____



Discuss with a partner: Did you and your partner notice similar signs? What was different?

LET'S LEARN!

Stress shows up in two ways. Recognising it early helps you take action before it affects your work or safety.

In Your Body	In Your Behaviour
• Headaches or body pain • Tight shoulders or neck • Feeling tired even after sleeping • Stomach ache or loss of appetite • Trouble sleeping • Difficulty in breathing	• Losing focus or making small mistakes • Getting irritated or angry easily • Avoiding tasks or people • Forgetting instructions or details • Eating more or less than usual • Feeling sad, anxious or demotivated

Noticing these signs early is the first step to managing stress before it becomes a bigger problem.

3B. What Can You Do?

Stress at work often comes from specific situations. Small actions can help you manage it in the moment.

On the next page, match each situation to the action that you think would help the most. Draw a line from the situation to the correct action.

Situations	Action
1. You have a lot of important things to do and you do not know where to begin. You start to panic and cannot think clearly.	A. Ask for clear instructions before continuing
2. Your supervisor gives you instructions quickly and moves on. You feel shy to ask but you do not know what you are supposed to do.	B. Take a short break and stretch your body
3. You have been sitting and working for three hours without a break. Your body feels stiff and your mind feels tired.	C. Breathe slowly for one minute to calm down
4. A teammate says something that upsets you. You feel angry and cannot focus on what you need to do.	D. Write a list of tasks and do one at a time

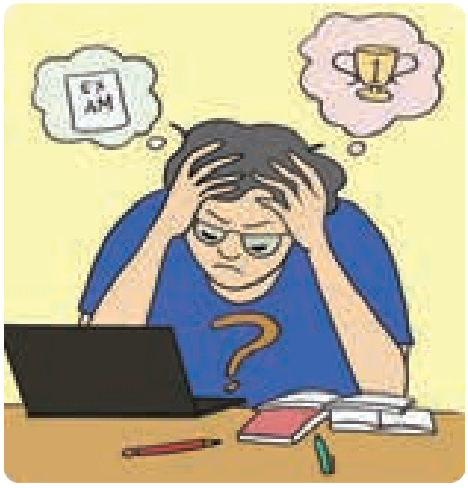
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Discuss with a partner: Which of these actions do you think is the hardest to do when you are actually stressed? Why?

LET'S LEARN!

Stress is common at work and most people experience it from time to time. It is nothing to be ashamed of. Small actions taken early can stop stress from building up. Pause and breathe when things feel overwhelming. Ask for help when something is unclear. Do one task at a time instead of trying to do everything at once.

If stress continues for a long time or starts affecting your work and relationships, speak to someone you trust. Recognising stress, talking about it, and asking for help are all signs of strength, not weakness. In serious cases, speaking to a professional is always a good idea.



3C. My Circle of Support

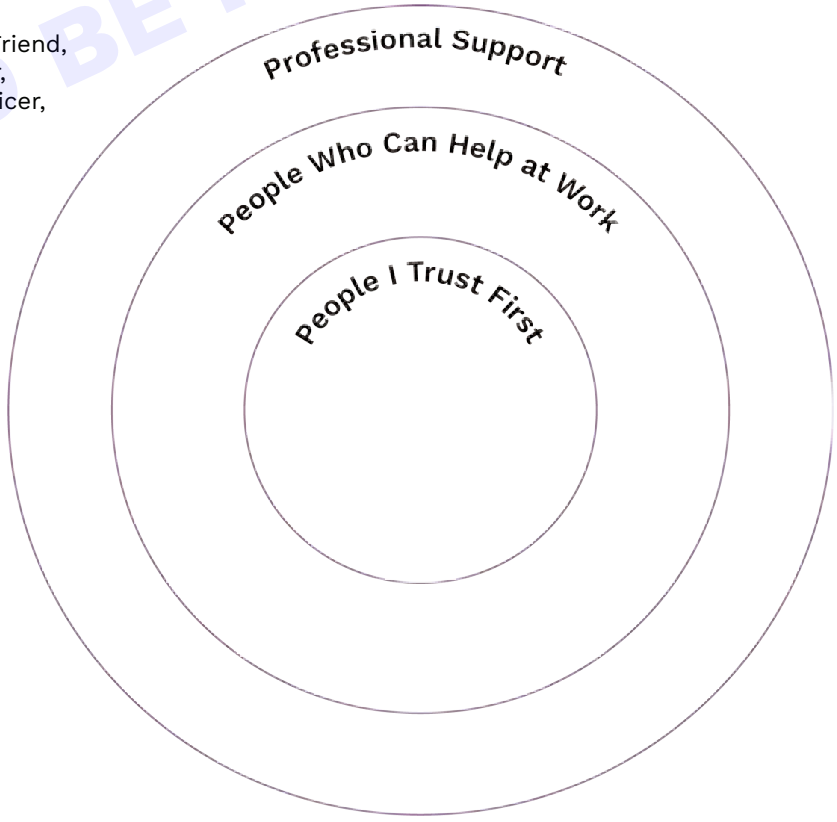
Sometimes managing stress on your own is not enough. Knowing who to turn to makes it easier to ask for help early.

Step 1: Look at the three circles
Innermost circle = People I trust
Middle circle = People who can help at work
Outermost circle = Professional support

Step 2: Read the list of people around you below and write each one in the circle where you think they belong.

People Around You: Friend, classmate, instructor, supervisor, safety officer, doctor, counsellor

Step 3: Write down the name of one person in each circle who you can reach out to.



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Discuss with a partner: Have you ever asked someone for support when you were stressed? What happened?

LET'S LEARN!

Everyone needs support sometimes. Your Circle of Support has three layers.

- **Inner circle:** People closest to you like family, friends, classmates, and instructors. These are the first people to reach out to when you feel stressed.
- **Middle circle:** People who can help at work, like your supervisor or safety officer. Speak to them if stress is affecting your work or if there is something they can do to help.
- **Outer circle:** Professional support like a doctor or counsellor. If stress continues for a long time and nothing else is helping, speak to a professional.

Asking for help early is not a sign of weakness. It is a sign of self-awareness. The sooner you reach out, the easier it is to recover.

ONE HABIT I WILL IMPROVE

Think about what you have learnt today about staying safe, healthy, and calm at work. The next time you feel stressed, which techniques will you use to manage your stress? Write down any 3 from the many discussed in this lesson.



1. _____

2. _____

3. _____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand how small, unsafe actions can cause accidents.
- ☐ I know daily habits that keep my body healthy at work.
- ☐ I can recognise early signs of stress in my body and behaviour.
- ☐ I know simple ways to manage stress at work.
- ☐ I know who to reach out to when I need support.

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Answer Key

1A: Safe or Risky?
Safe: 1, 3
Risky: 2, 4, 5

2A: A Day in Meera's Life
Healthy habits (underline): She keeps a bottle of water nearby and sips from it regularly, makes sure her safety goggles are on, she takes a few minutes to stretch her arms and neck before leaving
Unhealthy habits (circled): she is in a rush and skips wearing her gloves, she has been sitting in the same position for hours and her back is aching but she ignores it and continues

3B: What Can You Do?
1. D
2. A
3. B
4. C

10.1

Why Should I Care About Sustainability?

In this lesson you will learn:

1. **What sustainability means**
2. **Why it is important for people, work and the planet**
3. **What you can do in your daily life to help the planet**

The World Around You

Think about the place where you live and study. How has it changed over the past few years? Have you ever faced any of these? *(Tick all that apply)*

- ☐ Shortage of water or water supply cuts
- ☐ Garbage lying around your area
- ☐ Very hot days in summer
- ☐ Rains coming late or in sudden heavy bursts, causing floods
- ☐ Everything costs more money these days
- ☐ Electricity goes off for hours



What do you feel when these things happen?



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These are not small changes. These are all warning signs that something is out of balance. That's where **sustainability** comes in — to help us, our community, and the planet stay safe and fair.

"**Sustain**" means to keep going or keep something alive. Can you think of something that we need to sustain for a long time?

Things we all need to live long and well

(Tick all that apply)

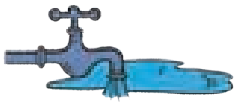
- ☐ Clean Air to Breathe
- ☐ Clean Water to Drink
- ☐ Good Food to Eat
- ☐ A Safe Place to Live In

Where do these things come from?
All these things come from the Earth. But will they always be there if we use them carelessly? How can we make sure they last?

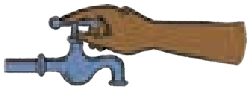
1. What is Sustainability?

Let's Think Together!

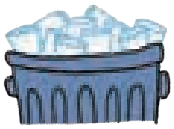
Which picture shows a better choice? *(Tick your answer)*



☐ A tap running with water overflowing.



☐ A person turns off the tap properly.



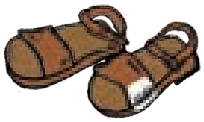
☐ A pile of single-use plastic cups overflowing a bin.



☐ People use reusable water bottles.



☐ Throwing away shoes with little damage and buying new ones.



☐ Getting shoes repaired by a cobbler instead of throwing them away.

All pictures on the left show **unsustainable** choices, while those on the right show **sustainable** choices.

When we use resources wisely and waste less, then we are being **sustainable**. When we overuse, damage, or pollute, then we are being **unsustainable**.

Sustainability means using what we need without wasting or harming the future.



2. Why Do We Need Sustainability Now?

Think about the problems you noticed around you, like garbage, power cuts, or rising costs. Now imagine your town or district ten years from now if these problems continue.

Draw or write what your area might look like if nothing changes.

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The future you just imagined is possible!

We need to act now, otherwise...

- Water gets used up faster. Lakes, rivers, and wells dry up leading to water shortage and no safe drinking water.
- Plastic waste can block drains, cause floods during rain and sometimes choke & harm animals.
- If everyone uses too much electricity, there won't be enough for all, causing more power cuts.
- Everyday things like vegetables, fuel, and travel cost more when there are fewer resources.
- Without enough water or healthy soil, farmers grow fewer crops, leading to food shortages.

You might think these problems are too big or far away. But they often start with small everyday actions — things we do without thinking.

And these everyday actions can create problems... or solutions! Let's look at some examples and see what effect they have.

Every Action Counts!

Draw a line between the action and what is causes.

Actions	Effects
1. Using old sarees or clothes as cleaning rags	A. Damages public property, uses resources and costs money to repair
2. Feeding leftover roti to cows or dogs	B. Makes wall dirty requiring more cleaning and paint. This increases maintenance costs
3. Throwing oil and paint waste into the drain	C. Reduces food waste and helps stray animals
4. Spitting gutka or paan on public walls	D. Wastes fuel and pollutes air
5. Leaving scooter or bike engine running while waiting	E. Blocks the drain, makes the area smell bad, and pollutes water used by people and animals
6. Writing or scratching names on bus seats or public walls	F. Saves money and reduces cloth waste

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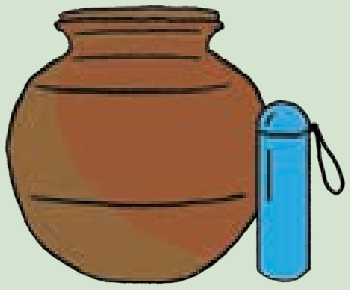
See how even small actions have big effects?

Some actions save resources, reduce waste, and keep our surroundings clean. Others harm the environment and cost money to fix. The good news is—we can choose what kind of impact we create.

Students at ITI Chandkheda also made this choice. Here's what they did...

They noticed plastic waste piling up from single-use water bottles. They chose not to use single-use bottles anymore. Instead, they kept a clay pot in class.

They refilled it every day. This reduced waste and gave everyone cool, clean water.



Every action counts.

Will you take the first step to make a positive change?

3. What Can I Do?

Every day, we do some things that are good for the planet and some things that can harm it. The first step to making change is to notice these habits. Think about yourself — what are the things you do at home, in your institute, and in your community?



My Sustainability Journal

For each place, write one sustainable & one unsustainable habit.

Place	My Sustainable Habit	My Unsustainable Habit	Small Change I Will Try
Example: Home	Using a cloth bag	Throwing plastic in the drain	Separating waste
Work/Institute			
Community			

Now try this:

- Pair Up: Find a partner in class.
- Share: Tell each other your sustainable and unsustainable habits.
- Suggest: Give ideas to improve each other's unsustainable habits.
- Choose a Small Change: After discussion, decide on one small change you will try this week. Write it in the last column of your journal.
- Reflect Together: After a week, talk to your partner about what worked, what was hard, and what you learned.

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Small Change, Big Impact

Green Tip!

Eating more vegetarian or vegan meals can cut your carbon footprint by up to 73% — one of the most effective ways to fight climate change as an individual.

Scan the QR code for more green tips.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I understand what sustainability means.
- ☐ I know why we must save things for the future.
- ☐ I know how daily actions affect the planet
- ☐ I found one thing I can do to help the Earth.



Answer Key

Every Action Counts!

1.F. 2.C. 3.E. 4.B. 5.D. 6.A.

10.2

What Makes Sustainability Work

In this lesson you will learn:

1. **What the three pillars of sustainability are**
2. **Why every pillar is important**
3. **How one action can support all three, and how you can do this in your daily life and trade**

In the last lesson, we learned that sustainability means using resources wisely and fairly. But what really makes sustainability possible? Let's find out with a quick activity.

Three Circles Challenge!



What to do

1. Read the list of actions.
2. Decide which circle each action belongs to.
3. Write the number of the action inside that circle.



Actions:

1. Planting flowering plants that attract bees and butterflies.
2. Repairing an old phone instead of buying a new one.
3. Using handkerchief / cloth napkins instead of tissue paper.
4. Organizing a small cleanliness drive in your street.
5. Renting or borrowing things you don't use often, instead of buying new.



Think About It:
Did you notice that some actions may go in more than one circle?

For example: Repairing an old phone instead of buying a new one →

- Protects nature: Creates less electronic waste, so the environment stays cleaner.
- Helps people: You or your family can keep using the phone.
- Saves money: You don't have to spend money on a new phone.

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1. The Three Pillars of Sustainability

You just saw that the same action can protect nature, help people, or save money. That's because sustainability is a **balance** of three connected parts:

1. Nature (Environmental)
2. People (Social)
3. Money/Work (Economic)

Sustainability happens when all three parts come together. These parts are called the **three pillars of sustainability.** Let's understand each one.



Environmental Pillar
Protecting nature and using resources wisely, so the planet stays healthy and supports life.

Examples: reducing waste, recycling, saving water, planting trees, and protecting animals and their homes.

Social Pillar
Caring for people's health, safety, education, and community, so everyone can live a good life.

Examples: equal access to education, clean water, and healthy food, making sure workers have safe working conditions, and working together to build fair and kind communities.

Economic Pillar
Earning and spending money in a way that is fair and continues into the future, without harming the planet or people.

Examples: buying good quality items that last longer, supporting local businesses, and creating jobs or ways to earn and save money that continue over time.

We just learned about the three pillars of sustainability. But how do we see them in real life? Let's find out by matching some daily life actions to the right pillar.

Match the Pillar

Write **Env** for Environmental, **Soc** for Social, or **Eco** for Economic in the column next to each example. Some examples may belong to more than one pillar.

Example	Pillar(s)
1. Storing rainwater in buckets for watering plants.	
2. Volunteering to help clean local parks, ponds, or streets.	
3. Using dried cow dung cakes as fuel instead of coal or firewood.	
4. Giving equal pay to men and women doing the same job.	
5. Using ash from chulha (traditional stove) as fertilizer for plants.	
6. Learning traditional methods (like making quilts/rugs from old sarees, bedsheets etc.) from elders and sharing them with the community.	

Which examples belong to more than one pillar? Why do you think so? Discuss with your partner & share with the class.

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One action can help the environment, people, and economy at the same time.
Now, think about your own trade. What simple actions can you take to support the three pillars of sustainability?

Pillars in My Trade

You can use an AI tool like ChatGPT or Gemini to help you find the answers.
Try the AI prompt given below:

I am an ITI student in India, learning the trade of [write your trade here, e.g., Electrician, Fitter, COPA, Welder etc.]. Suggest 2–3 practical actions I can take in my trade (as a student now or as a worker later) to support the three pillars of sustainability: environmental, social and economic.

- Environmental pillar _____

  _____
- Social pillar _____

  _____
- Economic pillar _____

  _____

You just explored how your own trade can support the three pillars of sustainability. But why does this really matter? Let's see what can go wrong when the balance is missing.

2. Why Every Pillar is Important

Sustainability stands on three pillars — **Environmental, Social, and Economic**. Each pillar is important on its own, but they also depend on one another.



Think of it like a stool with three legs. If one leg is weak or missing, the stool loses balance. Sustainability too stands strong only when all three pillars are strong and work together in balance.

But what happens when one pillar is ignored? Let's

The River in Trouble!



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Spot What Went Wrong

1. Which pillar was ignored?
   ☐ Environmental ☐ Social ☐ Economic

2. How was it ignored?

   _____

3. How did it affect the other pillars?

   Pillar: _____→ Effect: _____

   Pillar: _____→ Effect: _____

If one pillar is weak, the others also suffer.

- If the environment is harmed, people fall sick and jobs are lost.
- If people are unhealthy or uneducated, they cannot protect nature or grow their economy.
- Without an income, people lack the resources to protect the environment or invest in their community's well-being.

3. One Action, Three Pillars

We saw what happens when one pillar is ignored — the whole system suffers. But what if we do the opposite? What if we take one good action that strengthens all three pillars at the same time? Let's see an example.

Solar Street Lights in Villages

Many villages in India did not have proper street lights earlier. People used kerosene lamps, which gave little light and caused smoke. Walking at night was unsafe, and shops had to close early.

In the last few years, many villages installed **solar street lights**. These lights use sunlight in the day to charge their batteries and then run on that stored energy at night. This small step brought many changes in village life.

What changed?

- **Environment:** No smoke from kerosene lamps → cleaner air.
- **Social**: Safer streets at night; women feel safer while walking; people gather for community events in the evening.
- **Economic**: Families save money on kerosene; shops stay open longer → more income; some villagers got work to install and repair the lights.



One good action can support all three pillars! This shows that the three pillars of sustainability are strongly interconnected.

Think & Write

Think of one action you can do in your ITI, home, or town that benefits the environment, supports people, and helps the economy all at once. Write it below:

Action: _____

_____

_____

- Environmental pillar _____

  _____

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- Social pillar _____

  _____

- Economic pillar _____

  _____

Goals for the Planet

Green Tip!

Just like we set New Year goals for ourselves, the **whole world set goals together!**

In 2015, countries around the world agreed on 17 big goals to make life better for people and the planet by 2030. These are called Sustainable Development Goals (SDGs).



Sustainable Development Goals (SDGs)

Goals like Clean Water and Sanitation, Affordable and Clean Energy, and Climate Action connect to the **Environmental pillar.**

Goals like Good Health and Well-being, Quality Education, and Gender Equality connect to the **Social pillar.**

Goals like Decent Work and Economic Growth and Industry, Innovation, and Infrastructure connect to the **Economic pillar.**

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain the three pillars of sustainability – environmental, social, and economic.
- ☐ I can understand how one pillar affects the others (for example: when the environment is harmed, people and work also suffer).
- ☐ I can give at least one example of each pillar from my own life.
- ☐ I can explain how one action can support all three pillars.



Answer Key

Match the Pillar
1: Env + Eco
2: Env + Soc
3: Env + Eco + Soc
4: Soc + Eco
5: Env + Eco
6: Env + Soc + Eco
Note: These are suggested answers. If you think of another pillar and can explain why, discuss it with your trainer to check.

River in Trouble!
1. **Which pillar was ignored?**
   Environmental
2. **Effects on other pillars:**
   Pillar: Social →
   Effect: People fell sick
   Pillar: Economic →
   Effect: Villagers spent more money on water, fishermen lost income

10.3

How Does One Thing Affect Another?

In this lesson you will learn:

1. **What is systems thinking?**
2. **How unsustainable human actions can disturb systems**
3. **Applying systems thinking to find positive solutions**

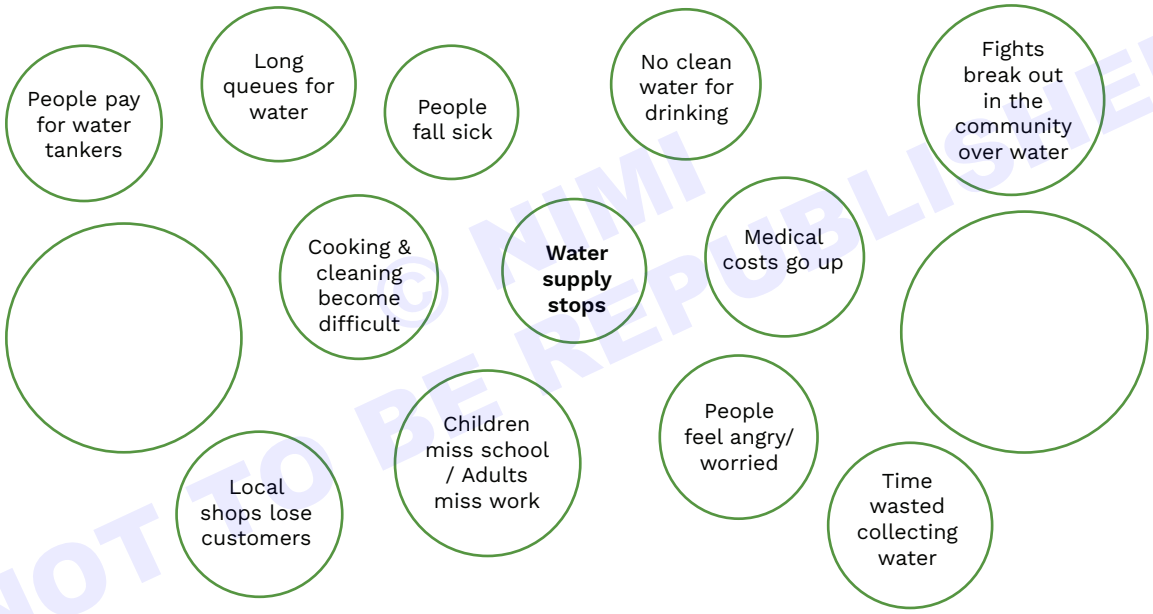
Have you seen what happens when you drop a small stone in water? Circles spread out wider and wider. In the same way, one small change in life can spread into many other parts. Let's see how.

No Water in the Community!

Imagine: The water supply in your community stops for one week. What will happen?
Make your map to show what happens when the water supply stops.

1. Read all the circles given below.
2. Think: how one event can cause another.
3. Draw arrows to join the circles.

(You can add your own ideas in the two empty circles.)



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Think About It:
In your map, did the water supply affect only one thing or many things?
☐ Only one thing ☐ Many things

Now imagine the water supply comes back. Write two things that would get better:

_____

_____

Notice how one small change — the water supply stopping, spreads into many parts of life: home, school, health, work, and money. All these parts are connected. Together, they make up a system.

In this activity, the system is your community's daily life. **When we look at how all these circles connect, we are using systems thinking.**

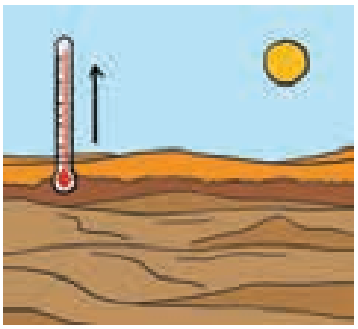
Systems thinking is a way of looking at things as a whole instead of just focusing on individual parts. It helps us understand how different parts of a system (like a community, or the environment) are connected and how they affect each other.

Think of it like a spider's web — if you pull one thread, the whole web shakes.

1. When Systems Break - Real Stories from India

When we take actions that are not sustainable, like cutting too many trees, building without planning, burning too much coal and petrol, or wasting energy, we disturb the balance of our environment.

These actions can break systems in big ways. The results? Floods, landslides, stronger storms, heatwaves, and choking air pollution. Let's look at some real stories from across India.



Rajasthan Heatwaves (2024)

In 2024, Rajasthan faced one of the hottest summers ever. Temperatures touched 49–50°C.

- People used more ACs and fans.
- Electricity demand shot up.
- More coal was burned in power plants.
- Pollution increased, and power cuts became common.
- Many people suffered from heatstroke, missed work, and hospitals were crowded.

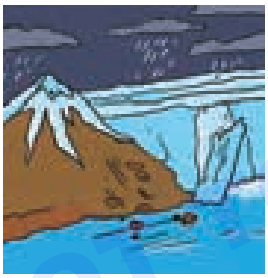
Cyclone Amphan (2020)

Cyclone Amphan struck Bengal and Odisha in 2020. It was one of the strongest storms in decades.

- Warm ocean water made the cyclone stronger.
- Homes and shops were destroyed.
- Trees were uprooted and electricity cut.
- Families lost jobs and many had to move to new places.



Kedarnath (2013) - Himalayan Floods & Landslides



Fill in the blanks with these words: homes; income/lives; intense/ unpredictable; global warming; landslides; floods

In the Himalayas, glaciers are melting faster because of _____.

Heavy rainfall is becoming more _____. This causes _____ and _____. Families lose their _____ and _____.

Kerala Floods (2018) / Wayanad Landslides (2024) / Chennai Floods (2015)

Use an AI tool (like Copilot or ChatGPT) to know more about what happened during these events.
AI Prompt: *Write a short story (4–5 sentences) about [choose one: Kerala Floods 2018 / Wayanad Landslides 2024 / Chennai Floods 2015]. Describe:*

- *What heavy rains or monsoons are doing.*
- *What happens in the region (floods, landslides, farms lost).*
- *How people's lives are affected (homes destroyed, jobs lost, migration).*



_____

_____

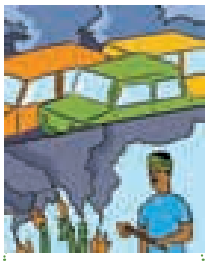
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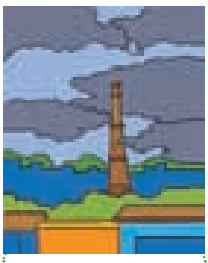
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Delhi's Smog – Air Pollution

Look at the pictures below. Write a caption in each box to tell the story.









Some particles trap heat. Others block the sun. This changes the weather.

Check Your Understanding
What pattern do you notice in these events?

- ☐ They are completely random events
- ☐ The weather is becoming more extreme and unpredictable
- ☐ Only work was affected

At first, these case studies may look separate: floods in the Himalayas, Kerala & Chennai, landslides in Wayanad, heat in Rajasthan, cyclone storms in Bengal, and smog in Delhi.

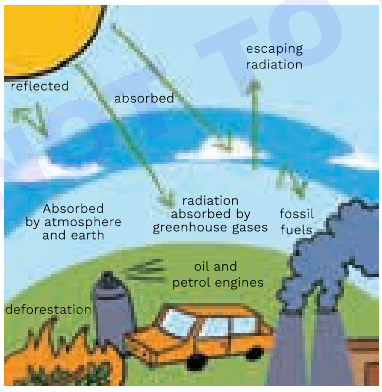
But when we put them together, we notice a **pattern**: these disturbances are happening all across India, and they are becoming more frequent and more severe.

They are not random accidents. They are part of a much bigger system problem.

Think About It:
Looking at these stories, what do you think connects them all?

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2. The Hidden Cause – Global Warming



These events are linked by one hidden cause: the Earth is heating up.

Scientists call this **global warming**. It happens because gases from our activities trap more of the sun's heat in the atmosphere — like a blanket around the Earth.

- More coal, petrol, and diesel burned → more greenhouse gases (CO_2, methane).
- Less trees → less CO_2 absorbed.
- Farming, waste, and pollution → more heat-trapping gases.

Global warming = Earth's average temperature rising because of greenhouse gases.

The Bigger System – Climate Change

Global warming leads to **climate change** — the bigger set of effects.

What happens because of this?

- Summers feel more extreme.
- Rains come in sudden heavy bursts.
- Natural disasters like floods, droughts, and cyclones become worse.
- Farmers, workers, students, and families — everyone's life is affected.
- Jobs, homes, lands, and even health are at risk.

Climate change = the wider changes caused by global warming: stronger cyclones, floods, landslides, heatwaves, droughts, and shifting weather patterns.

Climate change is not just an "environment" problem. It is a **systems problem** — where one action spreads into many effects across nature, society, and the economy.

3. Systems Thinking Tools

Systems thinking helps us see:

- **Connections** – how one spreads into many effects. (e.g., cutting trees → soil erosion → flooding and loss of shade → hotter streets → more AC use).
- **Loops** – how problems keep feeding themselves (e.g., heat → more AC use → more coal burned → more heat).
- **Solutions** – how fixing one part (e.g., planting trees → cooler air → less AC use → less coal burned → cooler air) can improve many parts at once.

In simpler words: instead of just fixing one problem, systems thinking asks:

- How does this problem connect with other things?
- What changes will happen if I change this part?
- How can I solve the root cause rather than just the symptoms?



Hidden Loops Quiz

Sometimes two things look totally unrelated — but in a system, they can be deeply connected. Let's play detective and uncover the **hidden loops**!

Instructions for Learners:

1. Read each pair of facts below.
2. At first, they may look unrelated.
3. Think: "*What is the hidden connection between them?*"
4. Write your answer in the space given.

Hidden Loop Pairs

Example: Groundwater Use → Lower Water Table → Deeper Borewells Needed → More Groundwater Use

Q1. Fertilizer Use → _____ → _____ → More Fertilizer Use

Q2. Energy Use → _____ → _____ → More Energy Use



Think About It:
Which loop surprised you the most? Why?

_____

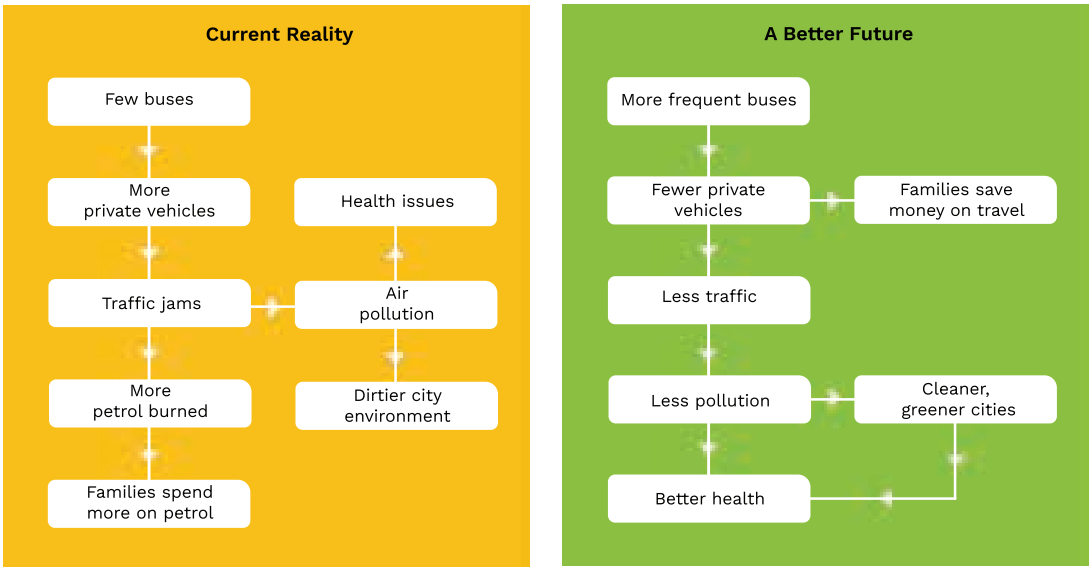
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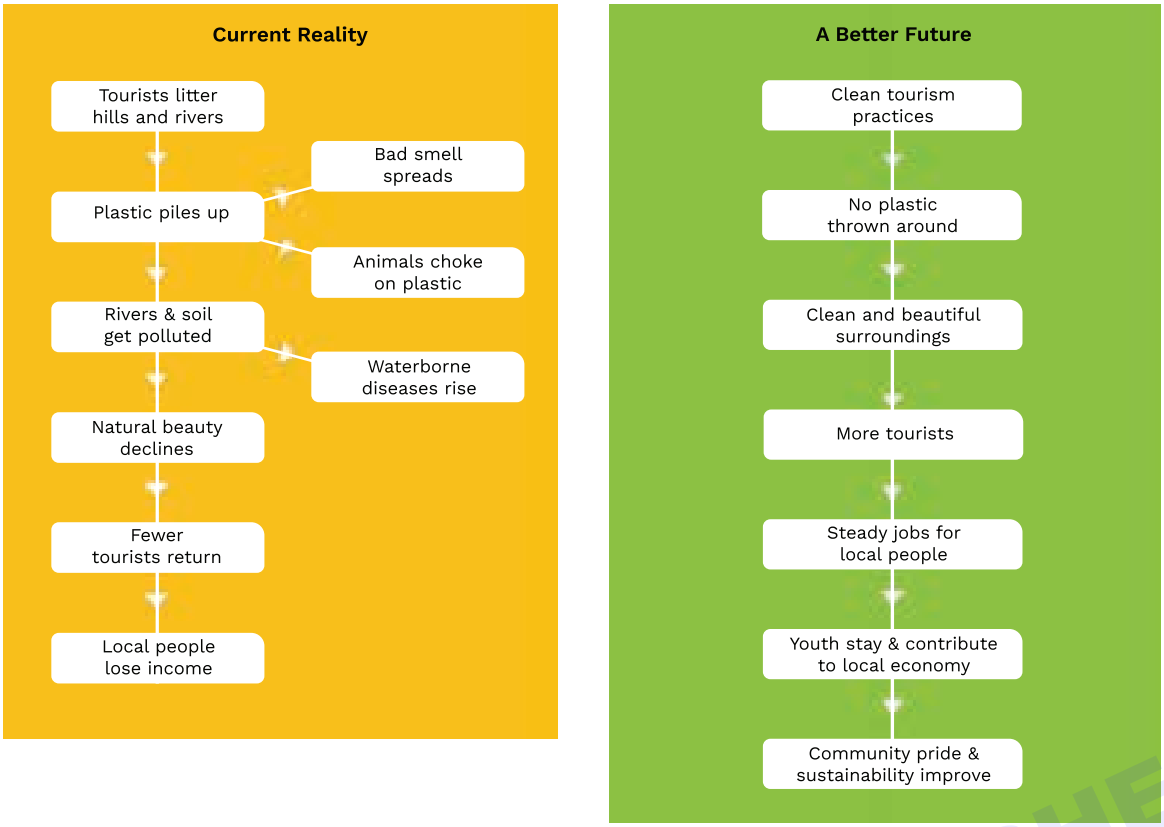
Flip the Chain

You saw how one problem spreads into many. But if we change just one step, the whole chain can flip positive.

