

Personal & Career Development

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Emotional Wellbeing

Read the information below in Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Meiteilon (Manipuri), Nepali, Odia (Oriya), Punjabi (Gurmukhi), Sanskrit, Tamil, Telugu, or Urdu by selecting your preferred language using the translation tool in the top left corner of the screen.

https://www.youtube.com/embed/IDDkG_yulKs?si=N5i1zLsN9dsWS1Oz

<https://www.youtube.com/embed/qvJoTfnB-O4?si=CH3RvmGdKUcZDUxA>

https://www.youtube.com/embed/A92IkG0KauQ?si=oe_h271WH5bG0FQC

Day 1 module

Invite responses from the group. Split them into pairs and ask them to share their names and what are emotions, according to their understanding.. This is a timed activity of 3 to 4 minute discussion and sharing after that.. Outcome of this activity is for them to come to the here and now of the presentation and also serve as an icebreaker between the group.

After inviting responses, take them through word by word of the definition of emotion.

What is Emotion?

Emotions are conscious mental reactions (such as anger or fear), subjectively experienced as strong feelings usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body.

Invite responses for what the participants think are the different types of emotions.

Based on their responses, tell them that all their responses are correct and that whatever they shared would come under the 5 emotions listed in the slide.

Check-in with the participants before moving to the next slide.

Different types of emotions

- Happiness
- Sadness
- Anger
- Disgust
- Fear

Happiness: Happiness is a feeling of pleasure or satisfaction. People may experience enjoyment when spending time with loved ones, listening to music, or engaging in a hobby.

Sadness: Sadness is a feeling of sorrow or grief. People may experience sadness for different reasons. It could involve losing a loved one, experiencing disappointment, feeling lonely, or going through challenging life events.

Anger: Anger is a feeling of frustration or annoyance. People may experience anger when feeling disrespected, mistreated, or frustrated.

Disgust: Disgust is an emotional response of revulsion to something contagious, offensive, distasteful, or unpleasant. People may experience disgust in various situations, such as encountering something unpleasant or offensive.

Fear: Fear is a powerful emotion that can make a person feel anxious, scared, or panicky.

Invite individual sharing from the participants, as to how they express their emotions. If the group number is 15, split them into 5 groups and assign one emotion per group and ask

them to discuss how they will express the emotion they are assigned. For example, 5 groups of A, B, C, D, E are assigned fear, happiness, sadness, anger, and disgust respectively.

It's important that the facilitator goes through each point and if possible, connect with the response of the group from the previous slide.

How to express these emotions?

Activity - Invite participants

- **Fear** – Acknowledge your fear and accept it. Talk to someone you trust.
- **Happiness** – Smile and laugh. Share your feelings with others. Express gratitude for the experience.
- **Sadness** – Allow yourself to feel and process the sadness. Cry if you need to. Talk to someone you trust or visit a professional.
- **Anger** – Step away from the situation. Express your feeling calmly and assertively.
- **Disgust** – Remove yourself from the experience, if possible. Express your feelings calmly and respectfully. Practice empathy and understanding of the other person's perspective.

Invite participants to talk about how their body behaves when they express emotions..

Explanation of this slide with disclaimer that this is common amongst all of us and that all physical symptoms/reactions mentioned in the slide needn't be there to experience the said feeling.

Are emotions physical?

Examples of physical emotions

- **Anger** – Hot or flushed face, clenched fists or jaw, shaking, jerky body movements.
- **Happiness** – Feeling of lightness in your body, warm heart, “butterflies” in your stomach.
- **Sadness** – Feeling of “heartache,” heaviness in your body, tightness in chest, fatigue, drooping face.
- **Shame** – Hot face, lowered eyes, sunken body posture.

- **Fear** – Dizziness, weakness in legs, goosebumps, fast breathing and heart rate.

Disclaimer to be given that this is a general depiction of how we feel our feelings in our body. Responses to be invited from participants