Example 1: Public Transport & Pollution



Example 2: Tourism & Environment



Now try with your own example!

1. Write about **one problem** you see around you (choose: water, waste, traffic, electricity, pollution).
2. Draw an effect **map** showing how this problem affects many other parts of life.
3. Write **one way to flip the chain** into a positive solution.

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Green Systems

Green Tip!

In Japan, farmers and fishers work together. Why?
Rice farmers wanted better harvests, so they sprayed pesticides on their fields.

But the rain carried these chemicals into nearby rivers. Fish began to die → fishing families lost income → markets had less fish. This showed how one small choice in farming shook the whole community.

The farmers and fishers decided to work together. Farmers reduced pesticide use and tried natural pest control.

Result?
Rivers became cleaner → fish returned → farmers still grew rice → fishing families earned again.

This is systems thinking: seeing how land, water, food, and people are linked and fixing one step to improve the whole chain.

Big Idea: In systems, small actions in one place can create big effects somewhere else.

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain what systems thinking means.
- ☐ I can show how one action leads to many results.
- ☐ I can change one step in a chain to make a better future.



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Answer Key

Fill in the Blanks
In the Himalayas, glaciers are melting faster because of global warming. Heavy rainfall is becoming more intense/unpredictable. This causes floods and landslides. Families lose their homes and income/lives.

Hidden Loop Pairs
Q1. Fertilizer Use → soil health reduces →
Less crop yield→ More Fertilizer Use
Q2. Energy Use → More Heat Produced →
Higher Cooling Demand → More Energy Use

10.4

Where Will Our Power Come From?

In this lesson you will learn:

1. **Why coal, petrol, and diesel cannot last forever**
2. **New sources of energy that are cleaner and last longer**
3. **How to choose which energy sources could work best in your home, town, village, or ITI**

Every system needs energy to run — whether it's a home, a workplace or a whole community. But do you know where all this energy really comes from? Let's find out.

What Fuels Our Life?



1. Look at these daily activities.
2. Choose your answer from these options: Coal, Petrol/Diesel, or Natural Gas/LPG.
3. Write the correct fuel in the blank space.

Watching TV at home

Coal (because electricity mostly comes from coal).

Travelling by bus to the ITI

_____

Charging your phone

_____

Riding a scooter or motorbike

_____

Using fans and lights in class

_____

Cooking on a gas stove at home

_____

In India:

- Most electricity comes from **burning coal.**
- Vehicles like buses, bikes, and trucks mostly run on **petrol or diesel.**
- Most homes cook using **piped natural gas (PNG) or liquefied petroleum gas (LPG).**



Think About It:
What's common between coal, petrol, diesel and natural gas?

They all come from deep under the Earth and take millions of years to form. Once we use them up, they cannot be replaced quickly. They are **non-renewable.**

Most of our daily life today runs on fuels that will get over soon!

Now let's see what happens when petrol prices rise sharply or when there isn't enough coal to make electricity.

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1. When Petrol and Coal Became a Problem



Petrol Price Shock

In 2021, people in India were shocked when **petrol prices crossed ₹100 per litre**. Diesel also became very costly. Travelling to work became expensive. Bus fares went up. Vegetables and fruits also became costly because trucks needed costly fuel to bring them. Families started spending less on outings and daily expenses.



Coal & Power Cut

The next year, in the summer of 2022, another problem hit. Many parts of India faced **long power cuts**. Fans stopped during the hottest days. Shops had to close early. Factories lost hours of work. Why? Because many power plants had **very little coal left.** The coal mines had supply problems, and electricity demand was very high.



Pollution Everywhere

In November 2021, Delhi and nearby cities were covered in thick smog. The air became very polluted, and unsafe to breathe [Air Quality Index (AQI) above 300 = "very dangerous"]. The government closed schools for a week. Trucks and construction work were stopped. Doctors told people, especially children and old people, to stay indoors. Some flights were also delayed because pilots could not see clearly in the heavy smog.

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One problem creates many effects. Let's see below.
(Tick all that apply)

Q1. When petrol became costly, what else happened?

- ☐ a) Bus and auto fares went up
- ☐ b) Vegetables and fruits cost more
- ☐ c) Families found daily life harder

Q2. When coal was not enough, what else happened?

- ☐ a) Fans and lights stopped working
- ☐ b) Shops and small businesses could not run machines
- ☐ c) Students could not study at night

Q3. When petrol, diesel, and coal are burnt, what happens to people and the environment?

- ☐ a) The air becomes dirty and smoky
- ☐ b) People may cough or fall sick
- ☐ c) The sky looks hazy and plants/animals also suffer

Q4. Coal, petrol, and diesel will finish one day because _____.

- ☐ a) They take millions of years to form again
- ☐ b) We use them much faster than nature makes them
- ☐ c) Both of the above

Petrol, diesel, and coal are costly, limited, and pollute our air.

So a big question stands in front of us:
If not petrol, diesel, and coal, then where will our power come from in the future?

2. Meet the New Sources of Energy

The fuels we use are finishing fast and harming the planet. But the good news is, people everywhere are finding cleaner and better ways to make energy. Some of these you may know, others might surprise you.

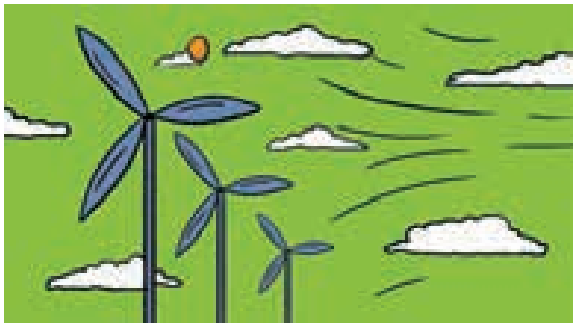


1. Solar Energy – Power from the Sun

Imagine keeping a bucket under the sun and filling it with light instead of water. That's what solar panels do! They catch sunlight and turn it into electricity.

Where it works: places with strong sunlight like rooftops and open fields.
Big benefit: Sunlight is free, endless, and doesn't pollute.

Fun fact: *India has one of the world's biggest solar parks in Rajasthan. It can power hundreds of villages.*



2. Wind Energy – Turning Air into Power

Remember blowing on a pinwheel toy? The faster you blow, the faster it spins. Wind turbines work the same way — but instead of a toy, huge blades turn with the wind, spinning machines that make electricity.

Where it works: places with strong winds, like coasts, open plains, or hills.
Big benefit: As long as the wind blows, it gives power without pollution.

Fun fact: *One wind turbine can power over 1,500 homes in a year without smoke!*

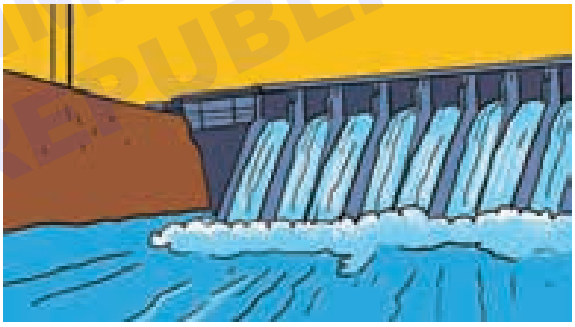


3. Geothermal Energy – Heat from the Earth's Stomach

Have you ever seen steam rise from a kettle? The Earth itself has heat and steam trapped inside. In some places, hot water and steam underground can be used to spin turbines and create electricity.

Where it works: Places with hot springs, volcanoes, or geysers.
Big benefit: Always available and doesn't make smoke

Fun fact: *In Manikaran (Himachal Pradesh), people use hot water from natural springs to cook food and even make tea!*



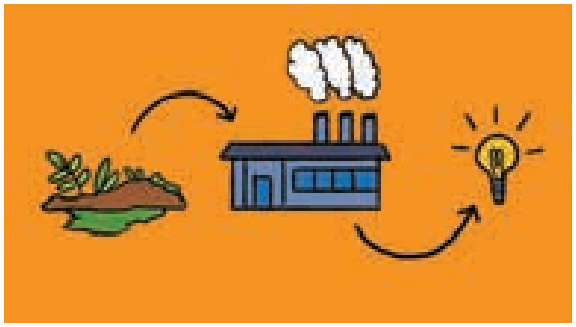
4. Hydropower – Energy from Flowing Water

Think of a dam like a big tap. When water stored behind it is released, it flows out with force and spins turbines that make electricity.

Where it works: Dams built on big rivers with strong flowing water (like Bhakra Nangal, Tehri).
Big benefit: Produces clean energy all year around.

Fun fact: *Tehri Dam in Uttarakhand can generate enough electricity to power thousands of homes.*

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5. Biomass & Biofuels – Power from Plants and Waste

Biomass means waste from plants or animals, such as cow dung or crop waste. When this waste is processed, it makes biogas. This gas is used for cooking and making electricity. In some places, old cooking oil is recycled into fuel for buses.

Where it works: Places with lots of plant and animal waste, like villages , farms, even cities.
Big benefit: Reduces waste and gives energy.

Fun fact: *In a village called Khamtara (MP), home biogas plants cut firewood use by about 100 bullock-carts each year. They also reduced indoor smoke by around 80%.*



6. Nuclear Energy – Splitting Atoms for Power

This one sounds like science fiction! Atoms are tiny particles that make up everything. When you split an atom of uranium, it releases huge amounts of energy — enough to light entire cities.

Where it works: Large power plants that use uranium fuel (India has some, like Kudankulam in Tamil Nadu).
Big benefit: Powerful, reliable, and produces almost no air pollution.

Fun fact: *Just one handful of uranium can give as much energy as tons of coal.*

Did you notice something?

We just met six new sources of energy. Some **never get over.** These are **renewable energy sources.**
Some make power **without smoke**. These are **clean energy** sources.
Some do **both** and one is **powerful but not endless.**

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Sort Them Out!

Write the names of the energy sources (Solar, Wind, Nuclear, Geothermal, Hydropower, Biomass) in the right box.

Renewable energy	Clean energy	Renewable & Clean	Clean but Non- renewable energy

Circle the one that surprised you the most:

Solar | Wind | Nuclear | Geothermal | Hydropower | Biomass

Write one line: Why did it surprise you?

_____

3. Energy In My Place

We have learned about six new sources of energy. But, which of these could really work in our homes, towns, villages, or ITIs? Not every energy source works everywhere. For example:

- Solar panels need sunlight, not shade.
- Wind turbines need strong winds.
- Biogas needs waste like cow dung or food scraps.
- Hydropower works near rivers and dams.
- Geothermal works near hot springs.
- Nuclear energy needs big power plants and uranium.



So let's find out which energy source could work best where you live and study.

Energy Source	**Choose the location** *(Tick the selected option)*	**Could this work in your place?** (Yes/No/Maybe)	**Why?**
Solar	☐ Home ☐ Town ☐ ITI		
Wind	☐ Home ☐ Town ☐ ITI		
Nuclear	☐ Home ☐ Town ☐ ITI		
Geothermal	☐ Home ☐ Town ☐ ITI		
Hydropower	☐ Home ☐ Town ☐ ITI		
Biomass	☐ Home ☐ Town ☐ ITI		

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Green Tip!

Biomass-in-a-Bottle!

Food waste is not just "waste." When it breaks down, it releases a gas that can be used as energy for cooking or making electricity. Let's try a simple experiment to see this in action!

What you need

- A clean plastic bottle (1-litre works best)
- Leftover fruit/vegetable peels or food waste
- A balloon
- Tape or rubber band

Steps

Fill the bottle: Put some food waste into the bottle. Do not fill more than half.
Fix the balloon: Stretch the balloon over the bottle mouth. Use tape/rubber band to make it tight.
Place in sunlight: Keep the bottle outside in the sun for 3–5 days.
Watch closely: The balloon will slowly start to fill with gas! This gas is called biogas.

Try this in groups:

- Which wastes (fruit peels, cooked food, leaves) make more gas?
- Why do you think farmers use big "biogas plants" in villages?

Safety Tip: Do not open the balloon or bottle later — it may smell!

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I understand why coal, petrol, and diesel cannot last forever.
- ☐ I can name new energy sources and tell why they are useful.
- ☐ I can explain the difference between renewable and non-renewable energy.
- ☐ I can say which energy sources could work best in my home, town or ITI.



Answer Key

Check for Understanding

Q1: a, b, c
Q2: a, b, c
Q3: a, b, c
Q4: c

Sort them out!

- **Renewable Energy:** Solar, Wind, Geothermal, Hydropower, Biomass
- **Clean Energy:** Solar, Wind, Geothermal, Hydropower, Nuclear
- **Renewable & Clean:** Solar, Wind, Geothermal, Hydropower
- **Non-renewable but Clean:** Nuclear

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10.5

Are My Choices Helping the Planet?

In this lesson you will learn:

1. **How daily habits can help or harm the planet**
2. **To choose and practice green habits regularly**

We have learned how clean energy can shape our future. But it's not just about big solutions, our daily habits also make a big difference. Let's explore which habits help the planet and which ones harm it, through a fun game!

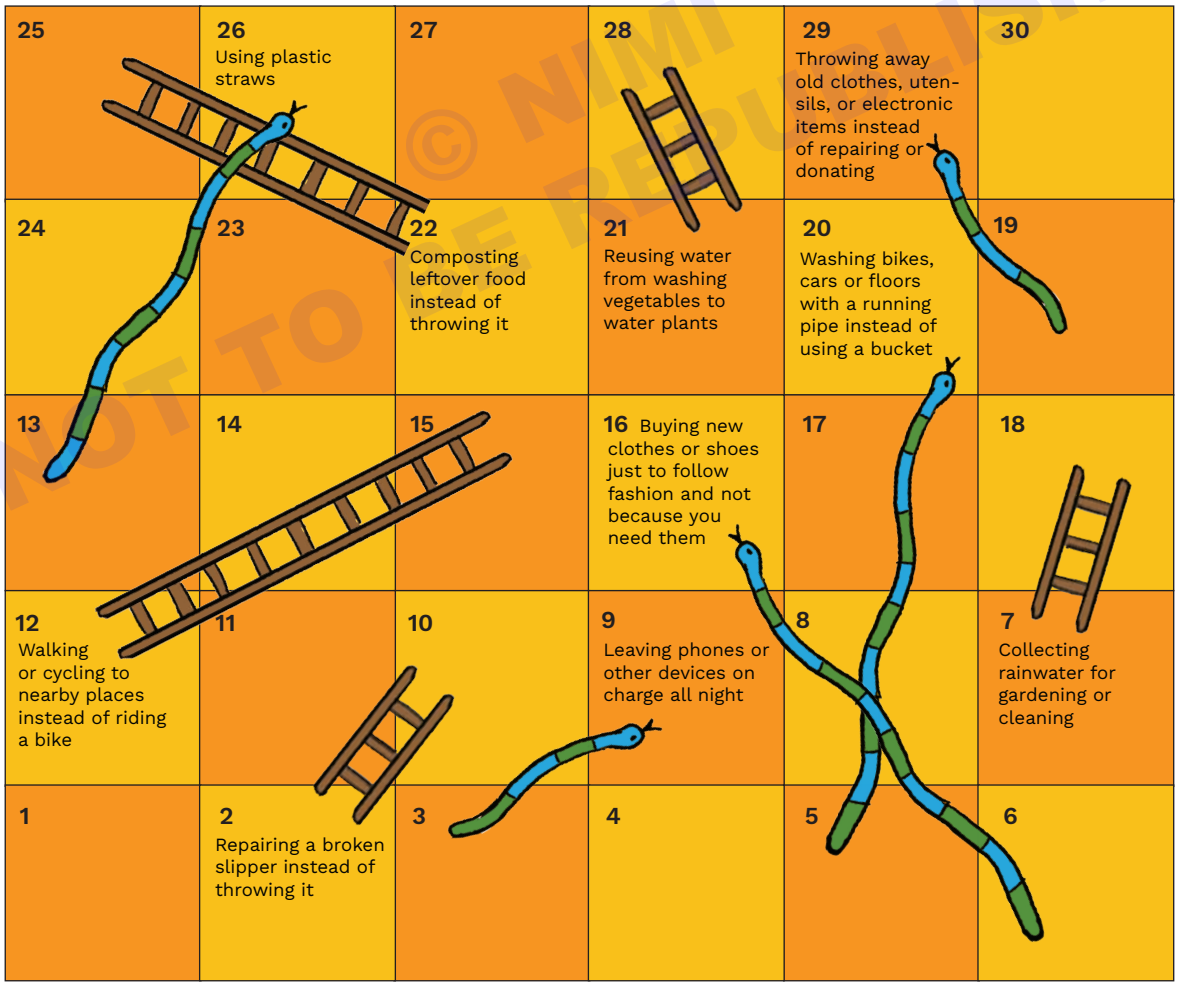
Sustainability Snakes & Ladders



Play this game and see how everyday habits can make you climb up or slide down.

How to Play

1. Roll the dice and move your token forward. You can make tokens from colored paper and use online dice.
2. If you land on a **ladder**, climb up.
3. If you land on a **snake**, slide down.
4. Keep playing till one player reaches the final square.



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Now that you have played the Snakes and Ladders game, answer these questions:

Habits helped you climb up the ladders	Habits made you slide down the snakes

The habits that helped you climb up the ladders are good for the planet, and the ones that made you slide down the snakes harm the planet.

Which of these habits have you seen a lot around your home and neighborhood?

_____

_____



_____

1. The Power of Everyday Habits

Story 1: Indore – Clean City

A few years ago, Indore had a big problem with garbage on the streets. Then people in the city started doing one small thing: they separated wet waste and dry waste in two bins at home.

Because of this, garbage collectors could easily keep the waste separate and send dry waste for recycling and wet waste for composting. The streets became cleaner. Indore has won the award for the cleanest city in India every year since 2017.

Two Bins, Big Change

1. The habit people in Indore followed was:
☐ a) Throwing waste on the road
☐ b) Putting waste in two bins
☐ c) Burning waste at night

2. This habit helped the city because:
☐ a) It made waste easier to recycle
☐ b) It created more plastic
☐ c) It made garbage collectors work harder

3. What more can the people of Indore do to keep their city clean?

_____

_____

_____

_____

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Story 2: Mumbai Dabbawalas

In Mumbai, thousands of dabbawalas deliver home-cooked lunches to offices every day. Instead of single-use plastic containers, they use durable steel tiffins. These tiffins are collected, delivered, and then returned to be washed and reused daily. This simple system not only reduces plastic waste but is also cheap, reliable, and gives jobs to thousands of people.

Steel Tiffin Power

1. The dabbawalas use:
   - ☐ a) Steel tiffins that can be reused
   - ☐ b) Plastic boxes used once and then thrown away
   - ☐ c) Paper plates

2. This habit helps because:
   - ☐ a) It increases garbage
   - ☐ b) It makes food less safe
   - ☐ c) It reduces plastic waste

3. What more can the dabbawalas or customers do to make this system even greener?

_____

_____

_____

_____



These small habits in Indore and Mumbai show how **one action**, when multiplied by thousands of people, can change an entire city. Now, imagine what could happen if **you** made a small change in your habits every day?

Could it make a big difference?

Think about the footprints you leave when you walk on sand. In the same way, our daily actions leave a mark on the Earth. This mark is called our **carbon footprint.** It is the amount of carbon dioxide and other harmful gases that go into the air from our daily activities.

The more we waste energy, food, or materials, the bigger our footprint. Saving energy, repairing, reusing, and composting help make it smaller.

By changing small habits, we can make our footprint lighter and kinder to the planet. So, now it is time to look at your own actions.

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Find Your Carbon Footprint

Want to know your own carbon footprint? Scan the QR code to find out!

1. What did you learn about your carbon footprint?

   _____

2. Were you surprised by any result? Why?

   _____

3. Which daily activity of yours do you think adds most to your footprint?

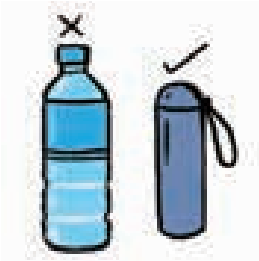
   _____

2. My Green Habit

Now that you know your carbon footprint, let's see how you can make it smaller.



Choose one green habit that you will follow regularly. This is your chance to make a big difference and help lower your carbon footprint.

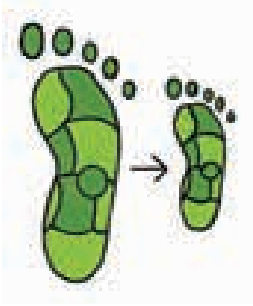


1: Write Your Habit
Think of one simple action you can do every day to help the planet and reduce your carbon footprint.

Example: "I will avoid plastic packets for snacks and plastic water bottles."

My Habit: _____

_____



2: Why This Habit?
Write why you chose this habit and how it will reduce your carbon footprint or help the environment.

Example: "It will help the environment because less plastic waste will be created and thrown away. "

My Reason: _____

_____



3: Reflect and Share
Answer this: If many people did the same habit, what big change could it make?

Example: "If everyone reduces plastic packet items, then less waste will go to landfills, our streets and rivers will stay cleaner, animals will be safer, and the environment will be healthier for future generations."

My Answer: _____

_____

Well done! You've chosen your green habit and thought about how it can **reduce your carbon footprint**. Every small action you take should help the planet grow healthier!

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How to Make Compost at Home

Green Tip!

Instead of throwing food waste, you can turn it into **compost** — a natural fertilizer for plants. Here's how:



1. **Choose a Spot:** Take a bucket, pot, or drum with a lid. Make tiny holes all around the bucket and the lid. Put a plate below the bucket and keep it in a corner.
2. **Layer It Up:** Make a thick layer with dry leaves or cocopeat. Now, put your kitchen waste (like vegetable peels, fruit skins, tea leaves) and cover with dry matter (like cocopeat, soil, dry leaves, or newspaper). Keep making layers like this. Kitchen waste → Dry waste → Kitchen waste → Dry waste
3. **Turn the Compost:** Every few days, stir the waste with a stick so it gets air and breaks down faster.
4. **Use the Compost:** In 2–3 months, the waste turns into dark soil. Put this compost in pots, gardens, or fields — it helps plants grow better!

Did you know that **60–70% of the waste in our homes is wet waste** like leftover vegetables, fruit peels, and food scraps? By **composting this wet waste at home**, we can **turn it into healthy soil** for plants and **reduce the amount of garbage sent to landfills.**

Composting = Less trash + Healthier plants + Happier environment!

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain how my small daily habits can help or harm the planet.
- ☐ I understand my carbon footprint and how to reduce it.
- ☐ I will practice green habits every day.



Answer Key

Two Bins, Big Change

1: b

2: a

Steel Tiffin Power

1: a

2: c

10.6

What Problems do I see in my Community?

In this lesson you will:

1. **Spot sustainability problems around you**
2. **Understand problems better by talking to the community**
3. **Identify a problem to act on**

We have seen how our daily choices affect the planet. Now, let's see how we can make our community greener. The first step is to look closely at what's around us.
Let's start with a quick activity to get your eyes and mind ready for some detective work!

Look Around the Street

Circle all the problems you can spot in the picture.
Put a ★ next to one problem you see often in your area.



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Tell your partner your ★problem and one quick fix.

The biggest problem I see often in my area: _____

_____

_____

Now let's test your detective eyes in real life!

1. Be a Green Detective

When we pay attention, we notice problems that often feel “normal” — cows eating plastic waste on streets, pot holes filled with rain/dirty water, lack of dustbins in public etc. Detectives notice things that others don’t.



What to do

- Choose a place: ☐ ITI campus ☐ Nearby street ☐ Home area
- Walk slowly and look around carefully.
- **Safety tip:** Go in pairs. Stay near campus/home. Don’t touch wires or argue with anyone.
- Use the Green Detective Card below to tick what you see.

Green Detective Card	
Water 	☐ Tap leak / bucket overflow ☐ No running water in washroom ☐ Wastewater flooding road / drain
Waste 	☐ No dustbin / waste on ground ☐ Dustbins overflowing / not emptied regularly ☐ Open burning of garbage
Energy 	☐ Lights / fans ON in empty room / workshop ☐ Streetlight OFF at night / ON in daytime ☐ Vehicles NOT switching off engines at red lights
Air & Noise 	☐ Visible smoke (burning/traffic) ☐ Continuous honking / very loud vehicles ☐ Bad smell from garbage / drains / factories
Safety 	☐ Broken footpath / open drain / pothole ☐ Zebra crossing missing at busy road ☐ Loose / low-hanging electric wires on poles

Did you spot anything else? Write it here:

Clue 1 (what you see): _____

_____

_____

Where/When?: _____

_____

_____

Clue 2 (what you see):_____

_____

_____

Where/When?: _____

_____

_____

Great work, detective! You have spotted _____ (count) problems around you.

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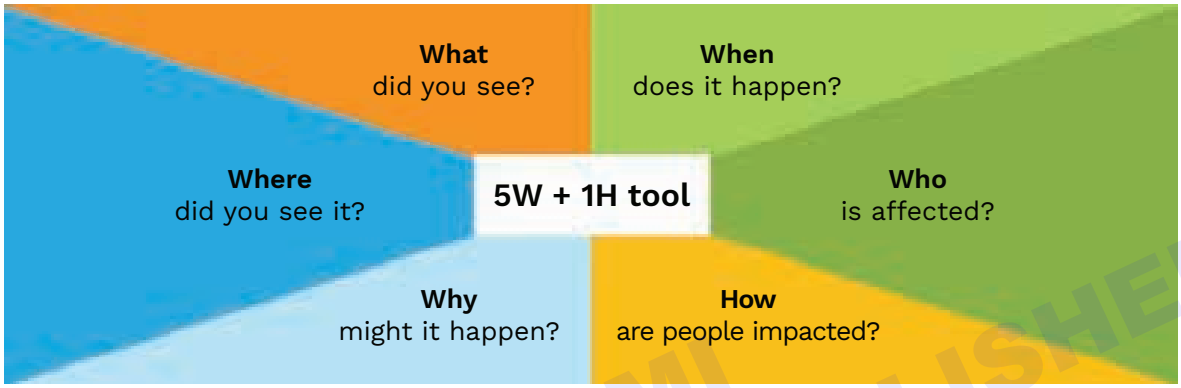
Quick Pick – How to Choose a Problem

Look at the list of problems and choose one that meets all the criteria below:
☐ You can try one small step this week (no special tools or money needed)
☐ It is safe to act (no wires, traffic, or other risks)
☐ It is inside your ITI or home area
☐ You can show proof (photo, time, place) to report or track it
☐ It helps many people or saves a lot of water, energy, or waste

Some problems are easy to see, but the reason behind them is not always clear.
Ask simple questions that will help you understand the problem better.

Think like a detective

Detectives use questions to get clear on what they observe. You can use the **5W + 1H tool:**



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Do this for your chosen problem.

What exactly did you see? _____

_____

_____

_____

_____

Where? _____

_____

When? _____

_____

How often? (*tick*): Daily / Sometimes / After rain / Evenings / Don't know

Who is affected?
☐ Students/Staff ☐ Shopkeepers
☐ Commuters ☐ Children ☐ Elderly
☐ Animals ☐ Others:_____

_____

How are they affected? (*tick*): Health / Safety risk / Time loss / Money loss / Bad smell/noise _____

_____

One thing you noticed that might explain **why** this problem is happening: ____

_____

Now confirm what you saw by asking someone nearby.

2. Talk to Your Community

Interview people in your community who might be affected by the problem you chose. Ask these questions and write the answers.

Note: Before the interview, introduce yourself and say you want to learn about problems in the area. Ask if they have 15-20 minutes for this conversation. If they agree, start the interview.

Who we interviewed (name & who they are): _____

Where was the interview done? _____

1) What do you like about our community/ area?

_____

_____

_____

_____

2) What are some changes you have noticed here in the last few years?

_____

_____

_____

_____

3) What problems do people in this area face every day (e.g., water, waste, traffic, safety)?

_____

_____

_____

_____

4) We have seen [problems] at [place/time]. Do you also see this? How does it affect you?

_____

_____

_____

_____

5) Are there times (like festivals, summer, or rains) when these problems become bigger? If yes, when?

_____

_____

_____

_____

6) Who is affected most and how? Any examples?

_____

_____

_____

_____

7) What usually happens to report/fix it? (person/office, number, ticket, timeline)

_____

_____

_____

_____

8) What blocks a quick fix? (budget, staff, schedule, rules, awareness)

_____

_____

_____

_____

9) What small change can help now?

_____

_____

_____

_____

Thank you for sharing your time and thoughts with us.

• Ask politely • Listen •
• Note answers • Thank them. •

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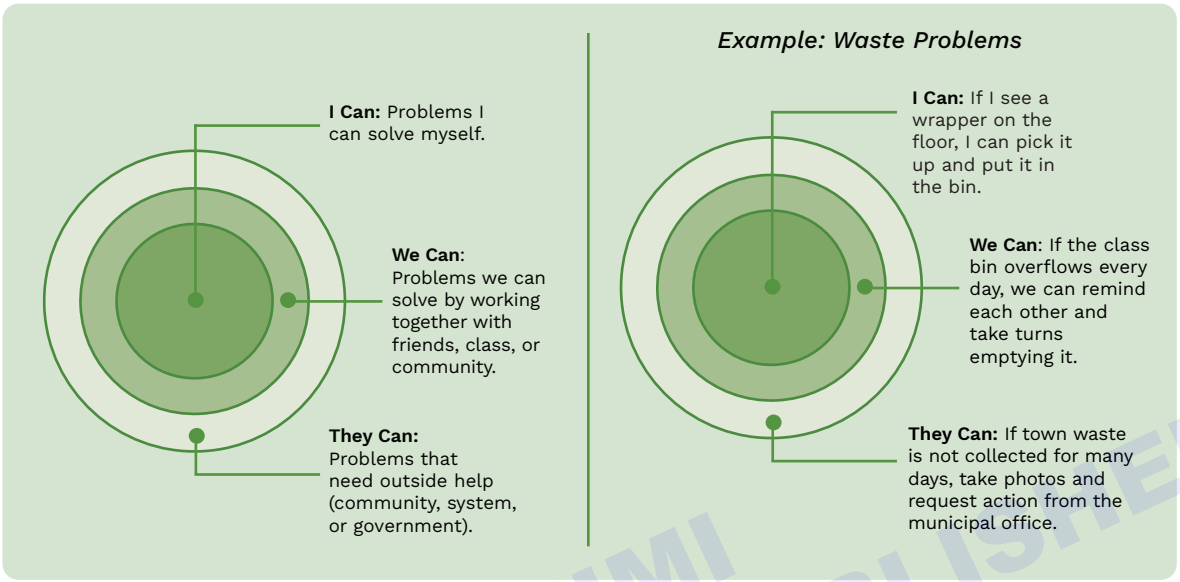
Now that we have *seen* and *heard*, let's see what can be done about them.

3. Our Circles of Action – I Can, We Can, They Can

You now have a list of problems:
- The ones you tick marked in your Green Detective scan.
- Any extra ones you noticed.
- The one you confirmed in your **community interview.**

Not every problem can be solved in the same way. Some you can fix by yourself. Some need teamwork. Some need bigger action from the community or government.

Let's use the **Circles of Action** to sort them:



Task:
1. Write your chosen problem and 2 other problems you spotted earlier.
2. Write them in the blank boxes outside the circle.
3. Draw arrows to place each one in the right circle: I Can / We Can / They Can.



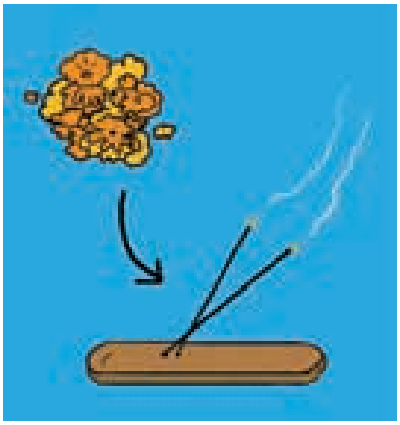
Project rule: Choose only a '**We Can**', or a '**They Can**' problem. If it is '**I Can**' only → keep it as your **personal quick win**, not your project to work with the community.

Look at all the problems you have marked, thought about, confirmed, and classified. Which one problem is the most important or urgent for you to focus on?

_____

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Green Tip!



Reuse Festival Waste

After weddings or festivals, flowers often end up in drains. Instead, collect them to make organic colors (gulal), incense sticks, or compost. In Varanasi and Ahmedabad, youth groups already do this! There is also a company called Phool.co that made a business out of flower waste from temples.

What is one item from festivals that you can use again instead of throwing away?

_____

Give Old Clothes a New Life

Don't throw away old jeans or t-shirts. They can be turned into new things like trendy tote bags, soft quilts, or even stylish jackets! Across India, youth and women's groups are already stitching magic out of fabric scraps.
Eco-Dhaaga takes it further — turning old clothes into fresh, upcycled fashion that saves the planet and creates green jobs. Imagine wearing something cool that was once thrown away!



Which old clothing item at home can you turn into something new? What will you make?

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can identify problems in my surroundings.
- ☐ I can understand issues in the community.
- ☐ I know which problems I can solve, which need teamwork, and which need outside help.



Answer Key

Look Around the Street

- A shopkeeper is using a plastic bag to put vegetables in.
- A man is putting banana peel into a dry waste dustbin.
- Dustbins for wet and dry waste are placed outside, but they have no lids.
- A broken pothole is filled with rainwater.
- A tap drips near the veg stall.
- A dog tears an uncovered garbage bag.
- A plastic bag flies near an open drain.
- Loose / low hanging wires on electric poles.
- A shopkeeper burns cardboard behind the stall.

10.7

How Can I Create a Solution with my Community?

In this lesson you will learn to:

1. **Work with friends and community members to make simple, low-cost sustainable solutions**
2. **Share your solution through a poster, WhatsApp message, or short video**

Being aware helps us notice problems in our community. Now it's time to go one step further — from spotting problems to creating sustainable solutions. This takes a team.

Who Can Help?

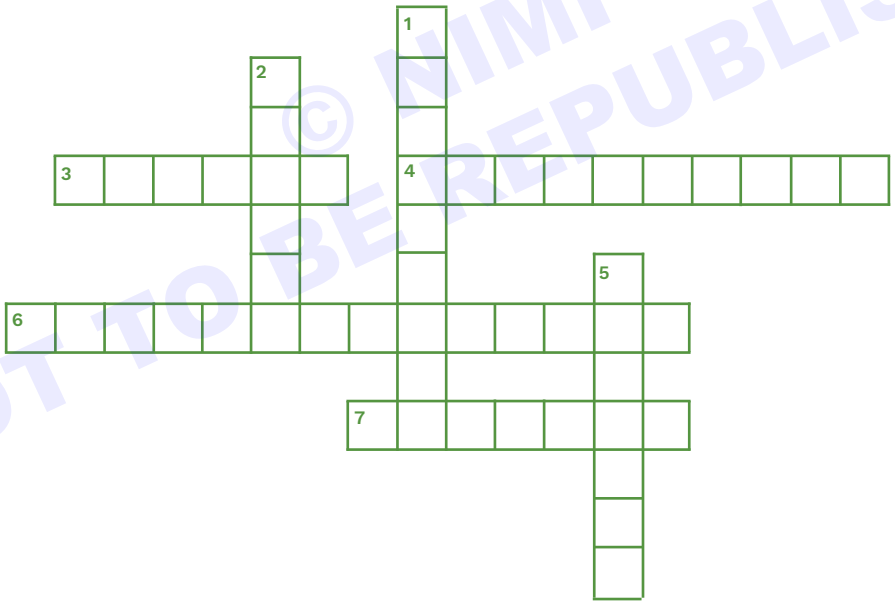


Every problem in your community can be solved faster when people work together. Solve this crossword and find out who all can help you create solutions in your community.

What to do

1. Use the given list of clues to fill the crossword.
2. As you fill each word, also think: *How can this person help me build a solution with my community?*

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Clues

Across

3. The people at home who help you.
4. The people who make policies and rules.
6. People who can support with money or resources.
7. The person at school/institute who teaches you.

Down

1. The person who lives next to your house.
2. The people who keep the streets safe.
5. People your age who can work with you.

Note: These are just a few examples of helpers. Your community may have many more.

Great! You have found some helpers. Real change happens when these people work together. Now, let's see how people in Assam came together and turned a simple idea into action.

1. Community Problem- Solving in Action

While reading, circle the helpers you spot and underline their actions.



In the village of **Pamohi**, near Guwahati in Assam, many families were poor. Parents could not always pay school fees, so children often stayed at home. Another problem was plastic waste. People used to burn plastic bottles and bags to get rid of waste. The smoke made the air dirty and children often coughed and fell sick.

In 2016, two teachers, **Parmita Sarma** and **Mazin Mukhtar**, started a new school called **Akshar Forum.** They wanted to solve both problems: no money for fees, and too much plastic waste.

The school made a simple rule: Every child had to bring **20–25 pieces of plastic waste** every week instead of paying money for fees.



Parents were also asked to **stop burning plastic.** The plastic collected in school was put inside old bottles to make **eco-bricks.** These eco-bricks were used to build things like walls, and toilets.The change was big:

- Families stopped burning plastic.
- The village became cleaner.
- Children who could not afford fees started going to school.
- The number of students grew from just **20 in the beginning to more than 100** in a few years.

This small idea of **"fees with plastic"** gave children education, made the village cleaner, and showed everyone how waste can be turned into something useful.

Write: One thing from this story I could try: _____

_____

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From Assam Story to Our Area (Before—>After)

Think: What Changed in Assam? What Could Change Here?

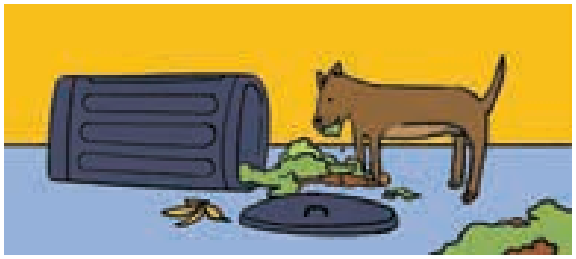
1. Fill "Before/After" for Assam (e.g., "Plastic burned" → "Plastic reused").
2. Think of the problem you chose in the last lesson and fill "Before/After" for your area.

	Before	After
Assam		
Our Area		

You can now tell people exactly what will change.

Now, let's practice creating solutions on a sample problem. We will learn how to find the root cause and plan a small fix (this week) and a big idea (later).

2. Practice Lab: Try it Small



The Problem
In many towns and villages, stray animals like dogs, cows, and goats roam freely on the roads. They spread waste from bins, block the way and cause accidents when vehicles try to avoid them. This harms both people and animals.

Step 1

Find the Real Cause
Goal: Move from surface problem → **root cause** → right action.

How to do
- Write the problem (top).
- Ask 'Why?' five times. Write each answer on the next step.
  (*Rule: if your answer is "people are lazy," try again. Choose a reason you can **act on this week**.*)

5 Whys Method

For example

Problem: "Garbage near the shop."

Why #1: People throw chips packets there.
↓
Why #2: No dustbin nearby.
↓
Why #3: Shop doesn't keep one.
↓
Why #4: They think it will smell.
↓
Why #5: No one cleans it daily.

Your Turn

Problem:

Why #1:
↓
Why #2:
↓
Why #3:
↓
Why #4:
↓
Why #5:

Step 2

Pick a root cause you can act on now (e.g., "No dustbin + no cleaning routine").

Root cause we will act on: _____

_____

_____

Step 3

Plan a Small Fix (this week): A small fix is simple, safe, quick, and low/no-cost. (e.g., "Place a covered bucket + create a 3-person cleaning rota.").

Plan your small fix

- My small fix: _____

  _____
- Where (place): _____
- When (day/date): _____
- Who helps: _____
- What we need (low-cost/free): _____

  _____
- Proof we will collect (eg. Before & After photo / video of the area): _____

  _____

Do-ability check *(tick all)*:
☐ Start within 7 days ☐ Safe & legal
☐ Free or very low cost

Safety & permissions: Do not handle animals or block roads. For signboards/ barriers, take permission from the shop/ municipality. Stay off traffic lanes.

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Step 4

Plan a Big Idea (later): A big idea is **long-term**, sometimes needs **permission** and more **people**.
(e.g., "Ask panchayat for cement bin + weekly pickup.")

- My Big Idea:_____
- Who we must involve (roles): _____
- Permissions needed: _____
- When (month): _____

Helper → Action (next month)

1. _____ → _____
2. _____ → _____

You practised the method on a sample problem. Now **use the same steps** for **your own community problem** from the last lesson.

3. From Problem To Solution - Work With Your Community

Find the real cause, then work with your community to fix it.

Step A

Find the Real Cause (The 5 Whys)

Rule: If a "Why" blames people (e.g., "lazy"), rewrite it as a fixable condition (e.g., no bin, no reminder, no pickup schedule).

Our Community Problem:

Why #1:

↓

Why #2:

↓

Why #3:

↓

Why #4:

↓

Why #5:

Root cause we will act on (pick 1–2)

_____

_____

_____

Step B

Community Co-Design

1. Talk to 3–5 people in your community **Who can you ask?** Shopkeeper, trainer, parent, neighbor, student leader, sanitation worker, panchayat member or anyone who could help find solutions.

2. Ask 3 quick questions:
   - "If we fix [root cause], what is the easiest action we can start this week?"
   - "What time/place is best for you to join?"
   - "What small help can you give?" (e.g., keep a covered bin, send a reminder, join for 20 minutes)

Write below:

Person (role)	Their idea	Help offered
1.		
2.		
3.		

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3. Choose one best idea (use these rules):
☐ Helps many people ☐ Low cost ☐ Can start this week

Chosen idea: _____

Short name/slogan: _____

Step C

One-Week Plan (Simple & Doable)

1. Problem (1 line): :_____

   _____

2. Root cause we will act on: _____

   _____

   ___

3. Goal for this week (clear and small):
   (e.g., "By Day 7, reduce visible litter from ~30/day to under 10.")

   "By Day 7, we will _____

   _____

4. Place & Time:

   Place: _____ | Days: ____ to ____ |

   Time: _____

5. Who will do what (roles):

   Lead student: _____

   Helpers (2–3): _____

   _____

   Community contact: _____

6. What we need (low-cost/free):_____

   _____

7. Our success checks (tick at the end):

   ☐ People joined (target: _____)

   ☐ Visible change (before vs after): _____

   _____

   ☐ Action done on ≥ 5 of 7 days

8. Quick proof (attach one): Before & After photo or 10–20 sec video or 1 WhatsApp reminder screenshot

Safety & permissions: Check for permissions in public spaces. Keep actions safe and legal.

Step D

Small Fix & Big Idea (Tie-up)

1. Small Fix (this week):_____
2. Big Idea (later): _____
3. Who to involve: _____

   Permissions required from: _____

   When (month):_____

Your plan is ready! Now, turn to spread the word to share your solution so more people can join.

_____

4. Spread the Word!

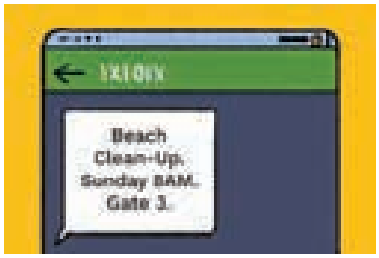
A solution works only when people know about it and join in. This is why communication is powerful. Sometimes, sharing your ideas can inspire many more people to act on it.

Here's one story from Mumbai, India:

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Case Study: Mumbai — Messages that Moved a City

- **Place:** Versova Beach, Mumbai (Maharashtra)
- **Problem**: For years, the beach was buried under plastic and waste. Walking there felt like walking on a garbage dump.
- **Action**: A young lawyer named **Afroz Shah** decided to act. He began cleaning the beach every Sunday. At first, only a few people joined him. But Afroz used **WhatsApp and social media** to share clear messages: *"Beach Clean-Up. Sunday 8 AM. Gate 3. Join us!"* Soon, thousands of people came together every week.
- **Impact**: Over time, volunteers removed **more than 4,000 tons of waste** from the beach. The cleanup became one of the world's biggest citizen-led movements, showing how **a strong message can move people to act together.**

Communication can turn one person's idea into a community movement. Now it's your turn to spread your solution. Here are 3 different ways. Choose one or try all three.

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Ways to Share Your Idea



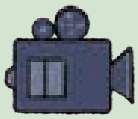
1. Poster Power
Make a short, clear poster.
- Title (5–6 words)
- Message (1–2 lines)
- One simple picture

Example:
Title: "Plant Trees, Feel the Breeze"
Message: "Let's plant one tree each outside our workshop."



2. WhatsApp Campaign
Write a short, catchy message (like a forward) with 3 parts:
- Problem (1 line)
- Solution (1 line)
- Call to act (1 line)

Example:
Message:
"So many plastic chai cups outside our canteen.
Bring your own steel cup or glass.



Share this with 3 friends today!"

3. Instagram Reel
Plan a 30-second reel (script).
- Start: Show the problem.
- Next: Show the solution.
- End: Share a message (words or voice).

Example:
Start: Camera pans across smoke from burning leaves

Next: Students collect leaves and show a compost pit.

End: Voice: "Don't burn waste — make compost instead."

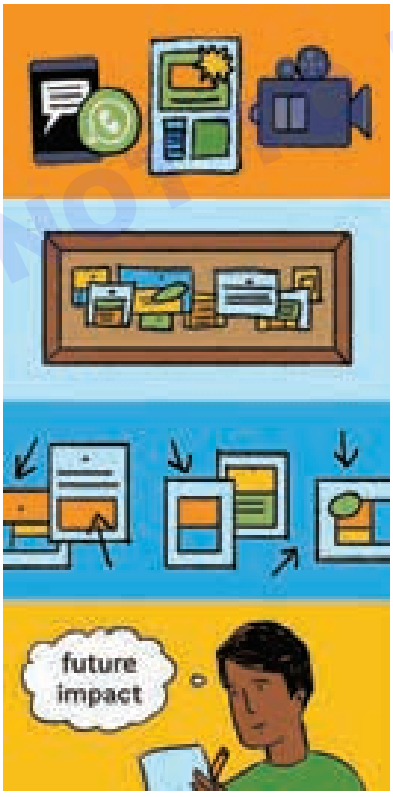
Your Turn
Pick one method above. Tick your choice:
- ☐ Poster: Draw a simple poster with a title, message, and picture.
- ☐ WhatsApp: Write a short campaign message (3 lines: problem, solution, call to act).
- ☐ Reel: Write a 30-second script (start with the problem, show the solution, end with a message).

Now create it below (draw or write depending on what you chose):

Great! Your idea is ready to show. Let's display everyone's work and learn from each other.

Green Gallery Walk

You have now created your own solution and shared it through a poster, a WhatsApp message, or a reel script. But an idea becomes stronger when we show it to others and listen to their thoughts. In this activity, we will make a "Green Gallery" in our classroom — like an exhibition of your ideas. This way, everyone can see different solutions, learn from each other, and think of ways to make their ideas even better.



Step 1: Get Ready
Take your work from the last activity.
- Poster: make sure the title, message, and picture are clear.
- WhatsApp message: write your 3 lines neatly.
- Reel script: write the 3 steps (Start → Next → End) in boxes.

Step 2: Set up the Gallery
Everyone will put up their work on the wall, desk, or floor in one common space. It will look like an exhibition of green ideas.

Step 3: Walk and Explore
Walk slowly around the gallery.
Look at at least 5 different ideas.
For each idea, write on a chit or corner of paper:
- One thing you liked.
- One suggestion to make it better.

Step 4: Reflect
After exploring, return to your own work and read the feedback you received. Then fill this in your workbook:

- One idea from someone else's work that inspired me: ____
  _____
- If I improved my idea, the change I would make is: _____
  _____

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How to Make Bio-Enzyme at Home

Green Tip!

What is Bio-Enzyme?
Bio-enzyme is a natural liquid fertilizer made from kitchen waste like fruit and vegetable peels. It helps plants grow, makes soil fertile, and is very cheap to make.

You Will Need:
- Fruit and vegetable peels
- Jaggery
- Water
- A clean airtight bottle or container

Steps:
1. Chop fruit and vegetable peels into small pieces. Fill a clean bottle half with peels and half with water.
2. Add jaggery (50g for 2 liters) to help fermentation. Leave some space at the top for gas.
3. Mix well and loosely cover the bottle and keep it in a dark place at room temperature.
4. For the first 30 days, open the bottle daily to release gas. Let it sit for 2 more months.
5. When peels settle and liquid is clear, strain it into a clean container.
6. Dilute with water (10% enzyme, 90% water) before using on plants.

Benefits:
- Natural fertilizer for plants and soil. It helps plants grow faster and stronger.
- Reduces kitchen waste and saves money.

Tip: It may take a few tries to get it right, but once you do, you can make larger batches and share with friends and family!

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can work with my community to make simple solutions.
- ☐ I can find the main cause of a problem and plan small and big fixes.
- ☐ I can take help from different people in my community.
- ☐ I can share my solution through a poster, message, or video.



Answer Key

Who Can Help?

Across
3. Family
4. Government
6. Business owners
7. Trainer

Down
1. Neighbour
2. Police
5. Friends

10.8

Work That Cares for the Planet

In this lesson you will learn:

1. **What makes a job or career "green"?**
2. **The different types of green jobs**
3. **Exploring green career pathways and green sectors**

In the last lesson, you worked on turning problems into real solutions for your community. Now, let's take this further - if local solutions can create change, what about the jobs we do every day? Can they also become part of the green solution?

Spot the Green Job

Look at the 3 pictures:







Which of these do you think is a green job? Why?

_____

_____

Turn to your partner and share which picture you chose and why.

Some jobs aren't as green as they look, and others are greener than you think.

- A waste picker helps keep plastic out of rivers and landfills.
- A solar technician is clearly green - they bring clean energy.
- A farmer may harm the land if they use too many chemicals, but farming can be greener with organic methods and less water.

But here's a surprise — even jobs you already know, like tailoring, can become green if done differently. Let's see how.

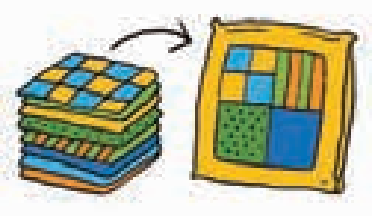
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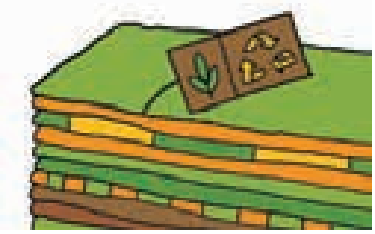
1. What makes a job green

Case Study: Sewing Can Be Green Too!

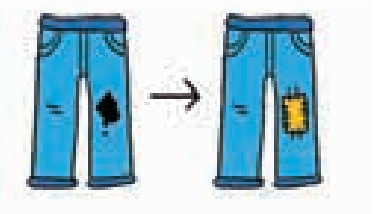
Think about the last time you stitched or bought new clothes. For many years, tailoring meant using lots of fabric, throwing away leftover scraps, and always buying new material. But this job is starting to go green. Here is how:



Less Waste → Instead of throwing fabric scraps, tailors use them to make small items like cloth bags, cushion covers, or patchwork designs. Some businesses like Ecodhaaga collect scrap cloth from factories and turn it into new products.



Eco-friendly Fabrics → Many tailors today are choosing to stitch with cotton, khadi, or bamboo fabric. These eco-friendly fabrics are safer for the environment than synthetics that last longer. When tailors recommend or sew with such fabrics, they help customers make greener choices.



Repair & Share → More customers bring old clothes for alteration, repair, or redesign instead of buying new ones. In some places, people also exchange clothes with friends or buy second-hand at lower prices. This is called thrift or swap — giving clothes a second life instead of throwing them away.

These changes mean new skills for tailors, such as designing with scraps, using eco-friendly fabrics, and offering repair or upcycling services.

Which of these is a greener tailoring practice?
☐ Throwing away leftover cloth scraps
☐ Making a bag from fabric scraps
☐ Using only synthetic fabrics

True or False: Repairing and reusing old clothes reduces waste and saves money.
☐ True ☐ False

A job is green when it helps protect or restore the environment. Green jobs reduce waste, save energy, protect ecosystems, and support sustainable practices.

Now think about your trade. Can your trade jobs also be made green?

My Green Trade Choice

Pick one job from your trade (*example: welder, electrician, beautician)*. Use an AI tool (ChatGPT/ Gemini) with these prompts.
"Explain the job of a [job role] in very simple words, with an example."
"What green choices can a [job role] make at work?"
"What skills do I need to add to make my job greener?"

Write below:

My trade job: _____

One green choice I can make: _____

One new skill I need: _____

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2. How Green Is a Job?

Not all jobs are equally green. Some add just a small eco-friendly step, while others are fully focused on the environment. To understand this better, let's look at a short story of three friends.

Story: Three Friends and Their Green Jobs

Joseph, Asha, and Imran are good friends. All three have jobs, but they work in different ways to help the planet.

Joseph
Joseph is an organic farmer. He grows vegetables without using chemicals and sells them in the local market.

His main work is already green. Every day, his job directly protects the soil and people's health.

Imran

Imran runs a grocery store. Normally, selling groceries is not a green job. But Imran refused to give items in plastic bags. Instead, he asked customers to bring their own cloth bags.

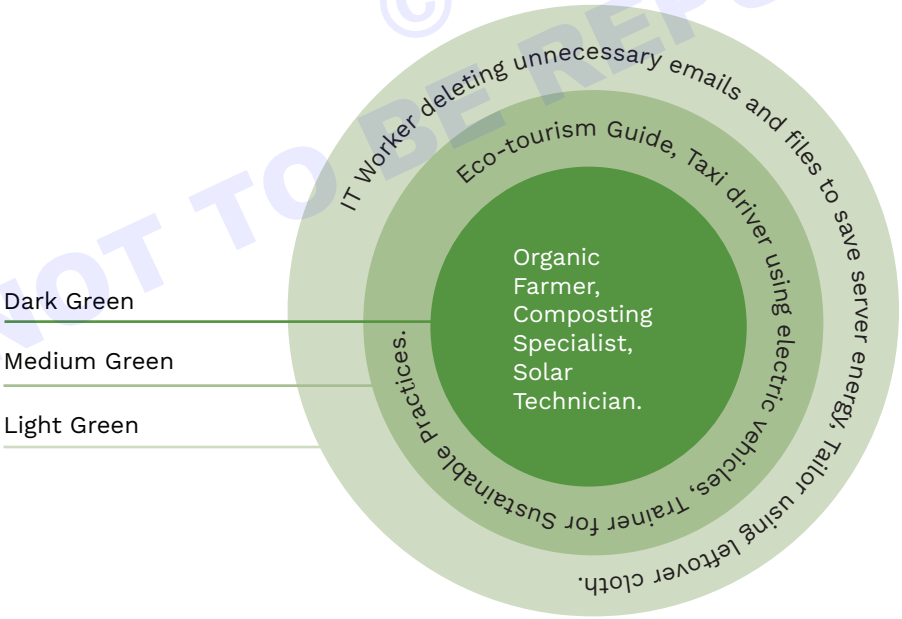
His job was not green, but he made it green by choosing eco-friendly ways.

Asha
Asha is an eco-tourism guide. She shows visitors around forests and villages by focusing on:

- Teaching responsible behaviour not disturbing animals, respecting local traditions, and avoiding plastic waste.
- Promoting local communities connecting tourists with local food, crafts, and culture.

Her job is not fully about the environment, but a big part of it helps the planet. An eco-tourism guide is not just a guide, but also a nature protector and educator

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What We Learned

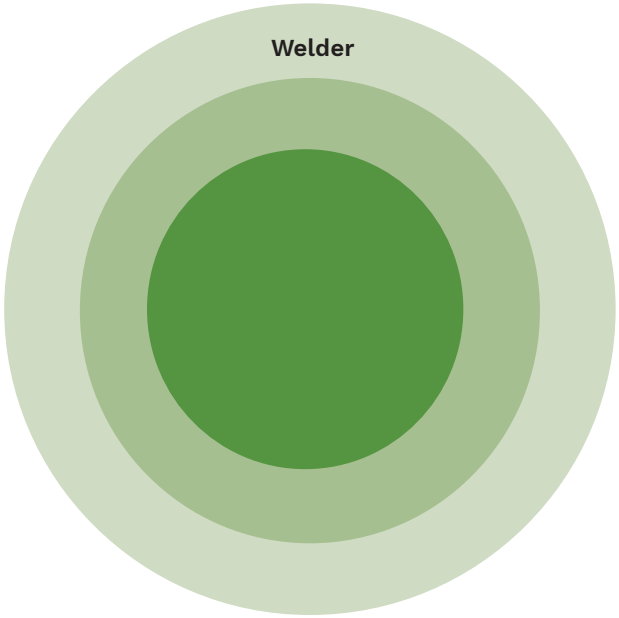
- **Dark Green:** The whole job is about the environment.
- **Medium Green:** The job is not fully green, but its main work becomes greener by changing how it's done.
- **Light Green**: Any regular job can add small eco-friendly actions.

Some jobs are green from the start, others can be made green over time.

Find Your Green Circle

1. Use basic search tools (Google, library, interview someone in your trade) to find jobs from your trade
2. Write the job in the circle it fits: Light Green, Medium Green, or Dark Green.

Example:
- **Trade**: Welder
- **Shade**: Light Green
- **How it becomes green**: A welder's regular work is joining metal pieces, but it becomes greener when they reuse scrap metal pieces and avoid wasting material.



Once you finish, share your circles with a partner. Explain why you placed each job in that circle. Listen to your partner's choices and discuss similarities or differences.

Which job role would you like to do in the future?

_____

_____

You just saw that jobs can be light green, medium green, or dark green depending on how much they help the planet. But work is not only about the job you do today. Over time, when you keep adding greener skills and experience, your job grows into a career. That's when we call it a **green career.**

A **green career** is a series of green jobs and experiences over time that helps protect or restore the environment. It grows as you gain skills, take on new roles, and contribute more to sustainable work.

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3. Exploring Green Career Pathways

Once you know what a green career is, the next step is to decide how you want to grow. Do you want to: work for a company, work as a freelancer, or start your own business? These are called **career pathways.** Let's look at the three main green career pathways you can choose from:



1. Job (Work for a company or employer)
You become part of a company, or a factory that has green roles. You work on projects that protect or improve the environment, such as managing clean energy, treating water, or reducing waste.

Example: A water treatment operator in a company/water treatment plant keeping city water clean.

2. Freelancing / Gig Work (Independent worker)
You don't join a company full-time. Instead, you take up small jobs or projects on your own and earn per task — often choosing eco-friendly services like repairs, reusing materials, or installing energy-saving products.
Example: A beautician who provides eco-friendly services at home.





3. Entrepreneurship (Start a green business)
You set up your own business or service that helps the environment. You manage the work, the customers, and the income yourself.

Example: A small business that upcycles plastic waste into useful products.

Explore Your Trade: From Job to Business

Look at the table below. One example is already filled in. Add at **least 1 idea per column** from your own trade..

Job	Freelance / Gig Work	Business / Enterprise
Working as a baker in a bakery that uses organic or locally sourced ingredients	Baking cakes, bread, or pastries for small events, neighbors, or online orders using sustainable ingredients	Starting your own bakery business focused on zero-waste, eco-friendly packaging, and organic ingredients
My idea: _____	My idea: _____	My idea: _____

Which box feels most exciting for me today?
☐ Job ☐ Freelance ☐ Business

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Discover Green Sectors

Green Tip!

Green careers are not just single jobs. They grow inside **bigger areas of work called sectors.** Each sector has many kinds of roles — from helpers and technicians to managers and entrepreneurs. **Here are 6 big green sectors in India today:**



Food & Water → Smarter farming and saving water.

Example jobs: Organic Farm Worker, Drip Irrigation Technician, Rainwater Harvesting Installer.



Nuclear Energy → Safe and clean electricity using nuclear power.

Example jobs: Nuclear Plant Technician, Nuclear Safety Officer, Radiation Monitoring Specialist.



Renewable Energy & Transport → Clean power (sun, wind, water) and eco-friendly travel.

Example jobs: Solar Panel Installer, Wind Turbine Technician, EV Charging Attendant, Nuclear Plant Technician (supporting safe, clean electricity production).



Green Homes & Construction → Saving energy and building sustainable spaces.

Example jobs: Smart Energy Electrician, AC & Refrigeration Technician, Eco-Carpenter.



Sustainable Transport → Cleaner ways of moving people and goods.

Example jobs: Electric Vehicle Mechanic, Metro Rail Technician, Cycle Repair Entrepreneur.



Waste & Recycling → Reducing waste and giving materials a new life.

Example jobs: E-waste Dismantler, Plastic Recycling Worker, Upcycling Tailor.

Explore Green Sectors with AI

Pick one sector from the list (Renewable Energy & Transport, Waste & Recycling, Food & Water, Green Homes & Construction, & Nuclear Energy). Use AI (ChatGPT/Gemini) with this prompt:
"Tell me about three jobs in the [sector name] sector in India. Explain in simple words what each person does."

Write in your workbook:

Sector I chose: _____

3 jobs I found: _____

The one I find most interesting:_____

Share your sector and job list with a partner.
Ask each other: "Which of these jobs sounds exciting to you, and why?"

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WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can explain what a green job and green career mean.
- ☐ I can tell the difference between light, medium, and dark green jobs.
- ☐ I know that even regular jobs can become greener with eco-friendly choices.
- ☐ I explored green career pathways for my trade.
- ☐ I discovered the main green sectors in India and some jobs in each sector.

Answer Key

Which of these is a greener tailoring practice?
Making a bag from fabric scraps

True or False
True

10.9

Planning My Green Career

In this lesson you will learn to:

1. **Explore green job options and choose two roles — one you can start soon and one you can aim for later**
2. **Create an action plan and identify at least one support booster such as a scheme, mentor, or course**

Every career is a journey. You don't reach the goal in one jump — you take small, smart steps. This lesson will help you plan your own green career path.

Small Steps to Green Careers

Let's meet three ITI students, Farzana, Kevin and Anuja, who took small steps to build their green careers.

Anuja: From Cosmetology Trainee to Eco-Beauty Freelancer



Skills learned in ITI: She learned basic salon services and hygiene.



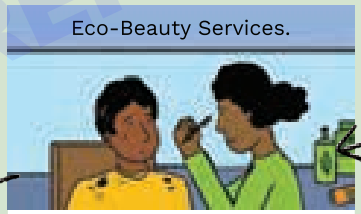
New green skill added: She switched to refillable, low-chemical products and natural ingredients.



First green work experience: She offered eco-friendly hair and beauty services at home for friends and neighbors.



What's next: She is also learning advanced natural skincare and haircare techniques to expand services and reach more clients.

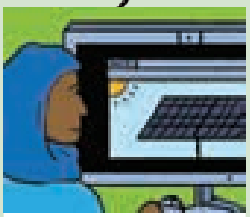


Current role: She works as a freelance eco-beauty professional, promoting low-waste and natural grooming.

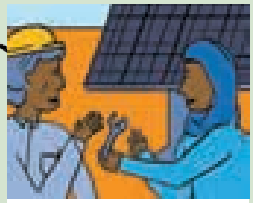
Farzana: From Electrician to Solar Technician



Skills learned in ITI: Farzana learned house wiring, electrical safety, basic motors, and how to install and maintain electrical systems.



New green skill added: She took a short course in solar basics to learn about rooftop solar systems.



First green work experience: She helped a local team install solar panels while continuing regular electrical



work.
Current role: She works as a solar technician in a company, installing rooftop solar systems, and also takes on electrical jobs part-time.

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Kevin: From Health Sanitary Inspector to Waste Management Entrepreneur



Skills learned in ITI: Kevin learned sanitation, hygiene, and basic waste management.



First green work experience: He worked part-time at a local composting unit, managing organic waste and learning business basics.



Current role: He runs a small waste management business, collecting organic waste from communities and turning it into compost for sale.

Note: Health Sanitary Inspector is already a green trade. Kevin did not need a new certification to start; he applied existing skills and learned on the job.

Think About It:
Which of the following are true for one or more of these stories? *(Tick all that apply)*

- ☐ A. They started with skills learned in their ITI trade.
- ☐ B. They learned a new green skill.
- ☐ C. They gained hands-on experience.
- ☐ D. They keep learning new skills to grow their careers.

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1. My Green Career Plan!

Now it's time to create your own career map for the future — showing where you are today, what you want to learn, and the first step you will take on your green journey.

Step 1: Choose a Green Job Role

Think about what you learnt in the previous lesson — the green jobs linked to your trade, the different sectors, and pathways. If you already have 2-3 roles in mind, write it down.

If you're not sure, you can use an AI tool such as Microsoft Copilot, ChatGPT, or Gemini to help.

Prompt: *Hello! I am an ITI student in [your city/state name] studying the [your trade name] trade. I am interested in building a green or environmentally friendly career. List 3 green job roles in India related to my trade.*

1. _____
2. _____
3. _____

Step 1A: Learn More About Each Role
Use an AI tool to give the details in a single table.

Prompt: *Make a table comparing these roles: [Role 1], [Role 2], [Role 3]. Columns: Main tasks, Education & Skills needed, Starting pay (range), Demand trend, Where jobs are found (sites/locations)*

Roles	Main tasks	Education & Skills	Salary range	Demand trend	Job location
Role 1					
Role 2					
Role 3					

Step 1B: Choose one green role
Decide using the information above which role interests you most.

Chosen Green Job Role: _____
Choose pathway type:

☐ Job ☐ Freelancer ☐ Starting a Business

Step 1C: Verify the Information
Before finalising, cross-check what AI told you:

- Ask your trainer or seniors
- Visit official job or government websites
- Talk to people working in this field
- Is this job/college available in my district/state?
- Do I meet eligibility requirements (education, age, certs)?

Step 2. Find Your Skill Gap & Learning Options

Do this

1. From Step 1A, list skills the role needs.

   Skills needed for the role: _____

2. Write what you already have and what you need to learn.

   I already know/do: _____

   I need to learn: _____

3. Use the prompt to find courses/internships and choose one quick first step.

Prompt: *"I want to work as a [your chosen green job]. I need to learn [skills]. Suggest short, low-cost courses, certifications, or internships I can do nearby or online. Add one 'quick first step' I can complete in 2 weeks."*

Courses, certifications, or internships I can do: _____

_____

_____

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My quick first step (in 2 weeks): _____

_____

_____

Now that you know which green job interests you and what extra skills you need, let's see what support is available to help you take that step.

Step 3: Find Support

Step 3A: Government Schemes and Benefits
To move into a green job, you may also need support beyond your skills like training, certificates, or loans. Government schemes act like boosters that provide this support, helping you start work, upgrade skills, or even set up a small green business.

Pick one that fits your next step.

- ☐ Skill India / PMKVY: Short skill courses with certificates recognised by employers.



- ☐ Green Hub Fellowship: Learn about environment through filmmaking for youth from remote/marginalised areas in northeast & central India



- ☐ Green Skill Development Program (GSDP): Free training to prepare for self-employment or become master trainers in environment and sustainability fields.



- ☐ EV/Green equipment loan/subsidy: Finance support for cleaner transport.
- ☐ Other: _____

What is one scheme I would like to use?

_____

_____

Step 3B: Reach Out and Ask

You don't have to do it alone. Talk to:

- Trainers or mentors
- Local industry experts
- Friends or family who can connect you with someone in this field

List 1–2 people who can help or guide you. Add where they work and what you want to ask them.

1. _____
2. _____

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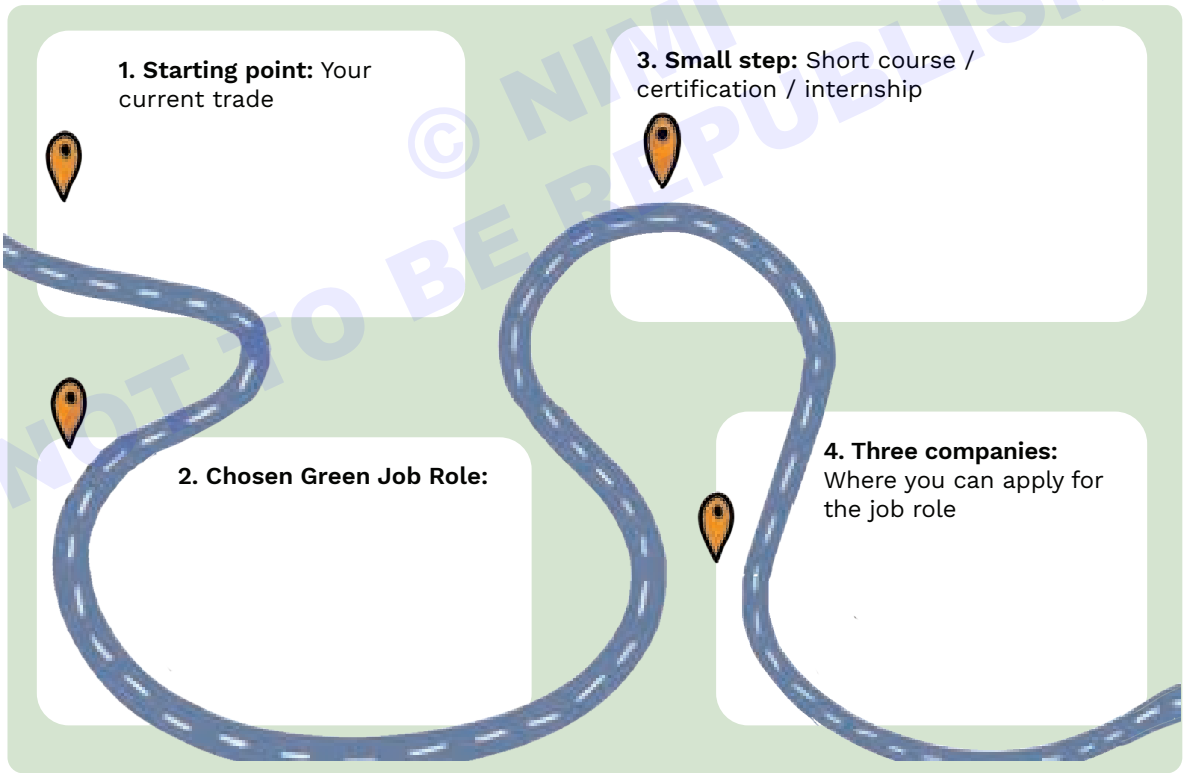
Step 4: Make Your Action Plan

Turn your choice into simple steps. Plan your next steps towards your green career goal.

Step	What I will do	By when	Support / Resources needed
1			
2			
3			

My Green Career Plan Snapshot

Draw or fill your career map:



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But your learning doesn't stop here. Green jobs are growing every day, and there is always more to explore. If you are curious about the wider world of opportunities, the Green Tip Box below will guide you further.

Explore More Green Jobs

Green Tip!

Green careers are opening in many new areas — from solar and wind to recycling, e-waste, water, and even green construction. The Skill Council for Green Jobs (SCGJ) has created a **Green Jobs Handbook** that lists detailed job roles, skills, and training options across these sectors.

This handbook shows you where the future opportunities are, and how you can prepare for them.

Want to learn more? **Scan the QR code** to explore the full handbook and discover more career options!

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I understand why adding green skills is important for my career.
- ☐ I matched my skills to a green job and saw what more I need to learn.
- ☐ I identified government schemes and people that can support me in my green journey.
- ☐ I created my own Green Career Map with jobs, skills, and next steps.
- ☐ I know one simple action I can take this week to move forward.



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Answer Key

Think about it

All the given options are correct

11.1

Who is an Entrepreneur?

In this lesson you will learn:

1. What it means to work for yourself
2. What are the qualities of an entrepreneur

1. What It Means to Work For Yourself

Have you ever seen a grocery store owner or a tailor with their own shop? They work very differently from a nurse in a hospital or a clerk in an office. What makes them different? Let us find out.

1A: Different Ways of Working

Tick all the people who you think work for themselves.



☐ Samosa and tea stall owner



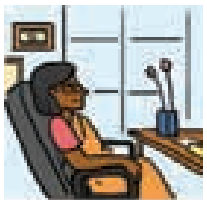
☐ Tailor working in their own shop



☐ YouTuber creating videos for their channel



☐ Car repair shop owner



☐ Founder of a large company



☐ Hospital nurse



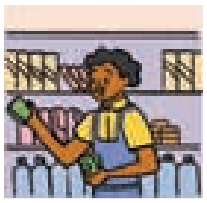
☐ Factory worker



☐ Security guard



☐ Office clerk



☐ Sales assistant in a shop

Think and write

Look at the people you ticked. Apart from working for themselves, what else do they have in common? *Tick all that apply:*

☐ They can set their own work timings
☐ Their income changes from month to month
☐ They are their own boss

LET'S LEARN!

When a person works for themselves and earns money using their own skills, it is called **self-employment**, like the people shown in the left column of the table.

What happens when a self-employed person wants to expand and grow their business? Let us explore this next.

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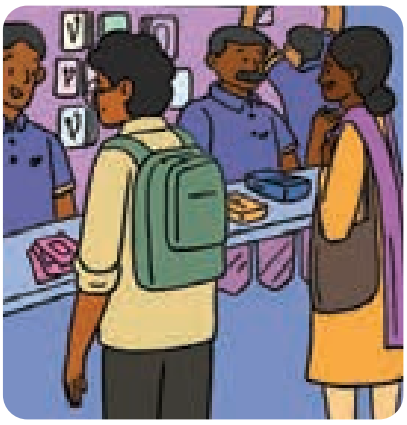
1B: How Self-Employment Can Grow into a Business

Read the two short stories below.



Story 1: Ravi's Work

Ravi offers mobile phone repairs from a small table near the bus stand. He is self-employed. People come to him when their phones stop working. Ravi earns money only on the days he repairs phones. If he is sick or cannot sit at his table to repair phones then he does not earn any income that day.



Story 2: Ravi After Some Years

Over time, Ravi's phone repair skills became popular. He starts getting more customers. So, he rents a small shop and buys more tools. He hires two more people to work at his repair shop. Now the shop runs even when Ravi is not repairing phones himself.

Think and Answer
After reading both stories, tick the correct option in each row.

Question	Option A	Option B
1. In Story 1, how does Ravi earn money?	☐ By using his own skill every day	☐ By managing others who work for him
2. What did Ravi do when he started getting more customers?	☐ He kept working alone at his table	☐ He hired helpers and managed a shop
3. What is the biggest difference between Story 1 and Story 2?	☐ Ravi stopped repairing phones	☐ Ravi's income no longer depends only on him repairing phones

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LET'S LEARN!

We know that self-employed people work by themselves to earn their own income using their skills. **When people organise their work, grow it, and create opportunities for others, they move from self-employment to entrepreneurship.** A person who does this is called an **entrepreneur.**

Being an entrepreneur is not just about hiring more people. An entrepreneur is able to grow their business by setting up a clear way of working. They set systems and processes so the business can run well even without them being there every day. For example, Ravi created a "repair checklist" for his helpers to follow.

2. What are the Qualities of an Entrepreneur

Starting and growing a business is not easy. Entrepreneurs face problems every day. Some problems are expected and some are not. Entrepreneurs have certain qualities that make them successful.

2A: Spot the Qualities

Read Asha's story carefully. As you read, think about the different qualities that she shows.



Asha is studying the Food Production trade at an ITI. Whenever she visits their local shopping centre, she notices that there are no healthy snack options for children.

Asha sees this as an opportunity. She decides to use her baking skills. She bakes small batches of millet biscuits in different flavours and fun shapes that attract children.

The stall price inside the shopping centre is too high for her. So she partners with another stall owner who agrees to sell her biscuits. She observes which biscuits sell more. Accordingly, she adds new flavours, drops the ones that don't sell and changes her production quantity. She also asks customers what they think of the taste.

Think and write

From Asha's story, what do you notice about how she thinks and acts?
Tick all the qualities she shows.

- ☐ She noticed a problem and turned it into an opportunity
- ☐ She started small instead of waiting for the perfect moment
- ☐ She made changes based on customer preferences
- ☐ She kept trying to improve her products

Discuss with your partner: Have you ever noticed a problem or need at your ITI, in your neighbourhood, or at home, and thought about how it could be fixed?
Write your thoughts here.

_____

_____

Asha showed all these qualities. This is how entrepreneurs think.

2B: What Does It Take to Be an Entrepreneur?

Entrepreneurs face many kinds of challenges. Different qualities help them deal with different problems. Draw a line to match each challenge with the quality that helps solve it.

Match the Following
Draw a line to match each challenge with the quality that helps solve it in the best or fastest way.

Challenges Entrepreneurs Face	Qualities That Help
1. You fail to make a single sale in your first two weeks. You keep showing up and trying every day.	A. **Creativity**: thinking of new ideas 
2. The weekly market where you sell shuts down permanently. You change your approach and start selling online.	B. **Willingness to learn**: asking questions and finding answers 
3. Nobody asked you to start but you saw a problem and decided to do something about it.	C. **Taking initiative**: starting something on your own 
4. Everyone around you doubts your idea. But you believe it can work.	D. **Persistence**: not giving up 
5. Your machine breaks down right before an important order. You figure out a solution to finish orders on time.	E. **Problem-solving**: finding solutions when you face a challenge 

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6. A customer asks for something you have never made before. You come up with a brand new design on your own.	F. **Confidence**: trusting that you can do something 
7. You realise that a new software can help you create better quality outputs. You ask people about it and learn how to use it.	G. **Adaptability**: trying a different way when your usual way stops working 

LET'S LEARN!

Successful entrepreneurs know how to respond to the challenges. These qualities are the tools they use to find solutions and move forward. Often, more than one quality is needed at the same time. Just like any trade skill, these qualities can also be learnt and practised.

MY ACTION PLAN

Now let us see which of these qualities you already have and which ones you want to build.

Read each quality below. Tick the column that is true for you.
You can also add any other qualities that you think are useful for entrepreneurs.



Entrepreneurial Quality	I already have this	I want to build this
Creativity	☐	☐
Taking initiative	☐	☐
Persistence	☐	☐
Adaptability	☐	☐
Willingness to learn	☐	☐
Confidence	☐	☐
Problem-solving	☐	☐

Look at the qualities you want to build. Pick one. Write one small thing you can do this week to practise it.

Quality I want to build:_____

One thing I will do to build the quality:_____

(Example: If you want to build confidence then volunteer to speak first in class tomorrow. f you want to build initiative then identify one small problem at your ITI and think of one possible solution.)

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand how self-employment can grow into entrepreneurship.
- ☐ I can spot entrepreneurial qualities in real-life situations.
- ☐ I know the qualities that help entrepreneurs face challenges.
- ☐ I have identified which entrepreneurial qualities I already have and which ones I want to build.

Answer Key

1A: Who Runs Their Own Work?
Tick all the people who you think work for themselves: All the options in the left column
Think and Answer : All three options are correct

1B: How Self-Employment Can Grow into a Business
1. Option A
2. Option B
3. Option B

2A: Spot the Qualities
Think and Answer: All four options are correct

2B: What Does It Take to Be an Entrepreneur?
1-D, 2-G, 3-C, 4-F, 5-E, 6-A, 7-B

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11.2

Identifying Business Opportunities Around Me

In this lesson you will learn:

1. How to spot business opportunities
2. Different ways to turn an opportunity into a business
3. How to think of business ideas based on your trade

1. How To Spot Business Opportunities

Business ideas are all around us! But how does an entrepreneur spot them? Let's find out!

1A: How to find a business idea?

Think of one place you visit every day – a chai stall, a bus stop, an ITI canteen, a local market, anything.



Write down the name of the place: _____

Now close your eyes for 60 seconds and think – what is one thing that's always annoying or needs fixing in that place? Write or draw your thoughts below.

Can someone earn/make money by fixing this issue?

☐ Yes ☐ No

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LET'S LEARN!

In the last lesson, we met Asha. She started earning money by doing something similar to what you did in the previous activity. She observed her surroundings with curiosity and a business mindset.
An entrepreneur –

- Watches everyday things with curiosity
- Notices problems that many people are facing
- Notices things that happen again and again
- Listens carefully to what people say

This is how entrepreneurs find business opportunities. All entrepreneurs are keen observers. They have the ability to see things from a problem-solving point of view. This helps them understand customer needs and spot business opportunities.

2. Different Ways to Turn an Opportunity into a Business

Once you spot a need or opportunity, you can think of different ways to address it. The same need can lead to different types of businesses.

2A: Same Need, Different Ideas

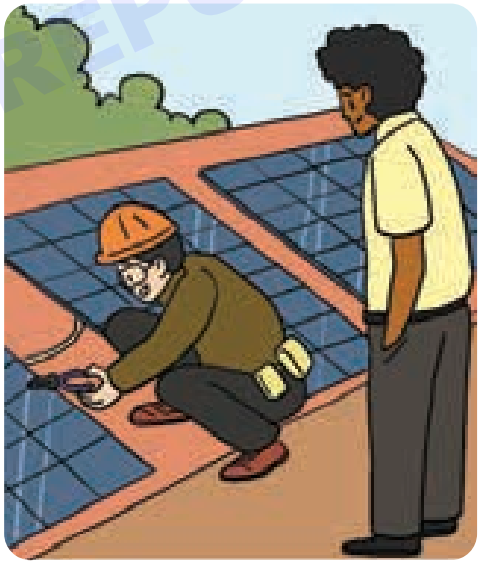
Rashmi and Ramesh both completed their Solar Technician trade at the same ITI. After training, they both noticed the same problem in their area: many homes and small shops in their neighbourhood have high electricity bills. People are interested in solar energy but do not know where to start or what to buy.

Both friends see the same need. But they choose very different solutions.

Rashmi's Idea



Ramesh's Idea



Rashmi's Idea
Rashmi starts buying solar lanterns, small solar panels and solar charging kits for wholesale. She packages them with a simple instruction guide and sells them to homes and small shops in her town. Once a customer buys the kit, they set it up and use it themselves.

Ramesh's Idea
Ramesh offers a solar installation and maintenance service. He visits homes and shops, checks their energy needs, installs solar panels and returns for regular maintenance checks. Customers call him whenever they need a new installation or repair.

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Think and Answer

1. **What does the customer receive from Rashmi?**

☐ Rashmi's time and skill
☐ A physical item they can take and use themselves

2. **What does the customer receive from Ramesh?**

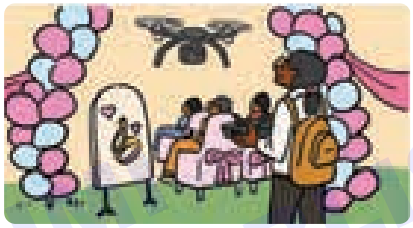
☐ Ramesh's time and skill
☐ A physical item they can take and use themselves

LET'S LEARN!

Rashmi sells a **product**, a physical item that the customer takes home and uses on their own. Ramesh offers a **service**, his skill and time, applied directly at the customer's location to solve their problem. Many businesses combine both product and service. You can start a business like Rashmi or Ramesh, or you can decide to start a business which provides both products and services.

2B: Product or Service?

You have seen how Rashmi and Ramesh used the same trade skill to build two different types of businesses. Now let us see if you can spot the difference across other trades.



Read each example below. Tick whether it is a product business or a service business.

Example	Product	Service
1. A carpenter who makes and sells wooden stools	☐	☐
2. A fashion designer who designs, stitches and sells readymade kurtas	☐	☐
3. A drone technician who offers aerial photography for weddings	☐	☐
4. An Electric Vehicle (EV) mechanic who services EVs at a repair center	☐	☐
5. A food production specialist who makes and sells refreshing drinks	☐	☐
6. A make-up artist who does bridal makeup at the customer's home	☐	☐

LET'S LEARN!

The choice between a product or service business depends on your skills and resources, what your customers need and how you want to work. Some entrepreneurs start with one and add the other later as their business grows.

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3. How To Think Of Business Ideas Based On Your Trade

Now that you understand how to spot needs and the two types of businesses, it is time to think of business ideas for your own trade.

3A: From My Trade to a Business Idea

My trade: _____

One problem I have noticed in my area that my trade can solve:

_____

Now think of two ways to earn from the same problem:

Product idea — What can you make or sell?

_____

Service idea — What can you do or offer?

_____

Which idea would you start with first, and why?

_____

(If you don't feel sure about these things, you can work on this section after finishing the tasks under 'My Action Plan')

MY ACTION PLAN

1. Go on an observation walk in your area. Look around like an entrepreneur. Notice problems people face, things they ask for again and again, or services that are missing.
2. Come back and fill in Section 3A with the new ideas you got. If you have already filled it, add to it or change it based on what you saw.



When will you do this? _____

Will you do it alone or with a partner? If with a partner, who? _____

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I understand that observation helps spot business opportunities.
- ☐ I can explain the difference between product and service businesses.
- ☐ I can think of business ideas based on my trade skills.



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Answer Key

2A: Same Need, Different Ideas

1. A physical item they can take home and use
2. Ramesh's time and skill

2B: Product or Service?

1. Product
2. Product
3. Service
4. Service
5. Product
6. Service

11.3

Is My Business Idea Strong Enough?

In this lesson you will learn:

1. How to check if your idea can become a business
2. How to start small and test your idea

1. How To Check If Your Idea Can Become A Business

1A. Help Asha Decide

Asha's entrepreneurship journey started with observing a need in the shopping centre. She saw that there weren't enough snack options for children. She thought, "*I want to start something with this idea, but how do I know if this idea will work?*"

Imagine you are Asha. Before starting, what would you want to feel sure about?

Tick what you think is important:

- ☐ A. I know what I will make
- ☐ B. I have a lot of money
- ☐ C. No one else is already doing the same thing
- ☐ D. People will like or need it
- ☐ E. I have a shop ready

LET'S LEARN!

Asha realised: She does not need everything ready. But she must be clear about 3 things:

1. **Product or service idea:** What exactly will I make or offer?
2. **Demand:** Will people really want it?
3. **Unique Value:** Why will they choose me?

1B. Conducting a Market Scan

Asha knows what she needs to find out, but she thinks *"How do I find all this information?"* To develop her idea, Asha conducts a 'Market Scan'. Let's see how she does this.



Step 1
She writes down all the questions that she wants to ask.



Step 2
She talks to the children and their parents. This helps her understand their needs and price expectations.

Asha's List of Questions

- What other snacks are available for children here?
- What kind of snacks do children like most?
- Which children's snack stall is the most popular here?
- How many others are selling such snacks here?
- Do parents care about the snacks being healthy?

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Step 3

She goes to other shops in the shopping centre to study all options available for children, their pricing and demand patterns. She also finds out about what she will need to open her own stall.



Step 4

She does online research and speaks to other chefs to think of a healthy and tasty snack for children. She also finds out about locally available ingredients that she can use to make her product.

Asha's List of Questions

- *How much are parents willing to pay for such snacks?*
- *What ingredients can I use to make healthy snacks?*
- *Are they easily available?*
- *What are some healthy snacks I can bake and make?*
- *How much are other snack sellers charging?*

LET'S LEARN!

Market Scan means finding out information that helps you make decisions related to your business. You can do it at different times in your entrepreneurship journey. By conducting a Market Scan, Asha was able to check her idea against the 3 things every business needs:

1. **Product or Service Idea** – She decided to make millet biscuits in different flavours and shapes.
2. **Demand** – She found that parents wanted healthier snacks for their children, and many were ready to pay for them.
3. **Unique Value** – She saw that no one else in the shopping centre was selling healthy snacks for children. This made her product different from what was already available.

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1C: Now Check Your Own Idea

In the last lesson, you came up with a business idea based on your trade.
Choose one idea: either a product or a service. Write it below:

My business idea: _____

Now write questions that will help you check if it really has business potential.

The Three Checks	Your Questions
Product or Service Idea – What will your product or service be?	
Demand – Who needs this and why?	
Unique Value – What will make it different and help fight competition? *(for example: lower price, faster service, more convenient location)*	

Great! Now you are ready to do your market scan!

LET'S LEARN!

Checking these three things does not guarantee success, but it helps you start with clear thinking. A clear product or service idea with clear demand and something unique to offer, is an idea worth exploring further.

2. How To Start Small And Test Your Idea

You have learnt how to check if an opportunity is real. But many times, you may not have all the resources you need to actually start the business. What can you do in such a case?

2A: Starting Small

Read how Sunita thought about her idea before starting her business.

Sunita has completed her cosmetology trade at an ITI. She noticed that weddings and celebrations happen almost every month in her neighbourhood. The only beautician nearby is always fully booked. She thinks this could be a good opportunity. She could provide at-home make-up and beauty services.

She has checked her idea based on the previous section. Next, she makes a list of everything she needs and marks what she has, what she can and cannot arrange.



Things Needed	Have Already	Can Arrange Now	Cannot Arrange Now
Cosmetology Skills	✓	☐	☐
Space to work	☐	✓	☐
Complete Make-up Kit	☐	☐	✓

Think and Answer

1. Sunita does not have everything in place yet. Should she still go ahead with her idea?

   ☐ A. No – she should wait until she has arranged everything
   ☐ B. Yes – she should think of ways to start without a complete make-up kit

2. Discuss with your partner: What are some ways in which she can start without a complete make-up kit? Write 2 ideas.

_____

_____

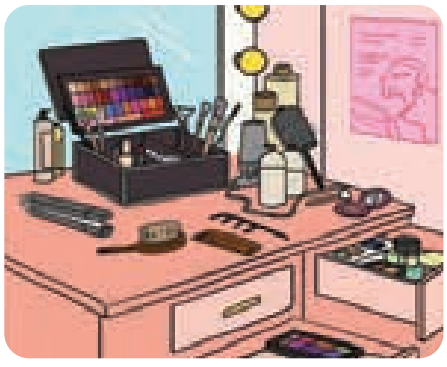
LET'S LEARN!

Sunita realised that a complete kit for bridal make-up was not affordable for her right now. She also did not want to spend so much money without surety that people will actually hire her for such services. So she decides to start with a small make-up kit and basic services like threading, haircuts and simple facials.

This is called '**Starting Lean**'. It means starting your business idea in a small way without all the resources and without spending too much money. This helps you test your idea. Such a test is also called a '**Pilot**' in the world of Entrepreneurship. If it works, then you feel more confident to start your business in a bigger way!



Now



Later

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2B: How Can You Pilot Your Idea In A Small Way?

Now it is your turn. Think about the business idea you have been thinking about. Fill this table.

Things Needed	Have Already	Can Arrange Now	Cannot Arrange Now
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Think and Answer

How can you **start lean** and **pilot** your idea?

LET'S LEARN!

Every entrepreneur starts with what they have. The skill you are learning now is your biggest asset. You do not need everything ready today. Start where you are, take one step forward, and build the rest over time.

MY ACTION PLAN

Conduct a market scan based on the questions you wrote down in activity 1C. Based on the information you collected, check if you missed anything in the list of things you need to start. Also, update your Pilot plan accordingly.



WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I can check if an idea can really become a business.
- ☐ I know how to conduct a market scan and why it is important.
- ☐ I know what a unique offering is and why every business needs one.
- ☐ I know how to start a business without having everything it needs.



Answer Key

1A: Help Asha Decide
She needs to know A, C and D because they help her decide if her idea can truly turn into a business. She can figure out the other details later.

2A: Think and Answer
Correct Answer – B

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11.4

Understanding Business Costs and Pricing

In this lesson you will learn:

1. How to estimate your setting up cost
2. How to decide your selling price

1. How to Estimate Your Setting Up Cost

Before your business earns a single rupee, you need to spend some money to get it started. But not all money spent is the same. Let us find out what makes the cost of starting different from any other cost.

1A: Two Kinds of Costs

Asha is about to start her millet biscuit business. She will need a folding table, a set of baking trays, and a weighing scale. She plans to borrow her mother's oven so she does not have to buy one. Every time she bakes, she will buy millet flour, sugar, butter, flavouring ingredients, and paper packets for the biscuits.





Think and Answer

Some of Asha's costs are for setting up the business and some will keep repeating regularly. Tick the correct column for each expense that Asha makes.

Name of item	Setting up cost	Repeating cost
Millet Flour	☐	☐
Butter and other ingredients	☐	☐
One time Stall Registration Fee	☐	☐
Baking tray	☐	☐
Weighing Scale	☐	☐
Folding Table	☐	☐
Paper Packets	☐	☐
Rent and Electricity Bill for the Stall	☐	☐

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LET'S LEARN!

Types of Cost:
The money you spend once to start your business is called your **setting up cost.** These are one-time purchases. You may need to replace them after years of use. For example, after many years of use, Asha may need to buy another table.

Ingredients, packaging, and electricity bills are different. These are **repeating costs** - the money you spend again and again to make your product or deliver your service.

Knowing your setting up cost helps you understand how much money you need before you begin. The lower you can keep it, the easier it is to start your business. You can do this by reusing what you already have — just like Asha did when she used her mother's oven.

1B: Estimate Your Own Setting Up Cost

Now think about your own business idea. What materials would you need to spend money on for setting up your business?

To help you think, here are some examples of different businesses:

Business	Setting Up Materials
Mobile repair	Repair tool kit, work table, magnifying lamp
Tailoring	Sewing machine, scissors, measuring tape, iron
Electrician	Basic tool kit, wire cutter, tester, work bag
Beautician	Basic makeup kit, mirror, stool, apron
Cooking / food	Cooking equipment, weighing scale, packaging material

My business idea: _____

List the things you would need for setting up your business. Write an approximate cost next to each. You can search the costs online if you are not sure.

Setting Up Materials	Approximate Cost (₹)
	₹
	₹
	₹
	₹
	₹
My total Setting Up cost	₹



Think and Answer
Is there anything on your list you could borrow, share, or arrange without spending money, just like Asha used her mother's oven?

_____

If yes, what would your revised Setting Up cost be?

Revised Setting Up cost: ₹ _____

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LET'S LEARN!

Every rupee you save on setting up costs makes it easier for you to begin. Smart entrepreneurs always ask: what do I already have, what can I borrow, and what do I truly need to buy now?

2. How to Decide your Selling Price

You now know about setting up costs and repeating costs, but what price would you charge for your product or service? Let us learn by helping Asha out.

2A: Recover Asha's Setting up Costs



Asha will spend ₹7000 for setting up her business (*folding table, baking trays, weighing scale, registration*)

She does not want to replace anything before 2 years at least. Based on her current sales and market scan information, she expects to sell approximately 700 batches of biscuits in 2 years. Now, she needs to divide her setting up costs across these 700 batches so that she can recover it.

Help Asha Calculate –	
Setting Up cost per batch	7000
Number of Batches she must divide it across	700
So Setting Up cost per batch *(you can use the calculator on your mobile phone)*	₹ **7000 ÷ 700 =** _____

LET'S LEARN!

To calculate cost price, you must think of a way to recover your setting up cost from your business. This will take some time. But if you plan well, you will be able to do it just like Asha.

2B: What Does it Cost Asha to Make One Batch of Biscuits?



Before Asha decides her selling price, she needs to know exactly how much it costs her to make one batch of 20 packets of biscuits..

She sits down and lists everything she spends money on:

Step 1: Add All Costs

Add up all the costs to calculate Asha's total cost for one batch.

Item	Cost per Batch (₹)
Ingredients (millet flour, butter, flavouring)	80
Packaging	20
Gas for baking	10
Travel (market + shopping centre)	30
Setting Up Cost recovery	10
Asha's time (3hrs x Rs.50)	150
Total cost for 1 batch of 20 packets	_____

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Step 2: Calculate Cost Per Packet

Next, let's calculate the cost of producing each packet.
One batch makes 20 packets.
Cost per packet = ₹300 (Total cost per batch) ÷ 20 = _____

Step 3: Set the Selling Price

To calculate her Selling Price, Asha needs to think about how much profit she wants to make. Asha wants to earn at least ₹5 on every packet she sells. Now let's calculate her selling price according to this.
Selling Price = Cost per packet + Profit
Thus, Selling price = ₹15 + 5 = _____

LET'S LEARN!

Calculating your cost price properly is very important to calculate a profitable selling price. Remember to add all your costs. .
For deciding the selling price, you must keep two things in mind –
1. Am I making enough profit?
2. Will my customers pay this price?

Thinking like this will help you set a good selling price that suits you and your customers, both.

2C: Cost Price and Selling Price for your Business



Now apply the same thinking to your own business idea. Let's follow the process step by step.

My business idea: _____

Step 1: What is my Setting up Cost for each unit of product or service?

Write your total setting up cost: ₹ _____ (from 1B)

Now think:

- How many months or years would you like to use these setting up items for? _____
- How many units (batches, packets, services, repairs, etc.) do you estimate to sell in that-time? _____

Setting Up Cost per unit = Total Setting Up Cost ÷ Number of units = ₹_____

(Just like Asha divided her ₹7000 across 700 batches in 2A.)

Step 2: What is your total cost price per unit including the setup and repeating costs?

List all your repeating costs for making one unit of your product or service. Add the Setting Up Cost per unit from Step 1 to get your total cost per unit.

Item	Cost per Batch (₹)
Total cost for 1 unit of product or service	

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Step 3: What is your cost price per unit of product or service?

If you calculated your cost in batches (like Asha did with biscuits), divide the batch cost by the number of units in one batch.

Cost per unit = Total cost per batch ÷ Number of units in one batch

My Cost Price per unit: ₹ _____

If you already calculated cost per unit directly in Step 2 (for example, cost per haircut, cost per phone repair, cost per shirt stitched), write the same amount here.

My Cost Price per unit: ₹ _____ (from Step 2)

Step 4: What is your selling price per unit of product or service?

Profit I want to earn per unit: ₹ _____

Selling price = Cost + Profit
My Selling Price: ₹ _____

Now check if customers will pay this much. Adjust this if needed. But make sure you make some profit at least.

My Final Selling Price: ₹ _____

MY ACTION PLAN



1. Talk to an entrepreneur you know. Who will you speak to?

_____

2. Ask them what are the different kinds of costs they have. Write down any 2 costs that you had not expected.

_____

3. Share this process of calculating the selling price with them. Ask them if they have any inputs. Update your plan if you feel the need to!

All the best!

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I know what setting up cost is and can estimate mine.
- ☐ I understand the difference between setting up and repeating costs.
- ☐ I can calculate my cost per unit and decide a price that covers my setting up and repeating costs.

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Answer Key

1A: Two Kinds of Costs
Setting Up Cost → Baking trays, Weighing scale, Folding table, One time stall Registration Fee
Repeating Cost → Millet flour, Butter and other ingredients, Biscuit packaging, Rent and Electricity Bill

2: How to decide your Selling Price?
Setup Cost per Batch = ₹10
Total Cost Price = ₹300
Cost Price per Packet = ₹15
Minimum Selling price Per Packet = ₹20

11.5

Building My First Business Plan

In this lesson you will learn:

1. Why every business needs a plan
2. What goes into a simple business plan
3. How to write your own business plan

1. Why Every Business Needs a Plan

You have a business idea that you have worked on in the previous lessons. You did a market scan to check if it had business potential and thought of ways to pilot test it. You also calculated your business costs and selling price. Now comes the next step: making a step-by-step plan.

1A: When Did You Last Plan Something?

Think of something you planned carefully before doing it. It could be:

- Saving up to buy something you really wanted
- Planning a trip or a family function
- Preparing for an exam or a test at ITI

Think and Answer
What did you think about before you started? Tick all that apply.

- ☐ How much money will I need and how will I arrange it?
- ☐ What materials will I need?
- ☐ Who can help me or give me advice?
- ☐ What can go wrong and how will I handle it?
- ☐ How long will it take?

Discuss with your partner: What would have happened if you had just started without thinking about these things first?

LET'S LEARN!

Planning before you start to do something will help you feel prepared. This will also help you make better decisions. Starting a business is no different. A business plan helps you think about a step-by-step process to set up your business. This helps you see your business needs and challenges in advance. Thus, it increases your chances of being successful.

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2. What Goes into a Simple Business Plan?

Remember Asha from the previous lessons?



Asha noticed that there were no healthy snack options for children at their local shopping centre.



She did a market scan to find out what children and parents wanted, and to check if her idea had business potential.



She piloted her idea by partnering with another stall to avoid high rental costs, and her millet biscuits started selling well.

Now she wants to set up her own stall, and she has already worked out her business costs and selling price. But before doing that, she wants to think through everything carefully and make a clear plan.

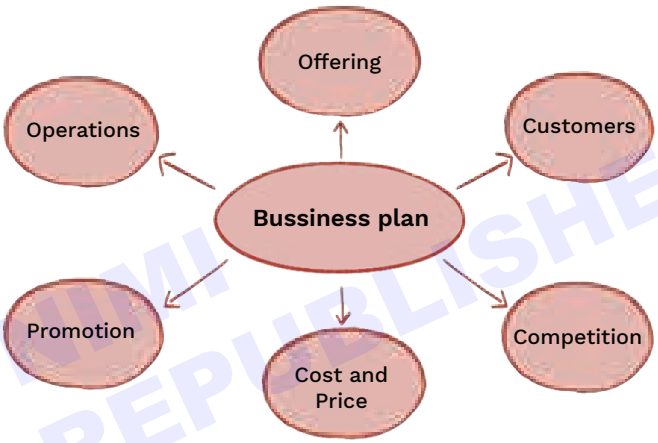
2A: What Has Asha Already Figured Out?

Asha searches online and comes across a simple checklist that businesses use before starting. Think about everything you know about Asha from the previous lessons. Tick the questions you think Asha has already answered.

- ☐ A. What will I sell?
- ☐ B. Who are my customers and when will they buy?
- ☐ C. Who else is offering something similar, and what makes me different?
- ☐ D. How much will it cost me to make this, and how much should I sell it for?
- ☐ E. How will people find out about my business?
- ☐ F. How will I run my business day-to-day?

LET'S LEARN!

A **business plan** is a simple, detailed document of your business idea: what you will offer, who you will serve, and how you will make it work. Asha has answered some of these questions during her business pilot, but not all. These six questions together cover everything a business needs to think about before starting.



The six parts of a simple business plan are: Offering, Customers, Competition, Cost and Price, Promotion, and Growth.

Once your business is up and running, you will also start thinking about growth, i.e. how to make your business bigger over time. This could mean adding new products, reaching more customers, or opening in new places.

A growth plan is often needed when you apply for a business loan or speak to people who want to invest money in your business.

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2B: Help Asha Complete Her Plan

Asha has answered four of the six questions. Now help her think through the remaining ones.

What Asha already knows:

- She will sell homemade millet biscuits in fun flavours and shapes
- Her customers are children at the local shopping centre, and parents looking for a healthy, affordable snack option
- The other snack stalls inside the centre, selling sandwiches and chaat, charge much higher prices. What makes her product unique is her lower price, healthier offering and a snack that's easy to carry and eat while shopping.
- She has worked out her cost and selling price: each packet costs her ₹15 to make, and she sells it for ₹20, earning ₹5 profit per packet.



Think and Answer

Below are the things Asha needs to think about for her business plan. Help her think through everything.

1. Promotion: How will families find out about Asha's millet biscuits? Tick what you think will work best for her.

- ☐ A. Put up a small notice near the shopping centre entrance
- ☐ B. Offer free samples to children and parents
- ☐ C. Request the stall partner to recommend her biscuits to customers

Any other _____

2. Operations: Asha needs to think about how she will run her business every day. Tick what you think she needs to plan for.

- ☐ A. What hours will her stall be open?
- ☐ B. Who will help her bake when she has more orders?
- ☐ C. How will she keep track of her daily sales and expenses?

Any other _____

3. Growth: Asha's biscuits are selling well. What can she do next to grow her business?

- ☐ A. Add a new snack based on what else children ask for
- ☐ B. Open stalls in more places

Any other _____

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LET'S LEARN!

Asha now has a simple business plan. Notice that each part supports the others – knowing her customers helped her set the right price, and knowing her competition helped her find her unique offering. This is why a business plan is not just a checklist. It is a thinking tool that makes your whole idea stronger.

3. How to Write Your Own Business Plan

You know the six parts. You have seen them in Asha's plan. Now do the same for your business idea.

3A: My Business Plan

My business idea: _____

1. What am I offering?

Write 1—2 sentences describing what you will sell or do.

(Example: "I will repair mobile phones — screen replacements, battery changes, and basic software issues.")

_____

_____

_____

2. Who are my customers?

Write 2–3 types of people who will need this the most.

(Example: students in my area, office workers, neighbours)

_____

_____

_____

3. Who else is offering something similar?

Who is my competition? *Think of local and online competitors*	
What makes my idea different?	

4. What will it cost me and what will I charge?

In the previous lesson, you calculated your cost and selling price. Write them here.

Cost to make or provide my product/service	₹
Price I will charge for one unit of my product/service	₹
Profit per unit (Selling Price – Cost)	₹

5. How will people find out about my business?

Tick all that apply.

- ☐ Tell people directly — friends, neighbours, local shops
- ☐ Ask happy customers to spread the word
- ☐ Put up a small sign or poster nearby
- ☐ WhatsApp or phone calls
- ☐ Other: _____

_____

6. How will I run my business day-to-day?

Think about the practical things you need to plan.

Where will I work from?

_____

What hours will I run my business?

_____

Who will help me when I have a lot of work?

_____

How will I keep track of money coming in and going out?

_____

Looking Ahead: How do I plan to grow?

Once your business is running well, what is one thing you would like to add or improve later?

_____

_____

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3B: Partner Review

Exchange your plan with your partner. Read their plan carefully and tick what you notice.

- ☐ The idea is easy to understand
- ☐ The customers are clearly described
- ☐ The cost and price calculations make sense
- ☐ There is something that makes this idea stand out

Write one suggestion for your partner:

_____

LET'S LEARN!

A business plan is a thinking tool, not the final document. It will change as you learn more. What matters is that you have thought it through clearly enough to take your first step. Plans grow as your business grows.

MY ACTION PLAN

Choose one action you will take this week to move your plan forward.



- ☐ Share my plan with someone experienced and ask for feedback
- ☐ Do research on how to write powerful business plans
- ☐ Find examples of good business plans online and note down what is different about them

I will do this by: _____

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why thinking ahead with a plan makes a business idea stronger.
- ☐ I know the six parts of a simple business plan.
- ☐ I have written a simple business plan for my own idea.
- ☐ I have received feedback on my plan and know one thing I can improve.

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Answer Key

2A: What Has Asha Already Figured Out?
A, B, C, D

2B: Help Asha Complete Her Plan
1. A, B, C, D
2. A, B, C
3. A, B

11.6

How Can I Explain My Business to Others?

In this lesson you will learn:

1. How to explain your business idea
2. How to make your explanations better based on feedback

1. How To Explain Your Business Idea

Asha's business plan for her Millet Biscuit business is ready. She is excited to set up her own stall and start her business properly. But it will take Asha more than a year to save enough money for it. Her other option is to take a loan from a bank.

The bank invites her to share her business idea. They will give her money only if they really like what she has planned. Let's see how she can convince them.

1A. Asha Prepares for Her Bank Meeting

Asha is preparing for her meeting with the bank. Her uncle, an entrepreneur, told her to practice explaining her business idea clearly and briefly. She needs to convince the bank why her business will work and earn profits. If she covers all the important points, the bank will give her the loan she needs.



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Read these two business explanations that Asha can use.

Explanation A: "I'm Asha, a Food Production student at an ITI. Parents at our local shopping centre struggle to find healthy, affordable snacks for their children. I bake millet biscuits in fun shapes and flavours that children love, and sell them through a stall at the centre for ₹20 a packet. My cost is ₹15, so I earn ₹5 per packet. I currently sell 40 packets a week. I am asking for ₹15000 to buy my own equipment, increase my batch size, and reduce my costs."	**Explanation B:** "Hi, I'm Asha. I make millet biscuits and they are very tasty. Everyone loves them. Millet is very healthy, as you may know. I sell them at a good price and earnings are good too. There is a big market for healthy food in India right now. I need some money to grow. Please support me."

For each step, tick (✓) the explanation(s) where Asha said it.

Step	Explanation A	Explanation B
1. Introduced herself and her business idea clearly and with important details	☐	☐
2. Explained the problem she will solve with her product	☐	☐
3. Presented her solution and explained its unique value	☐	☐
4. Specified who her customers will be	☐	☐
5. Explained her costing and how she will earn money	☐	☐
6. Stated the loan amount she needs clearly	☐	☐

Discuss with your partner:

- If you were the bank, which explanation would you give the loan to? Why?
- What information made the difference between the two?

LET'S LEARN!

Just like Asha, you will also need to explain your business to different kinds of people. It could be a customer, a shop owner, someone from the bank or a mentor.
A short and clear way to explain your business is called a business pitch.

You can create a good business pitch by following these steps –

Step 1: Introduce yourself and your business idea
Tell who you are and what business you want to start.

Step 2: Explain the problem
What problem or need have you identified? Be clear and to the point.

Step 3: Present your solution
Explain specifically how your business solves the problem you described.

Step 4: Describe your customers
Who will buy your product or service, and where will you find them?

Step 5: Explain how your business will earn money
What will you charge, and how much do you expect to earn?

Step 6: State what support you need
How much money or help are you asking for, and what will you use it for?

Now that we have learnt about a business pitch, let us build one for your business idea.

1B. Build Your Business Pitch

Now you will write your own business pitch. Refer to your business plan from the previous lessons. We will build the pitch **one sentence at a time** and use simple words. There is no right or wrong answer.

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My Business Pitch

Step 1: Introduce yourself and your business idea

My name is _____

and I want to start a _____.

Step 2: Explain the problem

I noticed that _____.

Step 3: Present your solution

My business will solve this by _____

_____.

Step 4: Describe your customers

My customers are _____

and I will find them at _____.

Step 5: Explain how your business will earn money

I will charge ₹ _____ per _____.

I expect to earn approximately ₹ _____ per month.

Step 6: State what support you need

I am asking for _____

and I will use it for _____.

Good job! Now write all your sentences as one paragraph below.

_____

_____

_____

_____

_____

_____

Congratulations on creating your first business pitch! You can keep making it better over time. You will also need different versions of your pitch for different people - a customer, a bank manager, or a family member who could invest in your business. Depending on what support you need from them, you will need to change your pitch.

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2. Receive & Reflect on Peer Feedback

2A. Practise Your Pitch

Now you will say your pitch aloud with your peers. This will help you practise speaking more clearly and confidently.

Step 1: Form a Group
Make a group of three learners. One person will speak. The other two will listen.

Step 2: Pitch Your Business
The speaker reads their business pitch clearly. Listeners should listen carefully. Then change roles so everyone gets a turn to be the speaker.

Step 3: Give Simple Feedback
After each pitch, the two listeners share:

- One thing they liked about the pitch
- One thing the speaker can improve

The speaker listens carefully and writes the feedback in the space below.

What my listeners liked about my pitch:

_____

_____

What my listeners said I can improve:

_____

_____

LET'S LEARN!

Saying a pitch aloud helps you notice what is clear and what is confusing. Listening to others also helps you learn new ways to explain ideas. Practice makes a pitch easier to say and understand.

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IMPROVING MY BUSINESS PITCH



Think about the business pitch you just spoke out loud in front of your peers. Look at the feedback you received from your group. Write two things you will improve in your pitch.

What I will improve in my pitch:

1. _____

_____

2. _____

_____

A good pitch brings together what the business is, who it is for, and why it is needed. Improving a pitch is a continuous process as the business grows.

Practise your improved business pitch at home. Present it to your family and friends.

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I can explain my business idea in a few clear lines.
- ☐ I know what a business pitch is.
- ☐ I can say who my business is for and why it is needed.
- ☐ I practised my pitch and improved it using feedback.

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Answer Key

1A. Asha Prepares For her Bank Meeting
All 6 steps should be ticked for Explanation A.
No steps should be ticked for Explanation B.
Explanation B mentions some general points but does not give clear details for any step. The bank needs facts.

11.7

Getting Funding to Start My Business

In this lesson you will learn:

1. Where to get business funds from and which sources are safe
2. Finding the right funding for your business
3. How to get ready to apply for funding

1. Recognizing Different Funding Sources And Choosing Safe Options

You have your business plan and pitch ready. Now the big question is - where will you get the money to start your business?
In the last lesson, you saw Asha pitch her business idea to a bank for a loan. But bank loans are not the only way to get funds. Let us find out about other ways in which you can get the money you need for setting up or growing your business.

1A: Where Can I Get Funds for My Business?

Asha is now exploring her funding options. She has heard that there are different government schemes and loan options for people like her.



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Think and Answer
What are some funding options you have heard of?

- ☐ A. Loans from family or friends
- ☐ B. Bank Loans
- ☐ C. Government funding schemes that support small businesses
- ☐ D. Investors who give money in return for a share of the business
- ☐ E. _____

Discuss with your partner: Which option do you think is the best for Asha? Write down your thoughts.

_____

_____

LET'S LEARN!

To decide where to apply for funding, you have to check which option suits you the best. Here are some things to know about each option:

- Who can apply
- How much money you can get
- How and when you need to repay
- What documents you need to apply

1B. What Makes A Loan Safe?



Are all loans good for you? What makes them safe or unsafe? Read Gulpreet's experience and learn.

Read and Decide
Gulpreet takes ₹20,000 from his neighbour for setting up a business. They do not write down or sign anything about the terms of repayment.

After one month, the neighbour says: "Return ₹25,000. I forgot to tell you about the interest. And I need the money in 2 weeks."

What problem did Gulpreet face?

- ☐ He didn't borrow enough money
- ☐ There was no written agreement
- ☐ He chose the wrong business idea



Discuss with your partner: Why is this kind of loan risky?

LET'S LEARN!

Informal loans like borrowing from family, friends, or neighbours can feel easier but without a written agreement, it can lead to problems. The lender may change the rules later, and you have no proof of the original terms.

A safer choice is to take a loan from a bank or a government scheme. These are called formal loans. They have written agreements, fixed interest rates, and clear repayment terms.

If you do borrow from family or friends, agree on the amount, interest, and repayment plan, and write it down. Both of you should sign it. This protects you both if there is any disagreement later. Otherwise, a loan that feels easy today can become a serious burden tomorrow.

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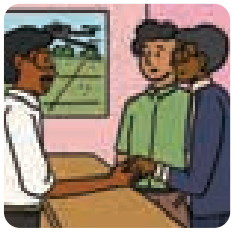
2. Finding The Right Funding For Your Business

Let us look at some common funding options.

2A: Which Fund Source Fits Best?



Read about some common funding sources on the left. Then match the most suitable one to an entrepreneur on the right.

Source	Situation
1. **MUDRA loans** are offered by banks to help individuals and small businesses get funding to start or grow. Loans are available in four categories – Shishu (upto ₹50,000),Kishor (₹50000 - 5 Lakhs), Tarun (₹5 - 10 Lakhs) and Tarun Plus (₹10 - 20 Lakhs) Repayment can be done over 3 to 5 years in flexible instalments.	A. **Imran** has just finished his Floriculture & Landscaping trade at the ITI. He wants to start a small home garden design service for housing societies in his area. He first wants to test his idea before taking a bank loan. 
2. **PMEGP (Prime Minister's Employment Generation Programme)** is a government scheme that helps individuals start new small businesses by providing a loan combined with a subsidy – meaning a portion of the loan is covered by the government and does not need to be repaid. The maximum project cost is ₹50 lakh for manufacturing units and ₹20 lakh for service units. Repayment can be done over 3 to 7 years after an initial grace period.	B. **Priya** runs a small computer and data entry services shop. Business is going well, but she has used most of her savings to buy her current computers. She wants to buy two more computers to serve more customers. She needs ₹40,000. She has a steady income and can pay back money every month. 
3. **Angel investors and venture capital firms** give you money in exchange for a share of your business. You do not repay this money like a loan. Instead, they earn money when your business grows in value and they sell their share, or from the profits the business makes. This funding is best suited for high-growth business ideas. Not every small business will qualify. They often also provide mentorship and useful contacts.	C. **Meena** wants to start a small electric vehicle servicing unit from scratch. She has very little savings and no family support. She needs to borrow money from somewhere that allows repayments to start after an initial grace period. 
4. **Family, friends or neighbours** can lend you money when the amount needed is small and the business idea is still being tested. There is no formal process and repayment terms are flexible. Things are informally decided between you and the lender. This can cause disputes later. Thus, it is important to treat this like a real loan. Agree on a repayment plan and sign on it.	D. **Vikram** completed his Drone Technician trade at ITI two years ago and now runs a small drone surveying business serving farmers. Construction companies and real estate developers have started approaching him too. His business has clear potential to grow fast across multiple sectors. To expand, he needs mentorship and at least ₹40 lakhs for equipment, staff and an app. 

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Think and answer

Think about your business idea. Which funding source from the above options will fit your needs the best? Why?

2B. Research on Funding Options

Asha did her research and decided to apply for a MUDRA Shishu Loan.

Now it is your turn. Use any AI platform (ChatGPT, Gemini, CoPilot or Claude) to research other funding options available to small business owners in India. Write the following prompts in the AI tool:

Step 1: Get a list
"Give me a list of government funding schemes for small businesses and first-time entrepreneurs in India."

Step 2: Get the details
"Tell me about each scheme one by one. For each, cover: eligibility, minimum and maximum funding amount, repayment rules, how to apply and website link. Make sure you use only credible sources of information."

Step 3: Organise it
"Put all this information in a table with these columns: Scheme Name, Who Can Apply, Funding Amount, Repayment, How to Apply, Website, Additional Information."

Step 4: Save it
"Create a downloadable PDF of this table that I can save and refer to later."
(AI may give wrong or outdated details. Always check the details on the official website.)

Think and answer

Did you learn about schemes like Stand-Up India, PM SVANidhi, Self-Help Group loans and Cooperative bank loans? If not, then search for them.

Are any of these schemes useful for you?

Now think again about your business idea. Does some other funding source fit your needs better? If yes, which one? Why?

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3. Get Prepared to Apply for Funding

3A: What Do I Need to Apply



For all the funding sources mentioned above, you always require certain common documents. Read the checklist below. Tick what you already have.

Add additional documents you need for your business based on the funding option you selected in the previous activity.

Document	I have this	I need to arrange this
Aadhaar card	☐	☐
Address proof (Aadhaar, electricity bill, or rent agreement)	☐	☐
Bank account details and passbook	☐	☐
Passport-size photograph	☐	☐
ITI certificate or trade qualification	☐	☐
Business plan written down clearly	☐	☐
Good Credit or CIBIL Score (only if you have borrowed before) *Banks maintain this based on your loan repayment history, credit card bill payments and borrowing behaviour*	☐	☐
Add any other documents needed for your funding option:	☐	☐
Add any other documents needed for your funding option:	☐	☐
Add any other documents needed for your funding option:	☐	☐

LET'S LEARN!

Remember, even after applying properly, it is possible that your loan does not get approved. There are many factors that are considered before the authorities decide to give a loan. In case your loan gets rejected, you must ask the concerned person the reason for rejection. Then you can work on improving your documents and reapply.

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MY ACTION PLAN

Time to talk to the entrepreneurs you know. Try talking to at least 5 of them this time. Ask them about how they got their funding, what challenges they faced, and what worked. Then fill in the action plan given below. Talking to them will tell you a lot about this process and help you prepare for your future as an entrepreneur.



1. What are some challenges people face when they apply for funding?

_____

_____

2. How to overcome such challenges?

_____

_____

_____

WHAT I LEARNT TODAY

Tick what you feel confident about:

- ☐ I know different sources of business funding and which are safe to use.
- ☐ I know the three main sources of business funding and when each makes sense.
- ☐ I understand why formal loans are safer than informal ones.
- ☐ I know where to go and what documents to bring when applying for funding.



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Answer Key

2A: Which Source Fits Best?
1-B , 2-C, 3-D, 4-A

11.8

Making My Business Legal and Official

In this lesson you will learn:

1. What the three types of businesses are
2. How to register your business on Udyam
3. What rules and licences your business must follow

1. What Are The Three Types Of Businesses?

Before you legally register a business, you need to know what kind of business you are starting. Not all businesses are set up the same way. The type of business you run decides how you register it with the government and what rules apply to you.

1A: What Is Different About These Three Situations?

Read the three situations below carefully.



Shweta has just finished her IoT Technician trade. She wants to open a smart home installation and service centre. She will run this business alone.



Priya and Amit have both finished their Fashion Design & Technology trade. They want to start a boutique together. They will share the work, divide the profits equally, and make all decisions together.



Sterling Industries is a large electronics company selling many different mobile parts started by a group of investors. They have over 200 employees and multiple departments.

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Think and Answer
Read each statement. Tick which situation it best describes.

Statement	Shweta	Priya & Amit	Sterling Industries
1. One person runs the business alone	☐	☐	☐
2. Two people share the work and profits	☐	☐	☐
3. Many people work across different departments	☐	☐	☐
4. All decisions are made by one person	☐	☐	☐
5. One person keeps all the profits	☐	☐	☐
6. Profits are shared between multiple people	☐	☐	☐

Discuss with your partner: Do you think the registration process and rules would be different for all 3 businesses?

LET'S LEARN!

There are three main types of business structures.

- Shweta's business is called Sole **Proprietorship.**
- Priya and Amit's business is called a **Partnership.**
- Sterling Industries is a **Private Limited Company.**

Here are some details about them.

Sole Proprietorship	Partnership	Private Limited Company
Any small business which is owned by a single person can be considered a sole proprietorship. **Registration:** Registration of the business is not compulsory. If you register your business on the Udyam website, you can get help from government schemes.	Any business which has to be legally owned by more than one person can become a Partnership. **Registration:** A partnership agreement is made on stamp paper. It must include the following details: • Name of the firm • Nature of the business • Name of partners • Place of the business • Capital contributed by each partner • Profit sharing ratio • And many other details You can find out about them on the Ministry of Corporate Affairs website – www.mca.gov.in	Such a company is registered only for running operations at a very large scale. **Registration:** • Obtain Digital Signature Certificate from the Ministry of Corporate Affairs (MCA) • Apply for a Director Identification Number on the same website. • Reserve the company's name on the MCA website • Fill out the mandatory company registration forms on the MCA website • Apply for the company's PAN (Permanent Account Number) and TAN (Tax Deduction and Collection Account Number) cards.

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1B: What Type Am I Starting?

Now think about your own business idea. Which type of business are you most likely to start? Tick one.

- ☐ Sole proprietorship – I will work alone and make all decisions myself
- ☐ Partnership – I will work with one or more people and share decisions and profits
- ☐ Private limited company – I will run a large business with many employees

LET'S LEARN!

Many ITI students start their business as a sole proprietorship. Such business owners are called sole proprietors. It is simple to set up, requires no formal agreement with partners, and gives you full control. After your business grows and expands, you can change the business type later as well.

2. How to Register Your Business on Udyam

Small businesses in India can register for free on the **Udyam portal** – a government website run by the Ministry of Micro, Small and Medium Enterprises (MSME). Registering gives your business an official identity and makes you eligible for government support.

2A: Document Check - Am I Ready?

Before registering on Udyam, you need a few things in place. Read the checklist below and tick what you already have.

Document or Detail	I have this	I still need this
Aadhaar card	☐	☐
Mobile number linked to Aadhaar	☐	☐
PAN card	☐	☐
Bank account with IFSC code (*written in your bank passbook*)	☐	☐
Business name decided	☐	☐
Business address decided	☐	☐

Discuss with your partner: Look at what you still need. Which one do you think is the easiest to get, and which might take the longest?

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LET'S LEARN!

Having your documents ready before you start makes the process smooth and fast. Udyam registration is free. Do not pay any money to anyone for registering on the official portal.

2B: Help Asha Register - Step by Step

After Asha decides to apply for a MUDRA fund for her sole proprietorship business, she realises that she first needs to register her business. Her trainer tells her that she can register it for free on the Udyam website.
She goes to **udyamregistration.gov.in** on her phone. She selects the "For New Entrepreneurs who are not Registered yet" option on the website, and begins.



Read each step. Where you see ☐, tick the right answer to help Asha.

Step 1	The portal asks Asha to enter her Aadhaar number. *Asha enters her 12-digit Aadhaar number carefully.*
Step 2	The portal sends an OTP to verify her identity. What should Asha do? ☐ Enter the OTP sent to her own mobile number linked to Aadhaar ☐ Ask her friend to share their OTP since her phone has low battery
Step 3	Asha is now asked to fill in her business details – name, address, type of activity, and bank IFSC code. *Asha fills in all the details carefully from her notebook.*
Step 4	She has submitted the form. What should she do next? ☐ Wait for a physical certificate to arrive by post in 2–3 weeks ☐ Download and save her Udyam certificate immediately from the portal

Discuss with your partner: Why do you think it is important for Asha to download and save her Udyam certificate carefully?

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LET'S LEARN!

Udyam registration takes only 10 to 15 minutes. After going through the steps you must download your Udyam certificate immediately. This certificate is your business's official identity. It is important to keep it safe.

This certificate has your Udyam QR code. You can show this to prove that you are a Verified MSME. This will help you get better deals from suppliers and credit terms from funders.

3. What Rules And Licences Your Business Must Follow

Registration is just the beginning. Once your business is running, there are rules every sole proprietor must follow. Some apply from day one. Others become relevant as your business grows.

3A: What Should Asha Do?

Asha has just received her Udyam certificate. She is excited because her business is now officially recognised by the Government of India. But she knows there are a few things she must set up properly. At each step, help her decide what to do by ticking the correct option.



Think and Answer

1. She is earning money from biscuit sales. Where should she keep her business earnings?

   ☐ A. Continue keeping all earnings in her personal savings account
   ☐ B. Open a separate bank account for her business earnings

2. Businesses need to pay taxes to the government from their earnings every year. What should she do?

   ☐ A. File her income tax return once a year using her personal PAN card
   ☐ B. Skip filing taxes since her business is small and just starting

3. A friend tells Asha she must register for GST right away because she sells biscuits. Should she believe her?

   ☐ A. Yes, every business needs GST from day one.
   ☐ B. No, she only needs GST if her sales cross ₹40 lakh, or if she sells in other states or on online apps.

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LET'S LEARN!

As a sole proprietor, here is a checklist of what you need to know about the rules that apply to your business:

Phase 1 – From the day you start:

- **Separate bank account –** Keep your business money separate from your personal savings. This helps you track earnings and expenses clearly.
- **Personal PAN card –** Use your own PAN card for all business tax purposes. Sole proprietors do not get a separate PAN for their business.
- **Annual income tax** – File your income tax return once a year. This applies to all sole proprietors regardless of how much they earn.

Phase 2 – As your business grows:

- ☐ **Shops and Establishment Licence** – You need to get this within 30 days of hiring employees or renting a commercial space like a shop or office. Check the exact rules for the state you are doing business in. Rules may be different for different states.
- ☐ **GST registration** – Most small businesses do not need this when starting out. You must register for GST if:
  - You sell goods and your yearly sales cross ₹40 lakh (₹20 lakh for services)
  - You sell to customers in other states
  - You sell through online apps like Amazon, Flipkart, or Meesho

Even if your sales are small, these last two rules still apply. When in doubt, ask a CA or visit **gst.gov.in.**

You do not need to do everything at once. Phase 1 is compulsory. Phase 2 is required only after your business grows.

MY ACTION PLAN



Talk to one business owner in your area this week. Ask them:

What type of business is it (sole proprietor / partnership / company)?
Do they have a Udyam certificate?
What was the hardest part of starting?

Write down their answers here. _____

_____

Research Time!
This lesson has details about the Sole Proprietorship type of business. Do research at home about the 2 other types of businesses.

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I know the difference between a sole proprietorship, a partnership, and a private limited company.
- ☐ I understand why registering on Udyam matters for a small business.
- ☐ I know what documents I need to register on Udyam and where to go.
- ☐ I know the rules that a sole proprietor must follow from day one.

Answer Key

1A: What Is Different About These Three?
1: Shweta
2: Priya and Amit
3: Sterling Industries
4: Shweta
5: Priya and Amit
6: Priya & Amit, Sterling Industries

2B: Guide Asha Through Registration
Step 2: Enter the OTP sent to her own mobile number linked to Aadhaar
Step 4: Download and save her Udyam certificate immediately

3A: What Should Asha Do?
1 -B, 2 - A, 3 - B

11.9

How Do I Get Customers to Notice My Business?

In this lesson you will learn:

1. The meaning and importance of marketing
2. How to make a marketing plan

1. The Meaning and Importance of Marketing

You may have a great product or service. But how will customers find out about it? The next step is making sure customers know about your business and choose you. Let us understand how you can do that.

1A: What is Marketing?

Think about products you often see around you.

For example:

- Clothes
- Shoes
- Street food
- Mobile phones
- Snacks



Usually, there are many brands or sellers offering similar things.

Think and Discuss
When you choose between different brands or sellers as a customer, what things do you consider? Discuss with your partner and write 3 things.

1. _____

2. _____

3. _____

LET'S LEARN!

Customers notice many things before choosing a business – price, service, offers, advertisements, trust and experience. Working on all these factors is called marketing. **Marketing** is how a business attracts customers and increases sales.



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1B: Why is Marketing Important?

Asha's millet biscuits are selling well. But one afternoon she notices two customers who came close to buying, but didn't.

- Rekha walked past the stall without stopping. She had no idea millet biscuits were being sold there and bought chips from another stall instead.
- Suresh picked up a packet and put it back. He had never tried millet biscuits before and thought the price was high.





Think and Answer
Why did Asha lose each sale? Match the name with the correct reason.

Name	Reason
Rekha	Did not see enough value to spend money
Suresh	Did not know the product existed

Discuss with your partner: What could Asha do so that Rekha and Suresh buy from her next time?

LET'S LEARN!

Asha's biscuits are good. But a good product alone is not enough to bring customers. Asha needs to make her stall easier to notice and give people reasons to trust it.

Good marketing helps customers find your business and see value in spending money on it. Without marketing, even the best product can go unnoticed. This is why all businesses need a good marketing plan.

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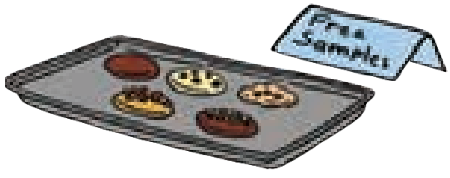
2. How to make a Marketing Plan

2A: Understanding the 7 Ps of Marketing

Asha realises she needs to work on her marketing. She wants more customers for her millet biscuits.

Look at the different things she does at her stall.

- She displays different flavours of biscuits
- She puts a clear price board
- She puts up posters with directions to her stall
- She offers free samples
- She speaks politely to customers
- She clearly lists all ingredients that go in her biscuits
- She keeps her counter clean and organised



Think and Answer
What do these actions help customers with? Match them.

Asha's Action	How it helps the customer
1. Displays flavours	A. Feel comfortable

2. Puts up a Price board	B. Get served fast and smoothly
3. Puts posters with Stall directions	C. Understand the product
4. Distributes free samples	D. Find the stall easily
5. Speaks politely	E. Know the cost
6. Packs biscuits quickly, gives correct change	F. Feel the stall is safe and hygienic
7. Maintains a clean counter	G. Try before buying

LET'S LEARN!

These seven areas help customers notice and choose a business. These are called the **7 Ps of Marketing**. These help you think about all the important parts of your business that customers notice. They are –



1. **Product** – Clearly communicate your product or service and its unique value
2. **Price** – Set a fair and competitive price. Display it clearly so customers are not confused.
3. **Place** – Make it easy for customers to find your product or service
4. **Promotion** – Help people know about your business using posters, word of mouth, WhatsApp, social media, or local pamphlets
5. **People** – Speak politely and treat customers with respect
6. **Process** – Deliver your service properly, smoothly and complete work in the promised time
7. **Physical Evidence** (The look and feel of your business) – Keep your shop, tools, packaging, or workspace clean and organised so customers trust you

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2B: Applying the 7 Ps to My Business

Now, let us use the **7 Ps** to plan marketing for your own business.
Fill the table below. You do not need to write long sentences. Simple words are enough.

7 Ps	My Business Example
Product	
Price	
Place	
Promotion	

People	
Process	
Physical Evidence *(The look and feel of your business)*	

Pair Discussion

After completing the table:

- Show your full marketing plan to your partner
- Discuss whether any ideas can be improved
- Add one more idea if needed

The 7 Ps help you plan how customers will notice your business, trust it, and come back to it.

MY ACTION PLAN

You have created a basic marketing plan for your business idea using the 7 Ps. Now it is time to get feedback from someone who already runs a business.



This could be:

- a shop owner in your neighbourhood
- a family member who runs a business
- someone who runs a similar business

Show them your 7 Ps Marketing Plan and ask:

1. Do these ideas make sense for my business?
2. Which one thing should I improve first?

Write one suggestion they gave you that you liked

_____

_____

_____

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WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why customers choose one business over another.
- ☐ I understand what marketing means for a small business.
- ☐ I know that marketing includes many factors, not just promotion.
- ☐ I can explain the 7 Ps of marketing.
- ☐ I can create a simple marketing plan for my business.

Answer Key

1B: Why is Marketing Important
Rekha – Did not know the product existed
Suresh – Did not see enough value to spend money

2A: Understanding the 7 Ps of Marketing
1-C, 2-E, 3-D, 4-G, 5-A, 6-B, 7-F

11.10

Customer Service & Selling Skills

In this lesson you will learn:

1. The importance and meaning of good customer service
2. Simple techniques to sell things better
3. How to handle customer feedback effectively

1. The Importance and Meaning of Good Customer Service

Remember the 'People' factor in the 7 Ps of Marketing? Customers are the most important people for any business. Let us understand why providing good customer service is important.

1A: Why is Good Customer Service Important?

Think about the last time you went to a shop or used a service where you were treated really well.

Think and Answer

1. Would you go back there when the need arises?
   - ☐ Yes
   - ☐ No
2. Will you recommend this place to your friends and family?
   - ☐ Yes
   - ☐ No



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LET'S LEARN!

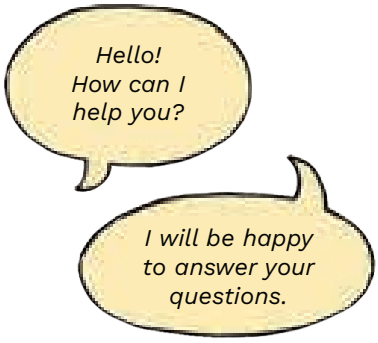
Customers do not just choose a business only because of price or product. How they are treated matters as much. When customers feel respected and heard, they come back. They also recommend the business to others. This helps a business grow naturally through trust and word of mouth.

1B. How Can You Provide Good Customer Service?

Think again about the shop or service you remembered earlier.

What was special about how they treated you? Tick the actions you noticed.

- ☐ Greet the customer politely
- ☐ Listen carefully to the customer's need
- ☐ Suggest suitable products or services
- ☐ Clearly tell the price and delivery time
- ☐ Respond calmly to questions
- ☐ Thank the customer when they leave
- ☐ Ask if they were happy with the service



LET'S LEARN!

Good customer service makes customers feel respected, comfortable, and heard. When customers feel valued, they trust the business and return again. Simple actions like greeting politely, listening carefully, being honest and thanking customers make a big difference.

2. Simple Techniques To Sell Things Better

When customers come to your business, they first try to understand what you are offering. Let us learn simple ways to explain the value of a product or service to customers and make sales successfully.

2A. Explain The Value Of A Product Or Service

When customers are deciding whether to buy something, they want to know one thing: ***"Why should I buy this product?"***

The **FAB method** helps you answer that question clearly.

FAB stands for:



Feature
What your product or service has or does

Advantage
What makes it better than other options

Benefit
How it improves life for the customer

The key is to always end with the *Benefit* because that is what the customer actually cares about.

Example: Asha's Cookie Business

- **Feature**: Millet biscuits made fresh daily, in fun shapes and flavours children love
- **Advantage**: Healthier, without any preservatives and fresher than packaged biscuits sold in stores
- **Benefit**: Treat your children to a yummy snack that they enjoy, without worrying about feeding them junk food

Now try it for your own business idea

Think about the product or service you want to offer.

Fill the table below.

My Product / Service	
Feature	
Advantage	
Benefit	

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LET'S LEARN!

Customers decide faster when they understand why a product is useful for them.
Using Feature, Advantage, and Benefit helps you explain your product clearly and confidently.

2B. Offer Useful Add-Ons: Cross-Selling

Sometimes customers may also need other related products or services. Suggesting them can help both the customer and your business.

Imagine you run a mobile repair shop. A customer comes to repair their phone. What other products or services might interest them?

- ☐ Clearing phone memory safely
- ☐ Screen guard
- ☐ Phone cover

All these may be useful for the customer. If they buy even one more item, your sale also increases.



LET'S LEARN!

Suggesting related products or services is called **cross-selling**. Start with a simple line such as: *"We also have screen guards. Would you like one?"*

Watch the customer's reaction. If they show interest, explain more. If they are not interested, politely continue the main service. Offer just one or two related items, not five. Too many suggestions feel pushy and confuse the customer. It makes them uncomfortable.

2C. Close Sales Effectively

A customer picks up Asha's biscuit packet. She looks at it carefully but cannot make up her mind. What can Asha say to help her decide right now?

Tick all options that would help close the sale:

- ☐ A. *"These are freshly baked this morning – no preservatives, fun shapes, and children love the berry flavour. Everyone who tries it loves it. Shall I pack 2 packets for you?"*
- ☐ B. *"I only have 6 packets left today. Once they are gone, the next batch is not until Thursday."*
- ☐ C. *"We have been selling these for months now."*
- ☐ D. *"This is the last day of our weekend offer – buy 2 packets and get 1 free. After today the price goes back to normal."*
- ☐ E. *"Take your time, no rush. Come back tomorrow if you want."*

LET'S LEARN!

Many times, customers need an extra push to finally decide to buy a product or service. Providing this push can help you close sales more quickly. Here are 2 Sales Closing techniques you can use to do this:

'Now or never' Closes: You give a special offer for a short time only. This makes the customer want to decide now.
Example: "This offer exists only for today"

Summary Closes: You quickly remind the customer of the main benefits, then ask them to decide. This helps the customer imagine the value of the product more clearly, and pushes them to make a decision.
Example: "So we have the SmartTV with a wider screen, 5 years guarantee and with accessible service centres. When would be a good time to deliver?"

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3. How to Handle Customer Feedback Effectively

Sometimes customers may complain or give negative feedback. How you respond is very important.

3A. What To Do When A Customer Complains

One day a parent at the shopping centre tells Asha that the millet biscuits she bought last week had a strange smell and her child refused to eat them. What is the first thing that Asha should do?

- ☐ A. Tell her she used the best ingredients
- ☐ B. Ask questions to understand why the biscuits smelled strange
- ☐ C. Apologise for their poor experience
- ☐ D. Say she must have stored the biscuits wrongly
- ☐ E. Check her own baking process



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LET'S LEARN!

When a customer complains, you must first do your best to make them feel heard and cared for. A simple apology goes a long way! Assure them that their feedback is important for you and you will do your best to solve the issue.

Once they are calm and happy with your reaction, you can do the following –

- ask them questions to understand the problem better
- if their handling was a problem, suggest some ways they can use the product better
- if the mistake was at your end, understand and solve the problem
- assure them that this won't happen again

Remember, the most important thing is that customers feel heard.

MY ACTION PLAN

Now practise what you learned through a Role Play.



Work in pairs. Think of a product or service business.
One person will act as the customer. The other will act as the seller.

The seller must:

- Greet and listen to what the customer needs
- Use FAB to explain the product
- Suggest one add-on, then close politely

After 2–3 minutes, switch roles. Practising will help you handle real customers confidently.

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand why good customer service is important.
- ☐ I can explain my product using Feature, Advantage, and Benefit.
- ☐ I know how to suggest a useful add-on.
- ☐ I know how to respond calmly to customer feedback.
- ☐ I can practise customer interaction confidently.

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Answer Key

2C: Close Sales Effectively
A – Correct. This is a Summary Close
B and D – Correct. These are Now or Never Closes
C and E are incorrect – they add no value and give the customer no reason to buy now

3A: What To Do When A Customer Complains
Option C

11.11

Tracking Your Business Earnings

In this lesson you will learn:

1. What counts as money in and money out for a business
2. How to record daily money using a simple tracker
3. How to spot patterns and make smarter business decisions

1. What Counts As Money In And Money Out For A business

In any business, money keeps coming in and going out every day. If we do not track the money carefully, we can end up making mistakes and losing money. Let us start by looking at our own daily money.

1A: Where Did Your Money Go?

Think about the last 3 days. Without checking your phone or wallet, write down:

3 places you received money from:	3 things you spent money on:
_____	_____
_____	_____
_____	_____

Do you know exactly how much money you have with you right now?

_____

Were you able to remember the exact amount of money you have?

_____



LET'S LEARN!

Most of us forget small amounts – ₹10 here, ₹30 there. In your personal life, the impact of this is not so high. But in a business, those small amounts add up. A business owner who does not track money carefully can run out of cash even when sales look good.

A business needs to track every rupee. Let's see what that looks like for Asha.

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1B: What Should You Track?

Every business, small or big, deals with two kinds of money movement:

Money In → money the business receives
Money Out → money the business spends

Here are some *money in, money out* situations from Asha's week. Put them under the correct column in the table below.

- Customer pays ₹150 for a biscuit order
- Bought millet flour and sugar for ₹200
- Paid ₹20 for auto travel to deliver an order
- Bought packaging material for ₹60
- A regular customer gives a ₹30 tip
- Paid ₹300 electricity bill
- Customer pays ₹120 via GPay

Money In	Money Out

LET'S LEARN!

Every business – a mobile repair shop, a tailoring unit, a food stall deals with money using the same four ideas:



Money In (Income)
Money your business receives.
Examples:
a customer paying for a job, an advance for a future order, a tip.



Money Out (Expense)
Money your business spends.
Examples:
materials, travel, electricity bills.



Transaction
Each time money comes in or goes out of your business, it is one 'transaction'. Every transaction must be written down.



Cash balance
The total money your business holds at any moment is your cash balance. It increases with every income transaction and decreases with every expense.

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2. How To Record Daily Money Using A Simple Tracker

2A: Reading Asha's Tracker

Now you know what to record. The question is: how do you record it so it's useful? The table below is an example of a daily money tracker. It is a simple table with five main columns. Each row is one transaction. It helps you keep track of all transactions and the money balance.

Let us look at Asha's Money Tracker and learn how to use it. Asha starts Monday, 12th January with ₹100 in cash balance. This is how she records all transactions of the day.

Every day starts with an Opening Balance. This is the cash your business has at the start of the day.

The Balance column is very important. After every transaction, you have to update it.

Date	Description	Income (₹)	Expense (₹)	Balance (₹)
12 Jan	**Opening Balance** (This is her money balance at the beginning of the day)	-	-	100
12 Jan	Sold 20 biscuit packets at ₹20 per packet	400	-	100 + 400 = 500
12 Jan	Bought millet flour and sugar	-	200	500 - 200 = 300
12 Jan	Bought packaging paper	-	60	300 - 60 = 240
12 Jan	**Closing Balance** (This is her money balance at the end of the day)	-	-	240

The last balance of the day is your Closing Balance. This becomes the next day's opening balance.

For income transactions, *Balance = Previous Balance + Income*

For expense transactions, *Balance = Previous Balance - Expense*

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Think and Answer

Now get in pairs and fill Asha's tracker for the next day, 13th Jan. Remember to write her opening and closing balance.

- Sold 30 biscuit packets → ₹600
- Bought butter → ₹200
- Paid Electricity Bill → ₹300

Date	Description	Income (₹)	Expense (₹)	Balance (₹)
13 Jan	Opening Balance			
	Closing Balance			

Writing money every day helps you:

- See how much money is left
- Keep record of each income and expense
- Stay in control of your business

The tracker only works if you fill it in every day, not once a week from memory.



3. How To Spot Patterns And Make Smarter Business Decisions

You have learned how to record every transaction. But a money tracker's purpose is not just to record, it is to help you understand your business.

When you look at your tracker over time, you start to notice patterns (things that happen again and again) in your income, expenses and money balance. These patterns tell you what is working, what isn't, and what to change.

You can notice patterns daily, weekly, monthly, and even yearly!

3A: What Do the Numbers Tell Asha?

To spot daily patterns, Asha records her closing balance for every day on a separate page for each month. Here are the January closing balances. Each number is the money she had at the end of that day.

Closing Balances in January

Day	Week 1	Week 2	Week 3	Week 4
Prev. Sunday		₹6,300	₹7,120	₹8,050
Monday	₹5,020	₹6,380	₹7,250	₹8,100
Tuesday	₹5,350	₹6,580	₹7,490	₹8,290
Wednesday	₹4,950	₹6,150	₹7,050	₹7,900
Thursday	₹5,150	₹6,320	₹7,230	₹8,020
Friday	₹5,420	₹6,550	₹7,450	₹8,150
Saturday	₹5,950	₹6,950	₹7,900	₹8,950
Sunday	₹6,300	₹7,120	₹8,050	₹8,600
Weekly gain	+ ₹1,220	+ ₹800	+ ₹800	+ ₹500

Asha studies this and notices some daily and weekly patterns:

1. She earns the most on weekends
In Week 1, her balance grew by ₹340 from Monday to Friday but by ₹880 from Friday to Sunday. The same thing happens every week.

2. Her balance goes down every Wednesday
Asha notices that the closing balance on Tuesday is always higher than on Wednesday. For example, in Week 1, the Tuesday closing balance was ₹5350, but on Wednesday it dropped to ₹ 4950 - a dip of ₹400. This happens because she buys supplies.

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Think in Pairs

Look at the table again. Write two more patterns you notice:

1. _____

2. _____

LET'S LEARN!

Patterns can appear over different time periods. Some patterns repeat every week like Wednesday dips and weekend highs. Other patterns only show up over months, for example, Asha later discovers that April and May are her best months (school summer holidays = more children eating biscuits) and March is her slowest (exam time). The longer you track, the more patterns you can see.

3B: From Patterns to Decisions

Spotting a pattern is only useful if you do something about it. Here is what Asha decides to do

Decision 1 - Buy in bulk.
After noticing the Wednesday dip, Asha realises that buying ingredients every week and paying for travel 8 times a month is wasting money. She decides to buy in bulk once a month. She gets a better price and saves on travel.



Decision 2 - Slow down in March.
Asha notices her balance grows slowest in March because of exam time. She decides to make fewer biscuits that month so she doesn't waste ingredients on packets that won't sell.

Think and Discuss

Look at the patterns Asha noticed (or one you spotted yourself in 3A). What is one smart decision she could make based on it?

Pattern:_____

Decision:_____

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LET'S LEARN!

A tracker that you fill in every day and study regularly will show you things about your business you would never notice otherwise.
Noticing patterns and acting on them is how a small business grows into a strong one.

MY ACTION PLAN

Find a small diary and label it – **My Money Tracker**. For the next week, make note of all your income and expenses. Use the Money Tracker from Section 2 to do so. Remember to write your opening balance each morning and your closing balance each night.



At the end of 7 days, come back and answer these questions:

- What are some expenses you recorded that you usually forget about?
- Did tracking help you feel more in control of your money?
- Did your closing balance grow or shrink across the week? What does that tell you?
- Will you do anything differently about how you spend money?

WHAT I LEARNT TODAY

Tick what you feel confident about:



- ☐ I understand how money moves in and out of a business
- ☐ I can fill a simple daily money tracker
- ☐ I understand the value of noticing money patterns in a business
- ☐ I understand how these patterns influence business decisions

Answer Key

1B: What Should You Track?

Money In	Money Out
Customer pays ₹150 for a biscuit order	Bought millet flour and sugar for ₹200
A regular customer gives a ₹30 tip	Paid ₹20 for auto travel to deliver an order
Customer pays ₹120 via GPay	Bought packaging material for ₹60
	Paid ₹300 electricity bill

2A: Read Asha's Tracker

Date	Description	Income (□)	Expense (□)	Balance (□)
13 Jan	Opening Balance	-	-	240
13 Jan	Sold 30 biscuit packets	600	-	240 + 600 = 840
13 Jan	Bought butter	-	200	840 - 200 = 640
13 Jan	Paid Electricity Bill	-	300	640 - 300 = 340
13 Jan	Closing Balance (This is her money balance at the end of the day)	-	-	340

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3A: What Do the Numbers Tell Asha?
Other patterns –
1. Asha earned the most during Week 1
Asha sees that weekly increase in Week 1 is ₹1220. Weeks 2 and 3 are similar at ₹800. Week 4 increase is only ₹500. She realises that people spend more during the beginning of the month when they get their salaries.
2. The overall balance grows from week to week
The Sunday closing balance goes up every week without exception — ₹6,300 → ₹7,180 → ₹8,050 → ₹8,600.

3B: From Patterns to Decisions
Pattern: Her growth is least on Wednesdays
Decision: She launches a promotional offer for Wednesdays to attract more customers

Pattern: Higher sales on weekends
Decision: She creates more flavour options for weekends to increase sales even more

12.1

Presenting Yourself Professionally

In this lesson you will learn:

1. The importance of looking neat and clean
2. Simple workplace do's and don'ts
3. How to present yourself confidently in interviews and at work

1. The Importance of Looking Neat and Clean

At work, how you present yourself is important. Before you speak, people notice your appearance. Let's see how first impressions are formed.

1A: Who Would You Hire?

Imagine you are hiring someone for a job. Two people have arrived for the interview. Both have the same qualifications and skills. Who do you think creates a better first impression?

Tick the correct answer.

☐ Person A



☐ Person B



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Take a minute to think about why one person has more chances of getting hired than the other.

Write down two reasons for your choice below:

1. _____

2. _____

LET'S LEARN!

People form an opinion about you in the first few seconds of seeing you. Before you speak, your appearance already sends a message.

Keeping yourself clean and looking neat helps create a good first impression at interviews and at work.

1B: My Daily Grooming Check

We already follow many daily habits at home. Read the list below and tick what you usually do. *(Tick all that apply)*

- ☐ I bathe regularly
- ☐ I wear clean clothes
- ☐ I comb my hair
- ☐ I trim my nails
- ☐ I brush my teeth twice a day
- ☐ I wear clean footwear
- ☐ I carry my documents neatly in a folder



Now look at the habits you ticked.

- Circle the habits that keep your body clean
- Underline the habits that make you look neat for work

LET'S LEARN!

Hygiene means taking care of your body to stay clean and healthy.
Eg: bathing, brushing teeth, clean nails.



Grooming means taking care of your appearance so that you look neat and presentable.
Eg: clean clothes, combed hair, clean shoes.



Both together help you create a good impression and build trust at your workplace.

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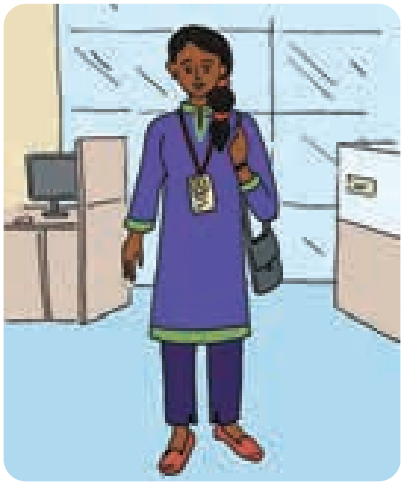
2. Simple Workplace Do's and Don'ts

Now that we understand why being neat and clean matters, let's look at some simple do's and don'ts to follow at work.

2A: What Should I Wear for Work?

Look at the pictures below. What do you think is appropriate clothing for work? Tick the correct option.

☐ Option A



☐ Option B



Think about the option you chose. Write the reason for your choice below:

_____

LET'S LEARN!

Workplace dressing means wearing clothes that suit the job. Appropriate clothing shows respect for your work.

Here are some Do's and Don'ts you can follow while dressing for work.

DO	DON'T
1. Wear clean, ironed clothes suitable for the job	1. Wear very casual or party clothes to work
2. Wear safe and closed footwear	2. Wear flashy or uncomfortable clothes
3. Keep hair neat and simple	3. Look untidy or unprepared

3. Presenting Yourself Confidently in Interviews and at Work

When you feel clean, well-dressed, and prepared, you feel more confident. This confidence shows in your body language - how you stand, look, and speak.

3A: My Confidence Check

Think about yourself when you meet a new person. Read each statement below and tick what you usually do. *(Tick all that apply)*

- ☐ I stand or sit straight
- ☐ I look at the person when they speak
- ☐ I speak clearly (not too soft)
- ☐ I avoid fidgeting with hands or phone
- ☐ I listen without interrupting

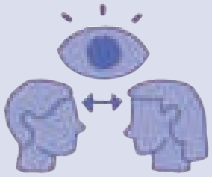
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LET'S LEARN!

What does confident body language look like?

Correct posture	Correct eye contact	Clear voice
• Stand straight • Shoulders relaxed • Head up (not bent down)	• Look at the person when speaking • Do not stare • Do not look at the floor or phone	• Not too soft • Not shouting • Speak slowly and clearly







Practising these habits daily helps you appear confident and professional.

Now let's use this in a real situation, a job interview. Remember this is only practice. Mistakes are okay.

3B: Practicing for an Interview

You will now practise a short interview.
Two volunteers will be asked to introduce themselves.

You can use this line to start:
"Good morning. My name is _____.
I have completed _____ trade from ITI _____."

Remember to

- Stand or sit straight
- Look at the interviewer
- Speak clearly

ONE HABIT I WILL IMPROVE

Think about everything you learnt today:



- Grooming
- Dressing
- Posture and confidence

Now choose one small habit you will improve from tomorrow. Write it in the space given below.

From tomorrow, I will _____

(eg: iron my clothes before class, trim my nails weekly, comb my hair before coming to ITI)

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WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I know why first impressions are important.
- ☐ I understand why grooming and hygiene matter at work.
- ☐ I know the do's and don'ts of workplace dressing.
- ☐ I can present myself confidently using good posture, eye contact, and voice.

Answer Key

1A: Who Would You Hire?
Person A

2A: What Should I Wear for Work?
Option A

12.2

Building Your Resume

In this lesson, you will learn:

1. What is a resume and why it matters
2. How to write your own resume

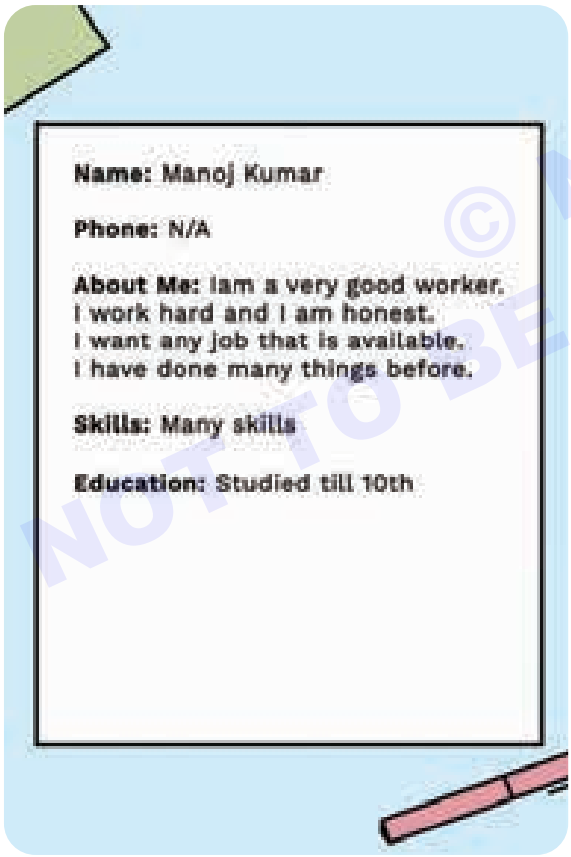
1. What Is a Resume and Why It Matters

When you apply for a job, employers need to know who you are, what you can do, and how to contact you. But you can't always meet them in person. So how do you introduce yourself to someone you have never met?

1A: Who Would You Hire?

You are helping your supervisor hire a new helper for your workshop. Two people have applied. They have each sent in a document outlining their work experience and skills. You have 30 seconds to look at each document. Read both quickly:

Document A



Document B



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Think and Answer:

1. Which document would make you call the person for an interview?

- ☐ Document A
- ☐ Document B



2. Why would you call them? *(Tick all that apply).*

- ☐ It has clear contact details
- ☐ It shows specific skills
- ☐ It is easy to read quickly
- ☐ It tells exactly what kind of work they want
- ☐ It has relevant experience

LET'S LEARN!

The document you read above is called a resume. It is a short document that introduces you to an employer. Employers receive many applications and usually spend very little time looking at each resume. A resume that is clear, specific, and well-organised will stand out (like Resume B). A resume that is vague or missing important information is more likely to be ignored (like Resume A).

A good resume always includes:

SECTION	WHAT TO WRITE
Name and Contact	Full name, phone number, email
About Me	1-2 lines about your trade and the work you are looking for.
Career Objective	In one or two short sentences summarize the goal for your job search. It should be related to the specific position and skills for which you are applying.
Skills	3-5 skills related to your trade
Education and Training	ITI trade, institute name, year
Experience	Relevant prior work experience, if any, like an internship, workshop practice or apprenticeship
Achievements/Extra Curricular Activities	Academic/Athletic and or other recognition. (Include the name of the award/honor, who awarded it, and when it was awarded.)
Languages Known	Languages you speak that you feel might help at work

A resume does NOT include personal details like height, family details, or hobbies not related to work. These do not help the employer make a decision about your employability.

Your resume is often the first thing an employer reads about you. Make sure you create a good first impression.

A good resume always includes:

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2. How to Write Your Own Resume

Now that you know what a resume is and what goes into it, it is time to write your own.

2A: Build Your Resume



Use the template below to write your own resume. Use simple and clear words. Write only what is true for you.

Name & Contact

Name: _____

Phone Number: _____

Email ID (if available):

_____

About Me

Write 1-2 lines about yourself and the work you are looking for.
(Example: ITI student, Electrician trade, looking for an apprenticeship in electrical work.)

_____

_____

_____

Skills

Write 3-5 skills related to your trade.
(Example: Basic electrical wiring, safety procedures, use of measuring tools)

1. _____
2. _____
3. _____
4. _____
5. _____

Languages Known

(Example: Hindi, English, Marathi)

_____

_____

Career Objective

In one or two short sentences summarize the goal for your job search.
(Example: To use my knowledge of circuits, wiring and computers to contribute to the growth of this company as an Electrician)

_____

_____

_____

Education and Training

Course / Trade: _____

_____

Institute / ITI Name: _____

_____

Year (optional): _____

Experience (if any)

(This can include internship, workshop practice, or helping in the family business. If you have no experience yet, leave this blank - that is completely okay.)

_____

_____

_____

Achievements/ Extra Curricular Activities

(Include the name of the award/honor, who awarded it, and when it was awarded.)

_____

_____

_____

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Now share your resume with your partner. Check each other's resume using this checklist:

- ☐ Name and phone number are written correctly
- ☐ "About Me" is specific - mentions trade and type of work wanted
- ☐ Skills are specific - not "many skills" but actual skill names
- ☐ Education section is complete - trade, institute, year
- ☐ Language is simple and clear
- ☐ No unnecessary personal details included

One suggestion I gave my partner:

_____

One improvement I made after my partner's feedback:

_____

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LET'S LEARN!

You now have the first version of your resume. This is your starting point.

Remember:

- **Update it regularly** - every time you complete a training, course or internship, add it to your resume
- **Keep it honest** - only write what is true
- **Keep it simple** - clear and easy to read is always better than long and complicated

MY RESUME PLAN



You have written your first resume today. Now take it further.

Remember: You can also use AI to help you write your resume and find suitable resume templates. You can use AI tools like Claude and ChatGPT for this.

Step 1: Search for a resume template that suits you on one of these platforms:

- **Canva (canva.com)** - easy to use, many free templates
- **Google Docs (docs.google.com)** - search "resume template"
- **Naukri.com** - designed for Indian job seekers

Search for: *"resume template for ITI students"* or *"fresher resume template"*

Step 2: Copy the template and transfer your details from today's activity into it.

The platform I will try first: _____

When I will do this: _____

Once you create your resume, email it to your supervisor!

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WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I understand what a resume is and why it matters.
- ☐ I know what details go into a resume.
- ☐ I have written my own resume.
- ☐ I know how to check and improve my resume.
- ☐ I know where to find better resume templates online.

Answer Key

1A: Who Would You Hire?

1. Document B
2. All options are correct

12.3

Preparing for a Job Interview

In this lesson, you will learn:

1. How to prepare answers for common interview questions
2. How to present yourself confidently in an interview
3. How to practise for a real interview

What Do Interviewers Want To Know?

What do you think an interviewer is trying to find out?
(Tick all that apply)

- ☐ A. Whether you have the right skills for the job
- ☐ B. Whether you speak perfect English
- ☐ C. Whether you can communicate clearly and honestly
- ☐ D. Whether your marks are the highest
- ☐ E. Whether you are willing to learn new things
- ☐ F. Whether you can work well with others



Discuss with your partner: When hiring, which of these do you think matters most to an employer? Why?

LET'S LEARN!

An interview is not a test you pass or fail. An interview helps the employer understand you better. It also gives you a chance to learn more about the job and the workplace. For this, you need to know what they are looking for and that comes down to three things: what you can do, how you communicate, and who you are.

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1. How to Prepare Answers for Common Interview Questions

You now know what an interviewer is looking for. But knowing is not enough. You need to be able to talk about yourself clearly and honestly when the moment comes. The best way to do that is to prepare before you walk in.

1A: Interview Tomorrow - What Now?

Rajesh has just received a phone call from a local electrical workshop. They have invited him for an interview tomorrow. He has his resume ready. But he is worried. He is not sure how to prepare for it.

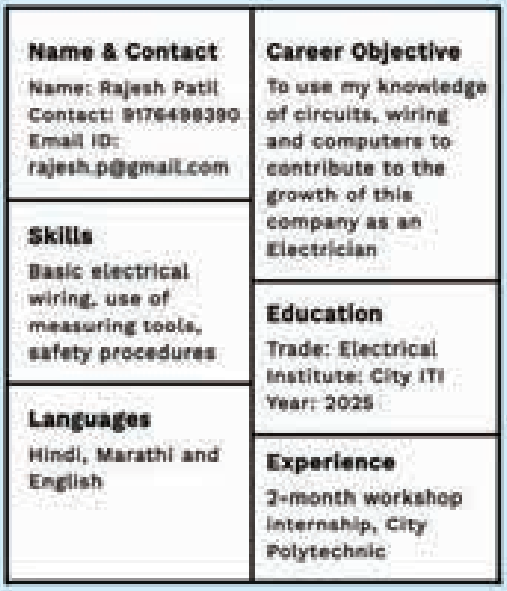


Here is the job description (JD) the workshop sent him:

Job: Junior Electrician Helper
Workshop: Sharma Electricals, Pune
We are looking for someone who:

- Has basic knowledge of electrical work
- Can use tools safely
- Is willing to learn on the job
- Can communicate clearly with the team

Here is Rajesh's resume



Think and Answer:

1. Which of Rajesh's skills match what the workshop is looking for? *(Tick all that apply)*

- ☐ A. Basic electrical wiring
- ☐ B. Use of measuring tools
- ☐ C. Safety procedures
- ☐ D. Internship experience
- ☐ E. Can speak multiple languages

2. Rajesh is nervous about being asked about his limited experience. Help him prepare an honest answer to this question: *"You only have 2 months of internship experience. Can you handle real electrical work?"* Tick the response that sounds most honest and confident.

- ☐ A. "I have very little experience so I may not be the right person for this job."
- ☐ B. "During my internship I worked on basic wiring and used measuring tools safely. I am still learning but I am willing to work hard and pick up new skills quickly."
- ☐ C. "I have done everything. I am very experienced and can handle any task."

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LET'S LEARN!

Preparing for an interview is not about memorising answers. It is about knowing your resume well, reading the job description carefully, and thinking about what questions might come up. When you know yourself and the job well enough, you can speak clearly and honestly and that is what convinces an interviewer that you are ready.

Before an interview, make sure you:

- Read the job description carefully
- Review your resume
- Prepare answers based on your resume and the job description
- Rest well the night before
- Carry your resume, certificates and ID
- Plan how you will reach the interview location on time

These small steps help you feel more prepared and less nervous.

1B: Practising Common Interview Questions

Imagine you are the interviewer. You are hiring a junior helper for a workshop in your trade. Which of these questions would you ask a candidate to find out if they are right for the job? *(Tick all that apply)*

- ☐ A. Tell me something about yourself.
- ☐ B. What are your strengths?
- ☐ C. What would you call your biggest weakness?
- ☐ D. Why do you want to work for this company?
- ☐ E. Why should we hire you for this job?

Discuss with your partner: Why did you choose the ones you did? Why might an interviewer ask these questions?

LET'S LEARN!

All five of these questions come up in almost every interview. Each one helps the interviewer understand something different about you; who you are, what value you bring to this job, and why you want this job. Knowing these questions in advance means you can prepare honest, clear answers before you walk in.

Here are a few more commonly asked questions:

- Are you willing to relocate or travel?
- What are your salary expectations?
- Where do you see yourself in five years from now?
- Do you have any questions for me?

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2. How to Present Yourself Confidently

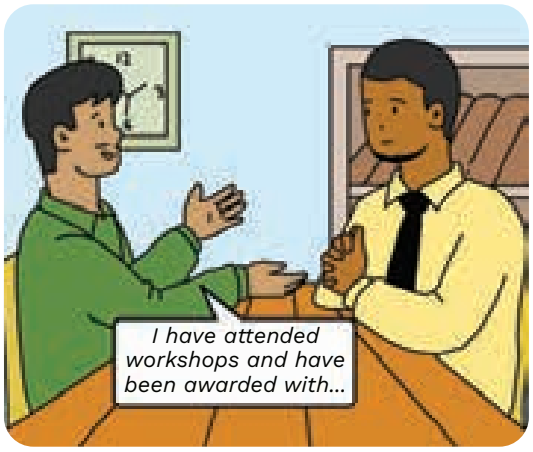
Now let us look at how to carry yourself with confidence during the interview.

2A: Same Answer, Different Impression

You have learned what to say in an interview. But how you say it matters too. Read how two students, Faisal and Imran, present themselves in an interview. Both are answering the same question: *"Tell me about yourself."*



Faisal



Imran

- Walks in, sits down
- Looks at the floor while speaking
- Speaks very softly and quickly
- Does not look at the interviewer
- Arms crossed

- Walks in with a smile
- Sits upright
- Speaks clearly at a steady pace
- Looks at the interviewer while speaking
- Hands relaxed on the table

Think and Answer:

1. For Faisal, which words describe how he looks?

- ☐ Confident
- ☐ Nervous
- ☐ Prepared
- ☐ Uncomfortable

2. For Imran, which words describe how he looks?

- ☐ Confident
- ☐ Nervous
- ☐ Calm
- ☐ Comfortable

Discuss with your partner: When you are nervous, what does your body do? (look down, fidget, cross arms?)

LET'S LEARN!

Faisal and Imran said the same words. But Imran's body language made the interviewer feel he was confident. He looked interested and ready for the job. Body language is how you communicate without words through the following:

- **Posture** - sitting upright shows you are alert and prepared
- **Eye contact** - looking at the interviewer shows you are engaged and confident
- **Voice** - speaking clearly and steadily shows you are calm and confident of your answers
- **Hands** - keeping them relaxed shows you are comfortable

You don't need to be perfect. You just need to be focused, calm and honest.

2B: Practising Common Interview Questions with the help of AI

You can use AI tools like ChatGPT or Claude to practise answering interview questions. This will help you feel more confident.

Here are three prompts you can use. Fill in the blanks with your own trade and role.

Prompt 1: **Get Common Interview Questions**	**Prompt 2:** **Practise Answering Tough Questions**
Use this when you want to know which questions are likely to come up in the interview for your specific trade and role. "I am an ITI _____ student applying for a _____ job. Ask me five interview questions specific to my trade that I should prepare for. Also give me sample answers I can adapt and use." Remember to fill in your trade and role before using the prompt. *Example: "I am an **ITI electrician** student applying for **a junior electrician helper job**. Ask me five interview questions specific to my trade that I should prepare for. Also give me sample answers I can adapt and use."*	Use this when you are worried about your limited experience and want to prepare for harder questions. "I am an ITI _____ student with only internship experience applying for _____. What difficult questions might an interviewer ask me? Give me 2 examples. Also give me sample answers I can adapt and use." Remember to fill in your trade and role before using the prompt. *Example: "I am an ITI **Cosmetology** student with only internship experience applying for **a junior beautician role**. What difficult questions might an interviewer ask me? Give me 2 examples. Also give me sample answers I can adapt and use."*

After trying the prompts, discuss with your partner: What new questions did you discover? Which question was hardest to answer?

Remember: AI can help you practise, but your answers should always be in your own words.

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3. How To Practice For A Real Interview

You have prepared your answers, you know what to do at each stage, and you understand how body language affects the impression you make. Now it is time to put it all together in a mock interview.

3A: Your Mock Interview

A mock interview is a practice interview that helps you prepare for the actual interview. It gives you a chance to practise your answers, your body language, and how to stay calm during the interview.

Work in pairs:

- One person plays the interviewer
- One person plays the candidate
- After 3 minutes, switch roles

The scenario: You have applied for a helper position at a local workshop near your ITI. You can also pick a job you would like to apply for.

The interviewer has your resume. This is your first interview.

As the interviewer, open with: *"Thank you for coming in today. Let us get started."*

Then ask these questions one by one:

1. *Tell me about yourself.*
2. *What skills have you learned during your training?*
3. *Are you willing to learn new things on the job?*

Close with: *"Thank you for your time. We will be in touch."*



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As the candidate, remember to:

- ☐ Sit upright
- ☐ Look at the interviewer while speaking
- ☐ Speak clearly; not too fast, not too soft
- ☐ Use specific details from your resume
- ☐ Be honest; it is okay to say "I am still learning"

After the mock interview, your interviewer gives you feedback:

1. One thing you did well:

_____

2. One thing you can improve:

_____

3. One thing you should stop doing:

_____

LET'S LEARN!

An interview is a skill. Like any skill, it gets better with practice. Today you prepared your answers, understood what interviewers are looking for, and practised presenting yourself confidently.

Remember:

- Preparation gives you clarity
- Body language gives you confidence
- Honesty makes you trustworthy

The more you practice, the more natural it feels.

Before leaving an interview in real life, remember to:

- Ask the interviewer for feedback on how you can improve
- Thank the interviewer for their time
- Ask when you can expect to hear back
- Follow up after a week if you have not heard back

These small actions leave a positive impression.

MY INTERVIEW PRACTICE

Before your next class, pick ONE way to practice:



- ☐ Mirror: Practise in front of a mirror
- ☐ Partner: Ask a family member or friend to interview you
- ☐ Phone: Record yourself on your phone and listen back

Use 3–4 questions from this lesson for practice.

Write one thing you noticed about yourself: _____

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WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand what is expected in an interview.
- ☐ I know the steps to prepare for an interview.
- ☐ I can answer interview questions clearly and honestly.
- ☐ I understand how body language affects my interview.
- ☐ I know what a mock interview is and how it helps me prepare.
- ☐ I feel confident about giving an interview.

Answer Key

What Do Interviewers Want To Know?
A, C and E

1A: Interview Tomorrow - What Now?
1. A, B and C
2. B

2A: Same Answer, Different Impression
1. Nervous and Uncomfortable
2. Confident, Calm and Comfortable

12.4

Building Connections for your Career

In this lesson, you will learn:

1. What is professional networking and why it matters
2. How to build a professional network
3. How to stay safe and professional online

1. What Is Professional Networking and Why It Matters

When we think about getting a job or growing in our trade, we often think we have to do it alone. But the truth is, many people around us can help.

1A: Two Job Seekers, Different Outcomes

Deepak and Ravi have both completed their ITI training in the same trade. Both are skilled. They are now looking for jobs.





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Deepak	Ravi
• Applies to 15 jobs online • Waits for responses • After 3 weeks, still no job	• Also applies online • Additionally, his ITI trainer recommends him to a workshop owner he knows personally • Gets a job within one week

Think and Answer:

Why do you think the workshop owner trusted Ravi more?

- ☐ Because of his skills
- ☐ Because someone the workshop owner already knew and trusted recommended Ravi
- ☐ Because he applied online

LET'S LEARN!

In the job market, employers look for two things: skill and trust. Your skills come from training, but trust grows when people know you and your work. Some jobs are advertised publicly. Many opportunities are shared through trusted contacts.
This is where professional networking becomes important. A professional network is a group of people who can guide you, recommend you, and connect you to opportunities. A strong network not only increases your chances of finding work, but also supports your growth in your career.

1B: Who Is Already in Your Network?

Your professional network does not start from scratch. It already exists in four places:

1. Campus Network: People at your ITI or training center - trainers, seniors, classmates, college professors
2. Community Network: People in your local area - neighbours, local workers in your trade, shop owners, friends and family
3. Digital Network: People you connect with online - WhatsApp trade groups, alumni groups, LinkedIn connections, professional associations
4. Workplace Network: People you meet at work or during apprenticeships/internships - supervisors, co-workers, employers, previous colleagues



Now think about your own life. Who can support your career? Write the names of the people you know. You can fill up to three names to begin with.

NETWORK	NAMES
Campus	1. _____ 2. _____ 3. _____
Community	1. _____ 2. _____ 3. _____
Digital	1. _____ 2. _____ 3. _____
Workplace	1. _____ 2. _____ 3. _____

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Think and Answer:

1. Which network is the strongest for you right now?

_____

2. Which network would you like to grow?

_____

LET'S LEARN!

You do not need all four networks right now. Start with where you are strongest and grow from there. The people in your network can support you in four ways: guidance, work exposure, job information, and recommendations.

You can build your network both online and offline, through social events, alumni clubs, your current job/apprenticeship, and social media. As you start working, your community and workplace networks will grow. Digital networks help you find jobs and stay connected.

2. How To Build A Professional Network

You now know what a professional network is. But how do you actually build one? How do you approach people? How do you stay connected?

2A: How Networking Actually Works

Sometimes the way you start a conversation makes a big difference. Read the two situations below. Both Imran and Ali want help from a local electrician.

Situation A: Imran sees a local electrician working near his house. He walks up and says: "Do you have any job openings? I need work. Can you hire me?"

The electrician looks at Imran and says, "No, I don't have any openings." Imran thanks him and walks away.





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Situation B: Ali sees a local electrician working near his house. He says: “Hello. I am Ali. I am learning the electrician trade at City ITI. I want to improve my wiring skills and I am looking for a chance to observe real work. What kind of work do you usually do here?”

The electrician explains his work. Ali listens and asks questions. At the end, the electrician says: “You seem interested. You can visit my workshop sometime.” Ali thanks him and saves his contact.



Think and Answer:

Why do you think Ali’s approach worked better? (*Tick all that apply).*

- ☐ He showed genuine interest in the electrician’s work
- ☐ He introduced himself clearly
- ☐ He asked questions and listened
- ☐ He stayed respectful and did not ask for a job immediately

Discuss with your partner: Think of someone you would like to connect with in your trade. How would you start that conversation?

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LET’S LEARN!

Networking starts with a conversation, not a job request. When you show genuine interest, ask questions, and stay connected, opportunities grow naturally. When you meet someone new, introduce yourself clearly – share your name, your trade and where you are training, a skill you want to improve, and what you are looking for. People are more willing to help those who are curious and respectful. Good networking means staying in regular touch, being available when others reach out, showing gratitude, and always carrying a professional attitude.

The same applies when you reach out online. Your message should introduce you clearly and show genuine interest, just as Ali did in person. The only difference is that when online, you cannot rely on body language or tone of voice, so your message needs to be clear and respectful.

2B: Keeping Your Network Strong

Making a connection is just the first step. How you behave after that determines whether the connection becomes stronger or not.

Read the situations below. For each one tick whether it is something you should do or not do.

SITUATION	DO	DO NOT
1. You got a job. You message the person who helped you to say thank you and share the good news.	☐	☐
2. Someone in your network messages you. You read it but do not reply because you do not need anything from them right now.	☐	☐
3. You only reach out to a contact when you need a favour.	☐	☐
4. A contact gave you a task to complete. You finish it on time and do it sincerely.	☐	☐
5. You promised to meet someone you connected with but did not show up and did not inform them.	☐	☐

Discuss with your partner: Think of someone who has helped you in the past. Have you stayed in touch with them? What could you do to maintain that relationship?



LET'S LEARN!

A network you do not maintain will not last. The people in your network are more likely to help you again if you treat them with respect and gratitude.

Stay in occasional touch, follow through on commitments, and always acknowledge the support you receive. A small thank you goes a long way.

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3. How to Stay Safe and Professional Online

More and more professional connections happen online today. Knowing how to protect yourself in digital spaces is an important part of networking.

3A: Is This Safe?

Read each situation below. Tick what you would do.

Situation 1



Someone on LinkedIn messages you that your profile is a good fit for a job they have. They ask for your Aadhaar number to process your application.

- ☐ A. Share your Aadhaar number since the job sounds good
- ☐ B. Do not share it. Verify who this person is before sharing any documents. Speak to a trusted adult if unsure.

Situation 2



A professional you connected with online asks to meet you alone at their office in an unfamiliar area to discuss a job opportunity.

- ☐ A. Agree to meet since it could be a good opportunity
- ☐ B. Suggest a well known public place or bring a trusted person with you

Situation 3



Someone you have never met online says they can get you an apprenticeship but asks you to pay a small registration fee first.

- ☐ A. Pay the fee since the opportunity sounds genuine
- ☐ B. Do not pay. Legitimate apprenticeships do not charge fees.

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LET'S LEARN!

Online networking opens up many opportunities but it also requires caution. Here is how to stay safe:

- Never share personal documents like your Aadhaar, PAN, or bank details with someone you have not verified
- Legitimate job opportunities and apprenticeships do not ask for payment

- If someone asks to meet, choose a safe public place to meet and bring a trusted person
- If something feels wrong, stop the conversation and speak to a trusted adult
- Always do your research on people or companies that are hiring for any position.
- Ensure you have verified information before taking any next steps.

MY FIRST NETWORKING MESSAGE



You have mapped your network and learnt how to introduce yourself. Now put it into practice.

Pick one person from your network in Activity 1B. Draft a message you could send them on LinkedIn, WhatsApp, or by email. Remember to send this to them after class.

Use these four points to guide your message:

- Who you are
- Your trade and where you are training
- A skill you want to improve
- What you are looking for

My message: _____

_____

_____

Your message does not have to be perfect. What matters is that you take the first step. Networking grows through small, consistent actions.

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WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I understand what a professional network is and why it matters.
- ☐ I can identify people who are already in my network.
- ☐ I know how to approach people and introduce myself clearly.
- ☐ I know how to maintain my professional network.
- ☐ I can identify unsafe situations and respond safely when networking online.

Answer Key

1A: Two Job Seekers, Different Outcomes

Because someone the workshop owner already knew and trusted recommended Ravi

2A: How Networking Actually Works

All options are correct

2B: Keeping Your Network Strong

1. Do 2. Do Not 3. Do Not 4. Do 5. Do Not

3A: Is This Safe?

1. B 2. B 3. B

12.5

Applying For Jobs Online

In this lesson, you will learn:

1. What are online job portals
2. How to search for the right job on a portal
3. How to register and apply on a portal

1. What are Online Job Portals

Finding a job is not just about having skills. It is also about knowing where and how to look for opportunities. Let us think about the different ways people usually find work.

1A: How Do People Find Jobs?

Look at the options below. Tick the ones you have seen, heard about or used to find work.

- ☐ Job advertisements in newspaper
- ☐ Local contacts (relatives, neighbours, friends)
- ☐ Job melas or job fairs
- ☐ Job apps or websites
- ☐ Notice boards or posters
- ☐ An employer visiting an ITI directly
- ☐ Walking into a company or worksite and applying directly

Discuss with your partner: Which method do you think gives access to the most job options? Why?

LET'S LEARN!



All these methods are valid. Some have been used for many years. But in recent times, one method has been growing very quickly: job apps and websites. You may have already seen or used apps that let you order food, book a cab or make payments. In a similar way, there are apps and websites where:

- Companies post job openings
- Workers search for jobs
- Applications are sent directly online

No middle person is involved. No travelling is required. Everything happens digitally. These platforms are called **online job portals.**

1B: Have You Seen These Before?

Look at the job portals listed below. Tick the ones you have seen or heard of before.

- ☐ **Naukri** – Large job website with many types of jobs across India
- ☐ **Indeed** – Shows many job openings, including entry-level and trade jobs
- ☐ **LinkedIn** – Used for office jobs and professional roles; also helps you connect with employers
- ☐ **WorkIndia** – Good for trade, technician, delivery and other skilled worker jobs
- ☐ **Apna** – Useful for local jobs and entry-level work in your city
- ☐ **Kaam.com** – Jobs in trades, factories and service work
- ☐ **ShramIN** – Focused on skilled and trade worker jobs across India
- ☐ **National Career Service NCS (ncs.gov.in)** – Government platform that helps you find jobs, internships, information on skill courses, and career guidance

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Discuss with your partner: Which portals do you think would be most useful for your ITI trade? Why?



LET'S LEARN!

For ITI-trained workers, portals like WorkIndia, Apna, Kaam.com and ShramIN are useful because they focus on skill - based jobs and entry-level roles. The National Career Service portal is also useful as it helps you find private and government jobs, apprenticeships, skill courses, and career guidance in one place. They are available anytime and offer many job options, unlike a one-time job mela or short-lived newspaper ads. Different portals may be a good idea for different trades and locations, so it is worth trying more than one and see what works best for you.

1C: Reading Job Listings

Read the three job listings below. These are examples of jobs you can find on a portal.

FashionCraft Garments Pvt. Ltd., Jaipur

Sewing Machine Operator — Production

Salary: ₹9,000 – ₹13,000 per month
Experience: 0-1 year

About the Job
Operating industrial sewing machines, stitching garment pieces as per given patterns, maintaining quality standards and meeting daily production targets

Qualification
ITI certificate in Dress Making or Sewing Technology

Working Hours
8 AM – 5 PM, Monday to Saturday

How to Apply
Apply through Workindia or walk in to our factory office

AC Technician — Service and Repair

CoolAir Services, Bengaluru

About the Job
Servicing and repairing air conditioners at customer locations, travelling to sites, interacting with customers

Qualification
ITI certificate in HVAC or Electrician trade

Working Hours
Flexible — based on service calls

How to Apply
Apply on Apna or call 98XXXXXXX

Salary: ₹10,000 – ₹18,000 per month + incentives
Experience: 0-2 years

Plumbing — Construction Site

Salary: ₹500 – ₹700 per day
Experience: Freshers welcome

BuildRight Contractors, Hyderabad

About the Job
Installation and repair of plumbing systems on active construction sites, working in a team

Qualification
ITI certificate in Plumbing trade

Working Hours
8 AM – 5 PM, 6 days a week

How to Apply
Walk in to our site office or apply on Indeed

Now Answer:

1. What information does each listing give us that helps us decide whether to apply?

_____

_____

_____

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2. Is there anything in the job listing that makes you unsure about applying? What would you like to know more about?

_____

_____

_____

LET'S LEARN!

Job portals do not just tell us that a job exists. They also explain what the job involves, how much it pays, what qualifications are needed, and how to apply. Reading a job listing carefully before applying is an important habit. It saves time and helps us apply only for jobs that truly match our skills.

Now that we know what job portals offer, let us learn how to search for the right job on these portals.

2. How to Search for the Right Job on a Portal

A portal can list thousands of jobs. But not all of them are right for us. It is important to know how to search effectively so we can find the jobs that match our trade, skills and situation.

2A: Think Before You Search



Before we open a portal, let us think about what we are actually looking for. Answer the questions below.

1. What is my ITI trade? _____

2. What job titles might companies use for someone from my trade? Think about different ways a company might describe the same role.

(For example: a student trained in the Electrician trade might search for — Electrician, Maintenance Technician, Electrical Fitter, Wiring Technician)

Think about job titles you could search for:

A. _____

B. _____

C. _____

LET'S LEARN!

Keep in mind the place you are willing to work and the minimum salary you would expect. If you are new to the job, you can ask a senior or mentor. Thinking clearly about what we are looking for before we start searching saves time. There are also tools available on the portals to help you filter your search.

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2B: Using Filters to Find the Right Job

Most job portals allow us to filter our search results so that we only see the most relevant jobs. Read the filters below. For each one, write what you would enter based on your own trade and need.

FILTER	WHAT IT DOES	WHAT WOULD I ENTER
Job Title or Keywords	Searches for jobs matching specific words	
Location	Shows jobs in a specific city or region	
Experience	Filters by years of experience required for the job	
Salary Range	Shows jobs within a salary range	
Industry	Filters by type (*manufacturing, construction, services)*	
Freshers Only	Shows jobs open to candidates with no experience	



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Using filters properly helps us focus only on jobs that are relevant to us. We do not have to go through hundreds of listings that do not fit our requirements.

3. How to Register and Apply on a Portal

We now know what portals offer and how to find the right jobs on them. The last step is knowing how to register and apply.

3A: Getting Ready to Register

Before we register on a job portal we need certain information and documents ready. Being prepared makes the process faster and reduces mistakes.

Check if you have the following *(Table on the next page)*:

WHAT I NEED	I HAVE THIS	I STILL NEED TO ARRANGE THIS
A working mobile number	☐	☐
An email address	☐	☐
A recent photograph	☐	☐
My ITI certificate	☐	☐
A government ID proof (Aadhaar, Voter ID or PAN)	☐	☐
My educational qualification	☐	☐
An updated resume	☐	☐
Any additional certificates Like: _____	☐	☐



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LET'S LEARN!

Having everything ready before we start means we will not get stuck during registration. Here is what the registration process looks like on most portals:

Step 1: Create an account
Go to the portal and tap **Register or Sign Up**. Enter your mobile number or email address and create a password. Most portals will send a confirmation code to your phone. Enter it to verify your account.

Step 2: Build your profile
Fill in your name, location, ITI trade and certificate details, educational qualifications and skills. Be specific with skills. For example, write "electrical wiring" or "AC servicing" rather than just "electrician." Add a recent photograph since profiles with photos get more responses. Upload your resume.

Step 3: Set your job preferences
Most portals ask what kind of work you are looking for – your preferred location, expected salary and job type. Fill these in carefully. They help the portal show you relevant listings and help employers find you.

A complete profile from the start means employers can find you even before you apply for anything.

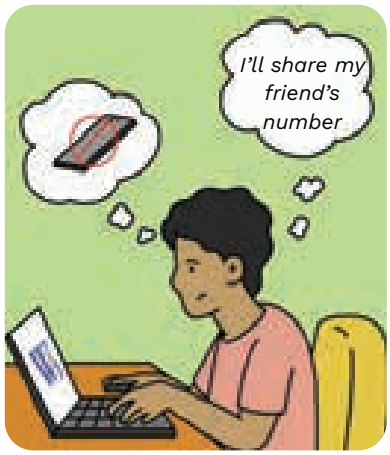
Now let us look at how to search and apply.

3B: What Did Arjun Do Wrong?

Arjun has just finished his ITI training in the Solar Technician trade. He wants to find a job quickly. He opens the WorkIndia website. His phone is not working so he registers using his friend's number. He skips filling in his trade details, qualifications and does not upload a photo because it takes too long.

He searches for "job", gets thousands of results and applies to 30 listings in one afternoon without reading any of them. Electrician jobs, driving jobs, factory jobs – he applies to all of them.

Two weeks later he has heard nothing. He does not follow up or check the portal.



Think and Answer: How many mistakes did you find?

My count: _____

Now share with the person sitting next to you. Discuss all the mistakes you both found.

LET'S LEARN!

Applying for a job online is a step-by-step process. It works best when you follow a clear order:

1. Choose a job portal that lists jobs in your trade or skill area.
2. Create an account using your mobile number or email. Complete your profile with your photo, qualifications, skills and experience
3. Search using job titles related to your trade and skills, for example, "plumber", "AC technician" or "sewing machine operator"
4. Use filters to narrow down results by location, salary range and experience level
5. Read each listing carefully. Check if the trade, location, salary and experience requirement match your situation
6. Shortlist the jobs that fit you. Do not apply to listings that do not match your profile
7. Apply for the job and note down the date and job title
8. Note down the job title, company name, portal used and the date you applied
9. Track your application or set up a job alert for similar roles

Applying for a job online gets easier with practice. The first time may feel unfamiliar. The second time will feel smoother. What matters is that we start.

One important thing to remember: Not every application will lead to a response. This is normal and not a reflection of your skills. Now let us see what happens after you apply.

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3C: What Would You Do?

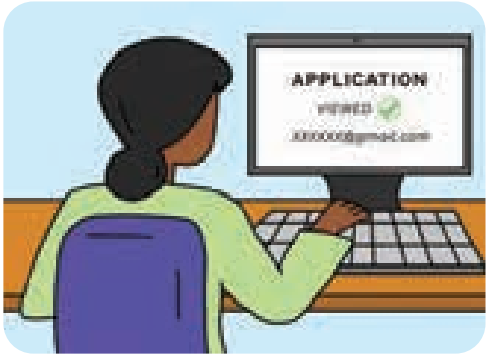
Read each situation below. For each one, write what you would do.

Situation 1: You applied for a job two weeks ago. Your application status on the portal says ***'Viewed'*** but you have not heard anything. The listing included a contact email address. What would you do?

_____

_____

_____



Situation 2: You applied for a job last week. Since then, you found a better offer closer to home and have decided to pursue that instead. Your status for the first job is still shown as ***"Applied"*** on the job portal. What would you do?



_____

_____

_____

Situation 3: You have applied for four jobs in the past month. None of them have responded. You are feeling discouraged and are wondering whether to keep trying. What would you do?



_____

_____

_____

LET'S LEARN!

The above three situations can happen when you apply for jobs online. Here is what you can do if you find yourself in such situations:

1. **When there is no response** — check your application status regularly in the 'My Applications' section of the portal. If two weeks have passed and the listing included a contact, it is acceptable to follow up with a short polite message: *"I applied for the position of [job title] on [date]. I wanted to check if my application was received and if there are any updates."*
2. **When you want to withdraw** — go to 'My Applications', find the listing and tap 'Withdraw'. It is better to withdraw than to ignore a call from an employer for a job you no longer want.
3. **When there is no response from multiple applications** — This is normal. Employers receive many applications and cannot always respond to all of them. It is not a reflection of your worth or your skills. The people who find work through portals are the ones who apply consistently, read listings carefully and keep going.

One more thing: most portals allow you to set up **job alerts**. These are notifications sent to your phone when new jobs matching your trade and location are posted. Setting these up means you will not miss new listings even when you are not actively searching.

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MY ONLINE JOB APPLICATION

Now take the next step. You can do this in class (if the internet is available) or as homework.



1. Create your account on a job portal.
2. Complete your profile.
3. Search for jobs related to your trade.
4. Apply for at least one job if you are ready, OR
5. Save at least two jobs and note what you still need (resume, marksheet, photo, etc.) before applying.

Write below:

- Portal used: _____
- Job title searched: _____

- I *(tick one)*: ☐ Applied ☐ Saved for later
- One thing I still need: _____
- Date Applied / When I will apply: _____
- One challenge I faced: _____
- How I solved it / Who helped me: _____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand what online job portals are.
- ☐ I know which job portals are most relevant for ITI-trained workers.
- ☐ I can read a job listing and decide whether it is a good fit for my trade and situation.
- ☐ I know how to search effectively on a portal using the right keywords and filters.
- ☐ I know what information and documents I need before registering and applying.
- ☐ I know the steps to apply for a job online.

Answer Key

3B: What Did Arjun Do Wrong?

1. Used his friend's phone number instead of his own – employers can not reach him
2. Skipped filling in his trade details and qualifications – his profile was incomplete
3. Did not add a photograph – profiles with photos get more responses
4. Searched for "job" instead of a specific trade title – got irrelevant results
5. Did not use any filters – wasted time going through listings that did not match his trade or situation
6. Applied to jobs unrelated to his trade without reading the descriptions – reduced his chances of getting a response
7. Stopped checking the portal after two weeks – missed updates on his applications
8. Did not follow up on any applications

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12.6

Start Your Apprenticeship Journey on NAPS

In this lesson, you will learn:

1. What NAPS is and how it works
2. How to register and build your profile on NAPS
3. How to search and apply for the right apprenticeship

1. What NAPS Is and How It Works

In an earlier lesson we looked at online job portals where companies post jobs and workers apply directly. Apprenticeships work the same way, but on a dedicated portal built specifically for that purpose.

1A: What Do You Already Know?

Before we look at the portal, let's see what you already know about apprenticeships. Read each statement below and tick True or False.

STATEMENT	TRUE	FALSE
An apprenticeship is a way to learn a trade while working at a real company	☐	☐
During an apprenticeship, you earn a small amount of money called a stipend	☐	☐
Apprenticeships are only available through your ITI	☐	☐
There is a government website where you can find and apply for apprenticeships	☐	☐
Apprenticeships usually last between 6 and 12 months	☐	☐

Discuss with your partner: What else do you know or want to know about apprenticeships?

LET'S LEARN!

You may have heard of different ways to find apprenticeships - through your ITI, contacts or advertisements. However, India has one dedicated government portal that brings all verified apprenticeship opportunities together in one place. It is called **NAPS, the National Apprenticeship Promotion Scheme.** It is run by the Ministry of Skill Development and Entrepreneurship and is available at **apprenticeshipindia.gov.in.**

Here is what makes NAPS different from a regular job portal:

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REGULAR JOB PORTALS:	NAPS:
• Lists full-time jobs • Run by private companies • No guaranteed stipend or certificate • Anyone can post a listing • Used for immediate employment	• Lists apprenticeship opportunities only • Run by the Government of India • Stipend, duration and certificate are all government-regulated • Only verified companies can post opportunities • Used for structured learning with a stipend

Many ITI graduates start with NAPS to build real workplace experience and then move to job portals when they are ready for full-time work. Knowing which tool to use at the right time is what makes a job search efficient.

Now that you know what NAPS is, let us look at how to register on it.

2. How to Register and Build Your Profile on NAPS

Let us see how to register for apprenticeship on NAPS, and what you need to prepare before getting started.

2A: Am I Ready to Register?



There are some essential details and documents required to register on the NAPS portal. Check the list below and tick what you already have ready or need to arrange.

WHAT I NEED	I HAVE THIS	I STILL NEED TO ARRANGE THIS
A working mobile number	☐	☐
An Aadhaar card	☐	☐
A bank account linked to Aadhaar	☐	☐
A recent photograph	☐	☐
Digital signature (optional - check if required)	☐	☐
My ITI certificate or marksheet	☐	☐
My educational qualification details	☐	☐
My trade details	☐	☐
My location preference	☐	☐

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LET'S LEARN!

Having everything ready before you start means you will get through the registration quickly. Many companies search for candidates on NAPS directly and contact students whose profiles match what they are looking for. An incomplete profile may lead to missing opportunities.

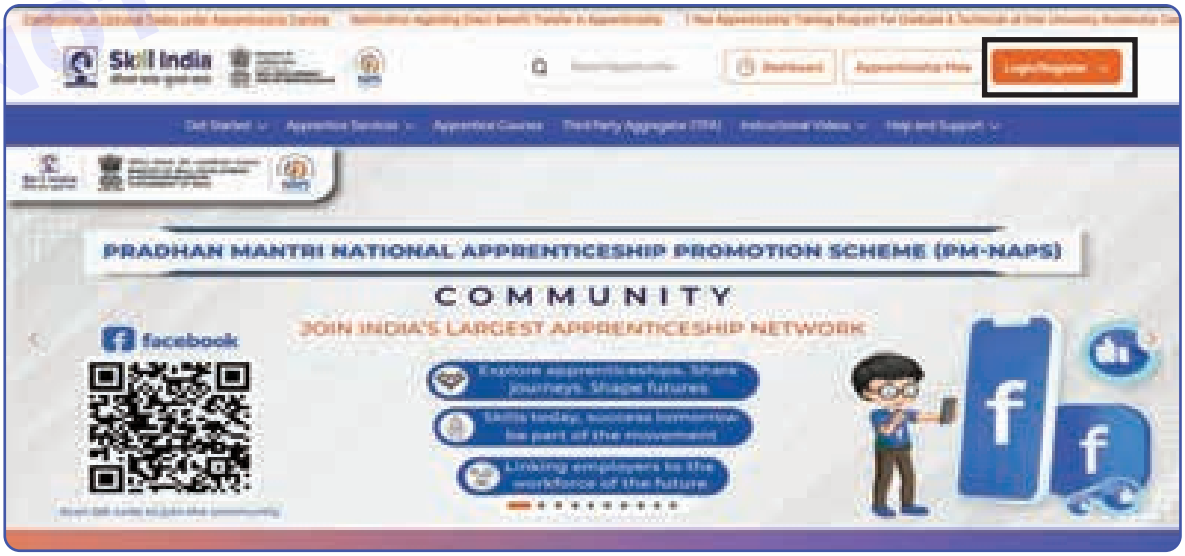
Now let us walk through the registration process.

2B: How to Register on NAPS Portal

Read through the registration steps on NAPS carefully. If you have internet access in class, follow the steps on the portal. If not, use this as your reference when you register at home or at a cybercafe.

Step 1: Create Your Account

1. Go to the link *www.apprenticeshipindia.gov.in*
2. To begin your registration, click on 'Login/Register' on the top right part of the screen. Select 'Candidate'.



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3. Choose the option ‘Register as a Candidate’



**If you are an ITI student, you can tick the relevant box and fill in your roll number to continue*

4. You will receive an OTP on your phone number, submit it to continue with registration.

5. You will get an email from Apprenticeship India with a link to validate your Email ID and activate your account. Please note: if you do not click the link in the specified time, the link will expire and you will have to request a new activation link.



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6. Make note of your registration number for future reference.

Step 2: Complete Your eKYC

1. Login as a candidate using your registered email ID.

2. Enter your Aadhaar card number and tick the authentication box.

3. Click on send OTP, enter the OTP received on your registered mobile number and validate your Aadhaar card number



4. Then enter your district, parent's name and your relationshipto them.

5. Upload either your Aadhaar photo or a recent picture to set as your profile image.

**Here, you can either use the image in your Aadhar or upload an image of your choice. Do ensure you have filled the District, Parent name and Relationship according to the Aadhar.*



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Step 3: Complete Your Profile





1. Select and upload your ID proof. Choose the type of ID you have (like an Aadhaar card or PAN card) and upload a clear photo of it.

2. Enter your location and address. Select your state and category from the lists, then type in your full address, city, and pin code.

3. Upload your certificates. Add other important documents like IT certificates, school qualifications, or any extra certificates you have earned.

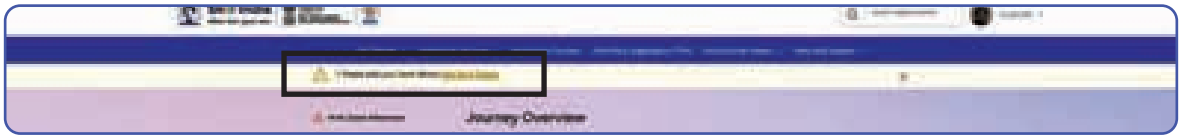
4. Upload your signature and write about yourself. Upload a photo of your signature and write a short paragraph in the "About Me" box to describe your skills.

5. Make sure all uploaded documents are clear and readable. Blurry uploads will delay approval.

Completing these steps is optional, but it adds credibility to your profile. Providing these documents proves your information is correct and helps you look more professional to companies on the platform.

Step 4: Add Your Bank Details

1. Click on “Add bank details” right above your Journey Overview



2. Click ‘Edit’ if there is no information shown or if any of the information is incorrect.



3. Add bank details like IFSC code, account type, account number and account holder name. After you type in the IFSC code, click ‘Find’ so the system can automatically fill in your bank’s name.



4. Make sure this bank account is linked to your Aadhaar. Only Aadhaar-linked accounts can receive your stipend.

5. Note down your login details somewhere safe.

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LET'S LEARN!

Here are a few things to keep in mind:

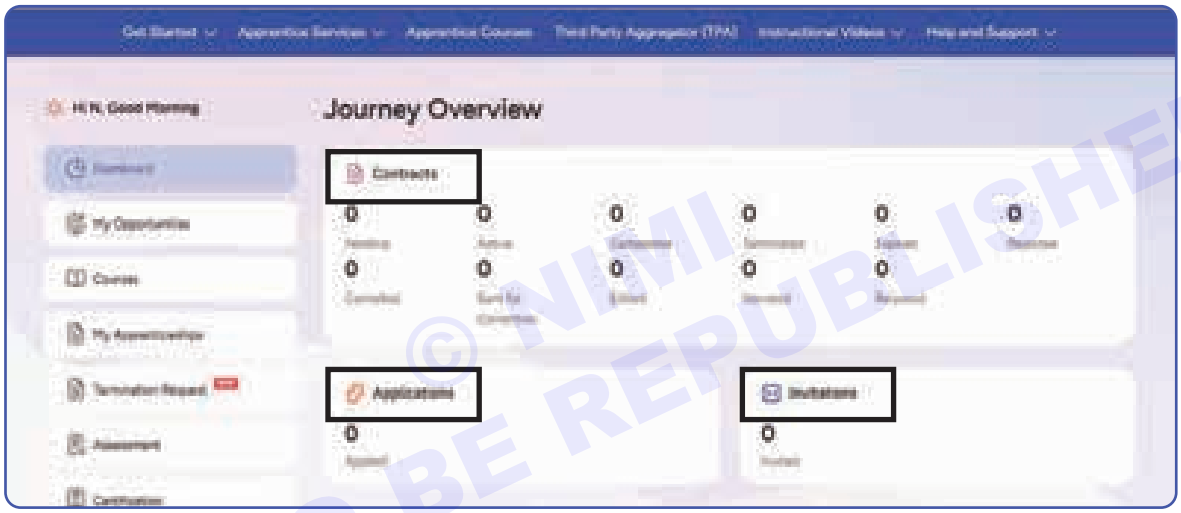
- **Keep your login details safe:** You will need them every time you return to the portal
- **Make sure your bank account is linked to Aadhaar:** Without this, your stipend cannot be transferred to you
- **Check your profile regularly:** Update it as you gain new skills or certificates

Registering on the NAPS portal is the first step towards finding apprenticeship opportunities. Completing your profile helps companies understand your skills and background clearly.

Let us now look at how to use that profile to find and apply for the right apprenticeship.

3. How to Search and Apply for the Right Apprenticeship

After completing your profile, you are ready to search and apply for apprenticeship opportunities that match your trade, skills and location preferences.



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But before that, let us have a look at the Candidate Dashboard. There are 3 sections on the Dashboard:

- **Contracts:** This shows any contract a company has sent you. Many companies can send contracts but you can only sign one.
- **Applications:** This shows all the applications that you have submitted so far.
- **Invitations Received:** When a company sees your profile and invites you to apply, it appears here.

3A: Think Before You Search

Just like you did with job portals, you should think clearly about what you are looking for before you open the search page on NAPS.

Answer the questions below:

- What is my ITI trade?

  _____

- What kind of company or industry would I like to work in?
  (Eg: an ITI Electrician might consider — manufacturing plant, construction company, electrical contractor, automobile workshop)

  _____

- Where am I willing to go for an apprenticeship?

  _____

- What is the minimum stipend I would need?

  _____



- How long am I willing to commit — 6 months, 12 months or longer?

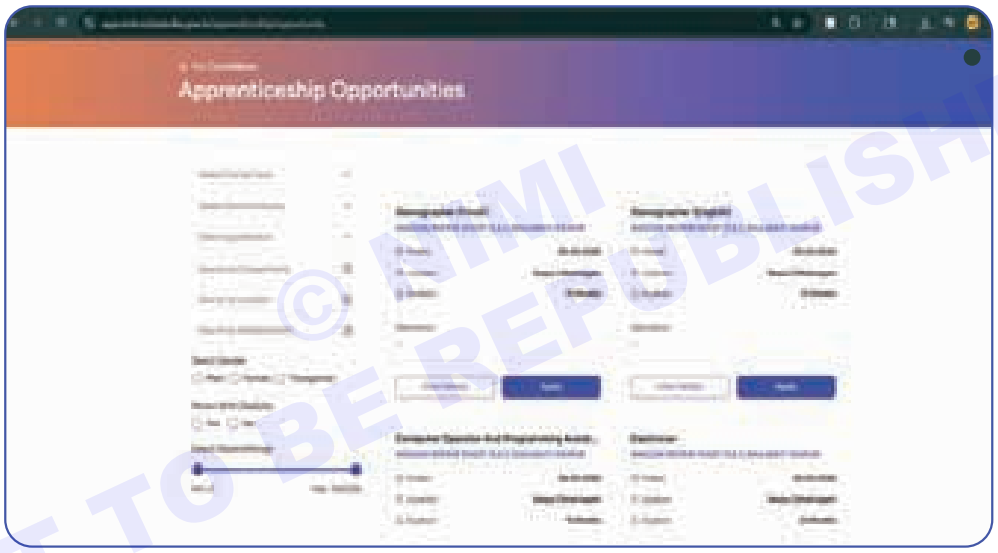
  _____

3B: How to Search for Opportunities

Thinking clearly about what you are looking for before you search saves time and leads to better results. Once you know your trade, your preferred industry and where you are willing to go, you are ready to use NAPS filters to narrow down your options.

Steps to follow:

1. Click on the 'My Opportunities' on your dashboard menu to view all available opportunities.



2. To filter for apprenticeships, search results by:

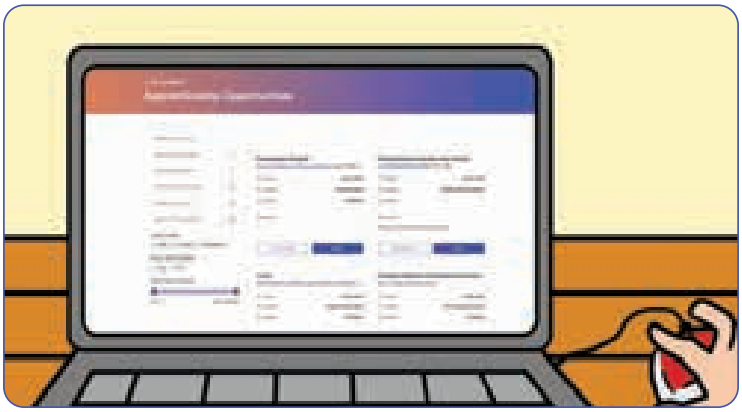
FILTER	WHEN IT DOES
Course Type	Choose between Designated (trades like ITI) or Optional (industry-specific roles) courses.
Sector	Filters by sector like manufacturing, construction, services, etc.
Qualification	Filters based on your educational level (e.g., 8th, 10th, 12th, ITI, or Graduate)
Course Name	Filters by sector like manufacturing, construction, services, etc.
Location	Shows opportunities in cities or states you are willing to work in
Duration	Filters by time period like 6 months, 12 months, etc.
Stipend Range	Shows opportunities within a particular stipend range.

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3C: How to apply for an apprenticeship

Once you have found an opportunity that looks right, here is how you can apply on NAPS.

1. If an opportunity is a good fit, click 'Apply' and confirm your application. Note down the company name, role and date of application.
2. Check your NAPS dashboard regularly for updates on your application status. You can apply for more opportunities while waiting to hear back.
3. After you apply, the company will review your profile and invite you for an interview. If the company selects you, they will issue a contract.
4. Read the contract carefully before accepting. Once you accept, your apprenticeship officially begins.



LET'S LEARN!

Applying for an apprenticeship is the beginning of a real commitment. A company that selects you is investing time and resources in training you. And you are committing six to twelve months of your working life to learning from them. That is why you should be thoughtful while applying.

MY APPERENTICESHIP PLAN

Apply for at least one apprenticeship opportunity.



My Action Details

The date I will complete my NAPS registration by:

_____

The date I will apply for my first apprenticeship by:

_____

One thing I still need to arrange before I can register:

_____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I understand what an apprenticeship is.
- ☐ I know how the NAPS portal helps learners find apprenticeships.
- ☐ I know what documents and details I need before registering on NAPS.
- ☐ I know the steps to register and complete my profile on NAPS.
- ☐ I know how to search for the right apprenticeship using NAPS filters.
- ☐ I know the steps to apply for an apprenticeship and track my application.

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Answer Key

1A: What Do You Already Know?

1. True | 2. True | 3. False | 4.True | 5. True

12.7

How Platform-Based Jobs Work

In this lesson, you will learn:

1. What platform-based jobs are
2. How to register for platform-based jobs
3. How to protect my safety and rights as a platform worker

1. What are Platform-Based Jobs

You have already explored job portals and NAPS as ways to find work. There is one more way that is growing fast - finding work directly through apps on your phone. Let's see what you already know about this.

1A. Which Apps Have You Heard Of?

There are many platforms operating nowadays. Some are very well known. Others are specific to certain cities or services.

Tick the platforms you may have heard about:

- ☐ Swiggy
- ☐ Internshala
- ☐ Ola
- ☐ Blinkit
- ☐ Urban Company
- ☐ Zomato
- ☐ Rapido
- ☐ Uber
- ☐ Meesho
- ☐ Amazon
- ☐ NoBroker
- ☐ Upwork



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LET'S LEARN!

Many people today find and do work using apps on their phones. These apps connect people who need a service with people who can do the work. For example, customers can book a ride or hire someone for repair work through an app.

Instead of one fixed job, workers can take up small tasks based on their time and availability. This type of work is often called **gig work or freelancing**. When this work happens through an app or website, it is called a **platform-based job.** Workers who do such work are called **platform workers**. They are not regular full-time employees but get work through the app.

Different apps offer different kinds of work. For example, you can do plumbing or electrical work through Urban Company, deliver food using Swiggy or Zomato, or handle deliveries through apps like Dunzo or Porter.
Some apps also offer work like content writing, data entry and designing through platforms such as Upwork or Internshala.

The right app for you depends on your trade, your skills, where you are based and your availability. Now let us see how you can get started.

2. How To Register For Platform-Based Jobs

Every platform asks you to register before you can start getting work. Doing this correctly from the beginning is important, because mistakes can delay approval or cause payment problems later.

2A. What Would You Need?

In this activity, we will learn the step-by-step process of registering by using Urban Company as an example. When using a platform, you want to make sure the workers who join are skilled, reliable, and can be paid safely.

Think about this: Consider that you are an employer. What information or documents would you ask a worker to provide?

Write your answers below:

1. _____
2. _____
3. _____
4. _____
5. _____

LET'S LEARN!

Now let us read through the actual registration steps for **Urban Company**, one of India's largest platforms for skilled home services including electricians, plumbers, carpenters and beauticians. Customers book services through the app and workers receive service requests on their phone.

WHAT HAPPENS
1. Download the Urban Company partner app on your phone and login
2. Enter your personal details - name, mobile number, location
3. Choose your skill category - Electrician, Plumber, Beautician, Carpenter etc.
4. Upload a government ID proof - Aadhaar card, Voter ID or PAN card
5. Upload your ITI certificate or relevant qualification
6. Add your bank account details - account number and IFSC code Read and accept the terms and conditions
7. Submit and wait for approval - this usually takes 2 to 5 working days



Now that you have seen the registration steps, here are a few important things to keep in mind before you begin:

- **Your ITI certificate is important** - Treat your certificate as a valuable document and keep a digital copy ready
- **Use your own bank account** - Payments go directly to the account you register. If you do not yet have a bank account, you should open one before registering on the platform
- **Upload clear, readable documents** - Blurry or incomplete uploads will delay your approval

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- **Read the terms and conditions carefully** - this document tells you how you will be paid, how ratings work, what rules you must follow and what mistakes can lead to your account being suspended. If there are words or conditions you do not understand, ask someone before accepting



- **Keep records** - Screenshot your registration confirmation and save copies of everything you uploaded. If something goes wrong later, these records will help you



Now that we know the steps and required documents, let us understand what platform work actually involves and what you need to know to protect yourself.

3. How To Protect My Safety And Rights As A Platform Worker

Platform work is a good way to start earning but like any work, it has both advantages and limitations.

3A: Fair or Not Fair?

Read each situation below. For each one, decide whether the situation is fair or not fair and answer the questions.

Situation 1: Suresh is an AC technician from a small town in Maharashtra. He moved to Pune and registered with Urban Company. He completes a repair job carefully and follows all the instructions. After the work is done, the customer says the work was not good and refuses to pay. Suresh is certain he followed the correct process throughout.



☐ Fair ☐ Unfair

Situation 2: Deepa moved to Bengaluru from a village in Karnataka. She works as a delivery partner. She receives an order late at night in an area she does not know well and feels unsafe. When she tries to decline the order, the app shows a warning that declining too many orders may lead to her account being deactivated.



☐ Fair ☐ Unfair

Situation 3: Arun is a driver registered on Uber in Chennai. He completes ten rides in a day. At the end of the week he checks his earnings on the app and finds that a large amount has been deducted. There is no explanation given for the deduction. When he tries to find out why, no one responds to him.



☐ Fair ☐ Unfair

Discuss with your partner: Why did you mark each situation as fair or unfair? Did you both agree?

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LET'S LEARN!

Platform work offers real opportunities but it is important to understand what you are getting into before you sign up.

Your Rights as a Platform Worker

Platform workers in India are now being recognised under labour law. Here is what you are entitled to:

- **Fair payment –** the platform must pay you the agreed amount for completed work
- **A clear dispute process –** if a customer disputes your work unfairly, you have the right to raise a complaint through the platform's support system
- **Safety –** you cannot be forced to take assignments that put you at risk
- **Transparency –** the platform must clearly explain how ratings, payments and deactivation work before you sign up

Staying Safe While You Work

Knowing your rights is important. So is knowing how to protect yourself on the job. Here are some practices to follow:

- **Protect personal information –** never share OTPs, passwords and bank information. Only enter these details inside the official app.
- **Share your location –** before going to an unfamiliar location for a job, share your live location with a trusted person
- **Check the job details before accepting –** read the location, time, type of work and payment method carefully before confirming a booking
- **Keep records –** take a photo of completed work before leaving a job site. This protects you if a customer raises a dispute later
- **Know the support process –** every platform has a help or support section. Know where it is and how to use it before you need it

Before joining, it is important to understand both benefits and risks of becoming a platform worker.

WHAT PLATFORM WORK OFFERS	WHAT PLATFORM WORK DOES NOT ALWAYS OFFERS
Flexibility –you choose when and how much you work 	**Paid leave** – if you do not work, you do not earn 
Quick start – no long hiring process, you can begin earning relatively soon after registering 	**Job security** – your account can be deactivated if you decline too many orders or receive poor ratings 
A use for your ITI skills – many platforms specifically look for certified electricians, plumbers, carpenters and technicians 	**Medical or accident benefits –** in most cases, you are responsible for your own health and safety costs 
Part-time earning – you can do platform work while also looking for a full-time position 	**A fixed income** – earnings depend on the number of orders and demand in your area, which can vary significantly 

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MY ACTION THIS WEEK



Now that you understand how platform work works, put it into practice.

Step 1: Find platforms available near your ITI or in your city and choose one that matches your trade skills.

Platform name: _____

Why it matches my skills: _____

Step 2: Talk to someone you know who does platform-based work - a delivery partner, a repair technician, or anyone who finds work through an app. Ask them:

- What is good about this kind of work?
- What is hard or unpredictable?

What I learned: _____

_____

WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I understand what platform-based work means.
- ☐ I can name different types of platform companies (food, transport, services, etc.).
- ☐ I know the basic steps to register on a platform like Urban Company.
- ☐ I know my rights as a platform worker.
- ☐ I understand both the benefits and the risks of platform work.
- ☐ I know my rights as a platform worker.

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Answer Key

3A: Fair or Not Fair?

Situation 1: Unfair – Suresh completed the work correctly and is entitled to be paid. A customer's dissatisfaction alone is not sufficient reason to withhold payment. Suresh has the right to raise a dispute through Urban Company's support system.

Situation 2: Unfair – Deepa has the right to refuse work that feels unsafe. A platform should not penalise a worker for prioritising their own safety. Threatening account deactivation for declining an unsafe assignment is not acceptable.

Situation 3: Unfair – Arun is entitled to transparency about his earnings. The platform must clearly explain how payments are calculated and what deductions have been made. Unexplained deductions with no recourse to raise a complaint is a violation of his right to transparency.

12.8

Choosing the Right Career Pathway

In this lesson, you will:

1. Reflect on different career pathways
2. Review your options and choose a career pathway

1. Reflect on Different Career Pathways

In an earlier lesson we looked at four career pathways: salaried job, apprenticeship, freelancing or gig work and starting a business. Let us start by connecting what we learned to the real world around us. Some learners may also choose to study further before selecting a pathway.

1A: Different Ways People Work



Read the four diary entries below. For each one, identify the career pathway and answer the questions that follow.

Entry 1: *This week was like every other week. I reached the workshop at 9 AM, finished my work, and went home by 6 PM. My salary came on the 1st, just like every month. I know what my days will look like. Some people find that boring. I find it secure."*

Which career pathway does this person follow? Would you want to follow the same path? Why or why not?

_____

_____

Entry 2: *"This week I made a mistake on a wiring job. My senior helped me fix it. By the end I understood exactly what I had done wrong. I earn a small amount each month but I am learning things I could not have learned in a classroom. That feels right for now."*

Which career pathway does this person follow? Would you want to follow the same path? Why or why not?

_____

_____

Entry 3: *"On Monday, I completed four jobs and I earned well. On Wednesday, two customers cancelled their bookings at the last minute. On Thursday, I got no new bookings. Nobody tells me when to work or what to charge. But nobody guarantees me work either."*

Which career pathway does this person follow? Would you want to follow the same path? Why or why not?

_____

_____

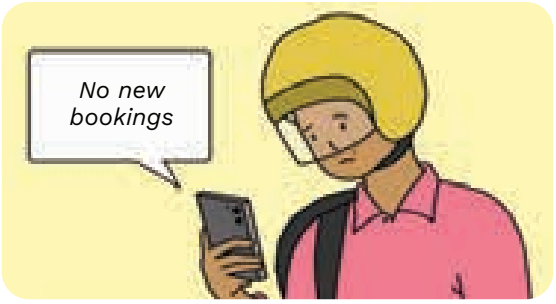
Entry 4: *"I have my own small repair shop. This week, one customer did not pay me on time. I also got two new customers and had to finish their work quickly. I decide my prices and working hours. But when something goes wrong, I have to handle it myself. Everything about how I work is my own choice."*

Which career pathway does this person follow? Would you want to follow the same path? Why or why not?

_____

_____

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LET'S LEARN!

Each diary entry shows a different way of working. In some jobs, income is steady. In others, you may earn more but work is not guaranteed. Some roles focus on learning, while others offer more independence.

There is no one best option for everyone.

Now let us think about ourselves and choose a pathway that fits us best.

2. Review Your Options And Choose A Career Pathway

Before we can decide which pathway fits us the best, we need to understand what we are looking for from work.

2A: What is My Working Style

Before we think about career pathways, let us understand ourselves a little better. Read each pair of statements below. For each pair, tick the one that feels more like you.

Pair 1:
A: I like knowing exactly what I need to do each day.
B: I like figuring things out as I go.

Pair 2:
A: I work best when someone experienced guides me.
B: I work best when I am left to manage myself.

Pair 3:
A: I feel more comfortable when I know how much I will earn at the end of the month.
B: I am okay with my income going up and down depending on how much I work.

Pair 4:
A: I enjoy learning new things even if it means earning less for a while.
B: I want to start earning well as soon as possible.

Pair 5:
A: I have a skill or interest I feel strongly about and want to build on.
B: I am open to different kinds of work and want to explore first.

Now look at your answers. Do you see a pattern?

Write two or three things your answers tell you about yourself:

1. _____

2. _____

3. _____

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LET'S LEARN!

What you just described is our working style – the way you naturally approach work, learn and make decisions. Understanding your working style is the first step toward choosing a career pathway that actually suits you.

But working style alone is not enough. You also need to think about other things: your skills & interests, your current situation and availability of opportunities. Taken together, these things give you a complete picture.

2B: Interests, Skills and Needs



This activity has three sections. Take your time with each one and tick all that apply.

MY INTERESTS (What kind of work do I enjoy?)	**MY SKILLS** (What am I good at?)	**MY NEEDS** (What do I need in life right now?)
☐ Working with my hands (fixing, building, making things)	☐ My ITI trade skills (practical, hands-on work)	☐ Steady monthly income
☐ Working with people (helping, teaching, serving, selling)	☐ Communicating with people (explaining, listening, persuading)	☐ Learning and skill development
☐ Working with details (organising, checking, planning)	☐ Organising and planning (managing time, resources, tasks)	☐ Flexible work timings
☐ Working creatively (designing, making, imagining)	☐ Learning quickly (picking up new skills and adapting)	☐ Independence
☐ Working independently (managing my own time and decisions)	☐ Working carefully and accurately (attention to detail)	☐ Staying close to family
☐ Something else _____	☐ Something else _____	☐ Something else _____

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LET'S LEARN!

Our working style, interests, skills and needs all work together to help us make the best career decisions.

Career clarity does not come all at once. It develops through reflection, conversation and experience. What we have done today is the most important first step: we have started to understand ourselves.

2C: My Career Pathway Choice



Based on your working style, interests, skills and needs, which pathway suits you best right now?

- ☐ Salaried job
- ☐ Apprenticeship
- ☐ Gig or platform work
- ☐ Self-employment

1. Why does this pathway suit you?

_____

2. One step I can take towards this pathway:

_____

LET'S LEARN!

Remember:

- Pathways are not fixed. As you grow, gain experience and discover more about yourself, you can move from one pathway to another.
- Planning early gives you an advantage. The sooner you start preparing, the more confident and ready you will be.
- Every pathway requires skills, effort and clarity. The reflection you have done today is part of that preparation.

MY ACTION THIS WEEK

Speak to someone already following a career pathway that interests you. Ask them about their daily work, what they enjoy, what is hard and how they got started. Hearing from someone with real experience will help you decide if that pathway is the right choice for you. Fill in the details below:



I will speak to: _____

The pathway they have chosen: _____

I will do this by: _____

WHAT I LEARNT TODAY

Tick what you feel confident about.



- ☐ I can connect the four career pathways to real people and situations around me.
- ☐ I understand that different people need different things from work.
- ☐ I have reflected on my interests, skills, and needs.
- ☐ I have identified a career pathway that feels right for me at this stage.

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Answer Key

1A: Whose Week is This?

Entry 1: Salaried Job
Entry 2: Apprenticeship
Entry 3: Gig or Platform Work
Entry 4: Starting Your Own Business

12.9

Learning from Guest Lectures

In this lesson, you will learn:

1. How guest lectures can help your career
2. How to learn useful work habits
3. How to ask good questions

1. How Guest Lectures Can Help Your Career

The best way to know what a job is really like is to listen to people who are already doing it. By hearing their stories, you can find out how to prepare for work before you even start your first day!

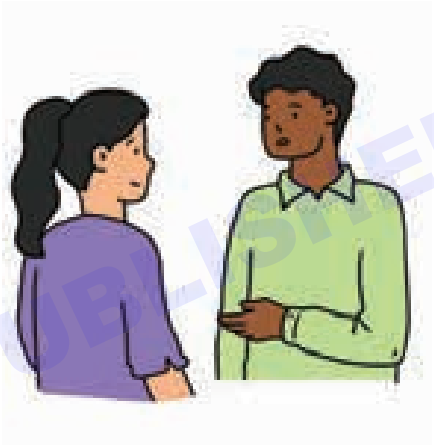
1A: Learning from Work Conversations

Have you ever spoken to someone about their job?

It could be:

- A senior from your ITI
- Someone in your family
- Any working person

☐ Yes ☐ No



After the conversation, what was your experience?
(Tick all that apply)

☐ I understood their work clearly
☐ I learned some useful things
☐ It was interesting, but I didn't learn much
☐ I didn't know what was important or what to ask

1. If you learned something useful, what helped you?

_____

2. If you did not learn much, what made it difficult?

_____

LET'S LEARN!

A guest lecture is also like this. You listen to a guest speaker sharing their work experience in class. Guest speakers can be:

- Alumni - people who studied at your ITI and are now working
- HR or industry professionals - people who hire or work in companies

But just like in a conversation, you may or may not learn useful things.

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From guest lectures, you can learn:

- What jobs are like in real life
- What skills are important
- What challenges people face at work
- What companies expect from workers

But to learn these, you need to know:

- What to listen for
- How to connect it to your career
- What questions to ask

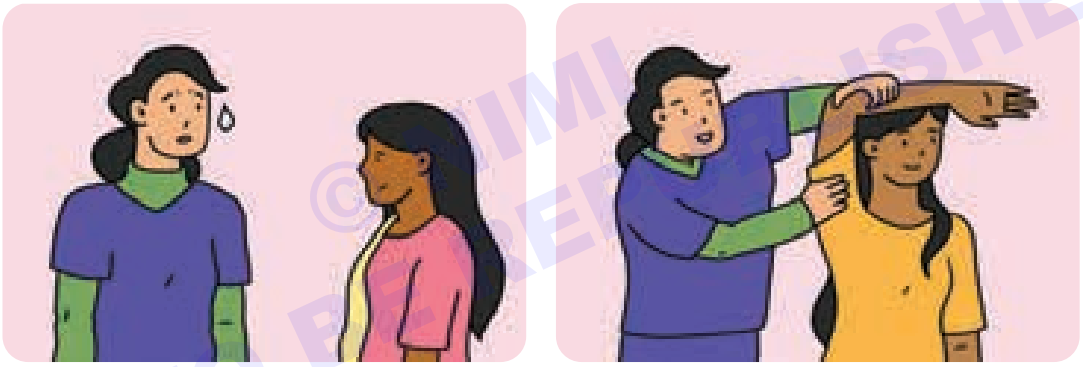


These learnings help you understand jobs better, prepare for work, and make better career choices.

1B: How to Connect Alumni Stories to Your Own Career

When you meet any alumni, they will share many experiences. Not everything will apply to everyone. But you can always learn something from their stories.

Read this story: *"Hi, I am Meena, a Physiotherapy Technician. When I started working at a clinic, I was nervous around patients. Some patients were in pain and would get upset if I made even a small mistake. I felt scared and thought I was not good enough. But I gradually learnt by practising to communicate with patients every day. I learnt how to explain exercises clearly, how to be gentle, and how to stay calm. I also asked senior technicians for advice. Slowly, I became more confident. Now patients trust me and I also feel confident about treating them."*



Your trade may be different from Meena's. But the challenges she faced can happen in any job.

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Think and Answer

1. What similar challenge you might face in your job? *(Tick all that apply)*

- ☐ Feeling nervous when starting work
- ☐ Making mistakes when learning
- ☐ Dealing with demanding customers / patients / supervisors
- ☐ Needing practice to improve
- ☐ Learning how to communicate well
- ☐ Building trust with customers / patients / supervisors
- ☐ Asking seniors for help

2. What can you learn from this story for your career?

- ☐ Practice communication skills
- ☐ Don't give up when I feel nervous or scared
- ☐ Ask seniors for advice when I need help
- ☐ Stay calm and gentle when working with people
- ☐ Build trust by being careful and clear
- ☐ Keep practising to become more confident
- ☐ Other: _____

LET'S LEARN!

You can connect many alumni experiences to your own trade. During the guest lecture, think: *"How does this apply to my career?"* This way you will be able to learn valuable lessons for your own career journey.

2. How To Learn Useful Work Habits

During a guest lecture, speakers share their journey - their challenges and success. Many times their stories can tell you about the habits that helped them.

2A: Identifying Useful Work Habits From Alumni Stories

Alumni do not always say, "Here is a habit you should follow." You need to listen carefully and identify the habits yourself.

Story 1: *"I am a fitter. When I joined the workshop, I did not know many tools. I felt scared. Every evening, I stayed back and practised using different tools. I asked senior workers to help. After 3 months, I became confident."*

What habits did this alumni use? *(Tick all that apply)*

- ☐ Daily practice
- ☐ Reflection on their own skills and what they need to learn
- ☐ Putting extra time and effort to learn
- ☐ Asking seniors for help
- ☐ Being patient
- ☐ Not giving up





Story 2: *"I am a Food Production specialist. In my first month at the hotel kitchen, I burned food twice. The chef got angry. I realised the stove's heat setting was different from what I was used to. I closely observed the heat settings my seniors used for different tasks. I made notes so I could remember. I also started cooking simple things in my free time to get used to the new stove. After 2 weeks, my cooking improved and the chef started trusting me with more tasks."*

What habits did this alumni use? Tick all that apply:

- ☐ Putting extra time and effort to learn
- ☐ Observing seniors carefully
- ☐ Taking notes to remember
- ☐ Not giving up after mistakes
- ☐ Taking feedback positively





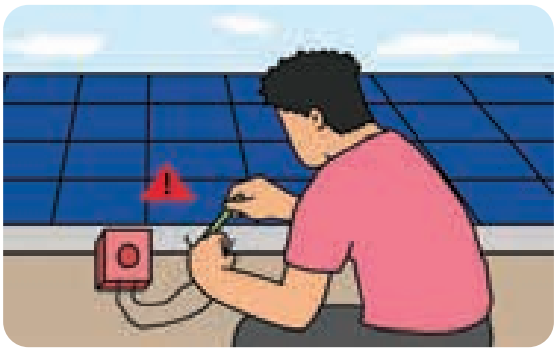
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LET'S LEARN!

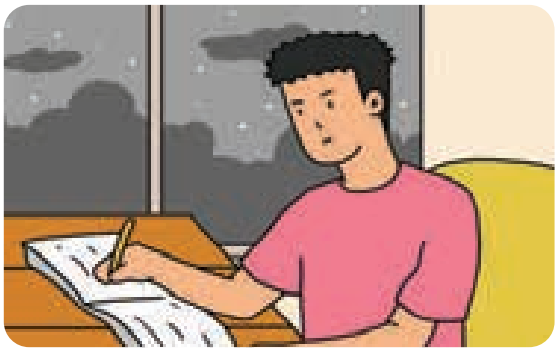
Success often comes from habits like regular practice, punctuality, asking for help and not giving up. During the guest lecture, listen for these habits in their stories. Write them down. By the end, you should have a list of habits that helped them succeed.

2B: How to Take Notes Using a Template

During the guest lecture, you will hear many things. You cannot remember everything. You can use a simple template to take your notes in an organized way.



"I am Rahul. When I started as a Solar Technician, I struggled with circuit connections. I made errors and the panels would not work. I felt I would never learn."



"I started drawing circuit diagrams every night before sleeping. I also asked my trainer to explain again and again. I watched YouTube videos on my phone."



"After 2 months, I could do it confidently. My advice: Things are different when you leave the institute and start work. You have to keep learning! Practice daily, even for 20 minutes. And do not be afraid to ask questions."

Practise filling the template below using Rahul's story. You will use this same template during the actual guest lecture.

My Guest Lecture Notes

Alumni Name: _____ Trade: _____

Challenges & How They Overcame Them

_____

_____

Skills That Helped Them Succeed

_____

_____

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Habits & Strategies They Used

_____

_____

What Relates to My Trade / Goals

_____

_____

Questions I Want to Ask

_____

_____

Do you think anything else needs to be added to this template? Think and write below –

_____

_____

LET'S LEARN!

Taking notes helps you remember important lessons from the guest lecture.

Here are some tips for good note-taking:

Write short words or phrases, not full sentences

1. ✓ "Made mistakes → practised daily"

   ✗ "The alumni made many mistakes in the beginning but then he practiced every day and improved"

2. Use arrows (→) to show connections
   "Circuit errors → drew diagrams → watched videos → improved"

3. Don't wait till the end to take all notes - you will forget. Keep writing key words as the speakers are speaking.

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3. How to Ask Good Questions

During a guest lecture, there will be time for questions. Good questions help you learn more about career pathways, challenges, and skills. But some questions are better to avoid.

3A: Coming up with Good Questions and Asking Them Clearly

What makes a question "good"?

Good questions help you learn about:

- Career pathways – how alumni grew in their work
- Challenges – what difficulties they faced and how they overcame them
- Skills needed – what skills helped them succeed or skills employers expect in freshers
- Application and Selection process – what do HR professionals look for in resumes
- Resume Tips – what can make you stand out

Questions to avoid:

- Asking for personal favors – Can you get me a job?
- Asking about money or salary – How much do you earn?
- Asking for guarantees – Can you promise me a job?

Here is how to ask good questions:

1. **Listen first, then ask:**
   Connect your question to something the alumni just said. Example: "You mentioned you were nervous - how did you build confidence?"



2. **Make it about learning, not favors:**
   ✓ Ask: "What can freshers learn and do to get employers interested in hiring them?"

   ✗ Don't ask: "Can you hire me?"



3. **Keep it short and clear:**
   - One question at a time
   - Speak clearly and to the point





Read these questions and tick: Good to Ask or Avoid

QUESTION	GOOD TO ASK	AVOID
1. What challenges did you face in your first year?	☐	☐
2. What skills helped you the most?	☐	☐
3. Can you get me a job in your company?	☐	☐
4. What mistakes should freshers avoid?	☐	☐
5. How did you grow in your career over time?	☐	☐
6. Can you guarantee me a job?	☐	☐
7. Can you recommend me for a job right now?	☐	☐

Good questions help you and everyone in the room learn. When you prepare questions before the guest lecture, you feel more confident.

MOCK GUEST LECTURE

Go and meet any working professional in your family or neighbourhood. Ask them to share stories of struggle and success from their work. Use the tips from this lesson to learn as much as you can.



WHAT I LEARNT TODAY

Tick what you feel confident about.

- ☐ I understand how talking to alumni can help my career path.
- ☐ I know how to connect alumni stories to my own trade and goals.
- ☐ I can identify habits and strategies from alumni experiences.
- ☐ I know how to take notes during a guest lecture using a template.
- ☐ I can ask good questions that help me learn.



Answer Key

3A: Thinking of Good Questions and Asking Them Clearly

1 - Good to Ask
2 - Good to Ask
3 - Avoid
4 - Good to Ask
5 - Good to Ask
6 - Avoid
7 - Avoid

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12.10

Learning From Industry Visits

In this lesson, you will learn:

1. How to prepare for an industry visit
2. What to observe during the visit
3. How to reflect and learn from the visit

1. How to Prepare for an Industry Visit

An industry visit means visiting a real workplace such as a factory, workshop, site or service centre to see how actual work happens. Soon, you will be going for an industry visit.

1A: Have You Ever Been Inside A Workplace Before?

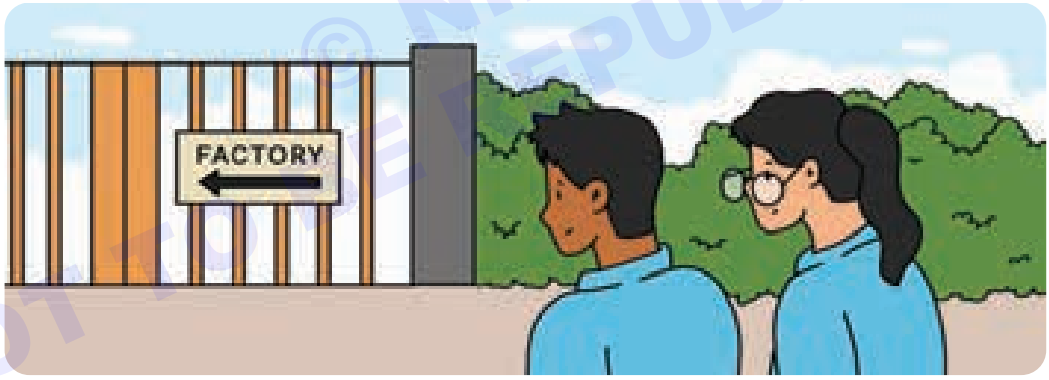
Tick the statements that are true about workplaces related to your trade –

- ☐ I have never visited such a workplace before.
- ☐ I have only seen such a workplace from outside.
- ☐ I have heard a lot about how work happens in them.
- ☐ I have been inside such workplaces before.

Think and Write: Why do you think institutes take learners for industry visits? Write one reason.

_____

_____



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LET'S LEARN!

An industry visit helps you see real work environments, meet working professionals, understand job roles and expectations and think about your own future. It connects classroom learning to what actually happens on the job. It prepares you for apprenticeships and jobs.

1B. Prepare Your Questions

Work with a partner. Think of 5 questions you want to ask during the visit.

1. _____
2. _____
3. _____
4. _____
5. _____

2. What To Observe During The Visit

Preparation gets you ready to walk in. But once you are inside the workplace, two things will determine how much you learn - how you behave, and how carefully you observe.

2A: How to Behave During an Industry Visit

Your behavior during the visit shows your attitude and readiness for work. Before we understand how to behave during an industry visit, let us think about something familiar - your institute or your classroom.

Think about the rules you follow in your classroom or institute. Why do these rules exist?



Now, write your answers below:

A CLASSROOM RULE	HOW IT HELPS
Don't touch equipment without permission	Keeps everyone safe

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LET'S LEARN!

Just like your institute has rules, workplaces also have rules. Following them keeps everyone safe and helps you learn.

Basic rules to follow during the industry visit:

DRESS & SAFETY	BEHAVIOUR & RESPECT	LEARNING & OBSERVATION
Wear proper uniform and closed shoes (not slippers or sandals)	Stay with your group at all times	Listen carefully when workers or supervisors explain
Follow all safety instructions given at the workplace	Do NOT touch machines, tools or materials without permission	Observe how people work and communicate
Wear safety gear if provided (helmet, gloves, goggles)	Do NOT use mobile phone during the visit	Ask questions politely at the right time
	Do NOT walk around on your own or enter restricted areas	Take notes of important observations



Think and Write

Which of these might be difficult for you to follow? Why?

_____

_____

2B: What to Observe and Do During the Visit

You will practice observation skills right now in your ITI workshop.

Round 1: Free Observation

Get into a line quietly and go to the workshop closest to your classroom. Look around carefully for 2-3 minutes. Observe everything you can.

Write down any 3 things you noticed about the workshop:

1. _____
2. _____
3. _____

Round 2: Focused Observation
Now you will observe with a PURPOSE. Look around again for 2-3 minutes. This time, focus on:

- **Safety:** Safety equipment? Warning signs? Emergency exits? Protective gear?
- **Tools & Machines:** What tools are being used?
- **Organization:** Where are tools kept? Are they easy to find?

Now answer:

1. Safety practices I noticed:

   _____

2. Tools / machines I saw and their condition:

   _____

3. How many different work areas or sections are in this workshop?

   _____

4. Is the workshop and tools well organised? ☐ Yes ☐ No

Think and Answer:

1. Which round helped you observe better?

   ☐ Round 1
   ☐ Round 2

2. Why? _____

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LET'S LEARN!

In Round 1, you observed without any clear goals. Thus, you missed many important details. In Round 2, you knew what to look for, so you observed more carefully.

When you enter a workplace, it can feel overwhelming. There is a lot happening. So instead of trying to see everything, focus on these 4 things:

- **Worker behaviour -** How workers communicate, follow instructions, work together
- **Tools used -** Machines, equipment, safety gear
- **Processes -** How work moves from one step to another
- **Safety practices -** Safety signs, protective equipment, safety rules

Taking Notes During the Visit



Use this table during the actual industry visit. Remember the note-taking tips from the last lesson - short phrases and arrows work better than full sentences. This will help you remember things that you see.

PEOPLE	TOOLS	PROCESS	SAFETY

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Remember the tips for quick note taking from the last lesson. They will be equally helpful during your industry visit.

3. How To Reflect and Learn After The Visit

What should we do with all the notes we have taken? Let us see.

3A: Review What You Observed



After your industry visit, sit quietly and review your notes. Use this template to organize your thoughts. You will fill this in after your industry visit. Read through it now so you know what to look for.

Post-Visit Reflection

Company / Workplace I Visited: _____ Date: _____

What Interested Me The Most

- One thing that I found interesting during the visit:

  _____

- Why it was interesting for me:

  _____

What Surprised Me

- One thing I didn't expect to see:

  _____

- What I learned from this:

  _____

Safety & Discipline

- Safety practices I noticed:

  _____

- How workers followed discipline:

  _____

Skills to Learn

- One skill I saw workers using really well:

  _____

- One skill I need to learn to work well at such a place:

  _____

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Questions I Still Have

After the visit, what do I still want to know?

_____

_____

_____

_____

LET'S LEARN!

Reflection helps you make sense of what you saw. During the visit, you were observing and taking notes. Now you think deeper about what it means.

Reflection matters because:

- You connect what you saw to your own learning
- You identify what skills are important in real work
- You understand workplace expectations better
- You think deeply about what you want to improve

Take time to reflect after every workplace visit. This is how observations become learning.

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3B: Compare What You Saw with ITI Training

Training centers and real workplaces have different purposes. Knowing this helps you understand what you saw during the visit.



Think and Answer

What was different from your ITI? Write any 3 differences you noticed:

_____

_____

_____



Discuss with a partner:

Which felt harder: workplace or ITI training? Why?

_____

What skills do you need to improve before you start work?

_____

LET'S LEARN!

Understanding these differences helps you know what to expect when you start apprenticeship or work. ITI builds your foundation. Workplace tests and strengthens it.

PRACTICE OBSERVING FOR AN INDUSTRIAL VISIT



Before you go on the industry visit, pair up with a friend and visit any small workplace near your institute or home. It could be a tailor shop, carpenter shop, grocery store or even a restaurant. Use your learnings from this lesson to make observations about that workplace. This practice will help you when you actually go for the visit. All the best!

WHAT I LEARNT TODAY



Tick what you feel confident about.

- ☐ I know what to observe during an industry visit.
- ☐ I understand how to behave professionally during the visit.
- ☐ I can take notes during the visit using a template.
- ☐ I know how to reflect on what I observed.
- ☐ I can compare ITI training with real workplace practices.
- ☐ I have identified one thing I will improve in my own practice.

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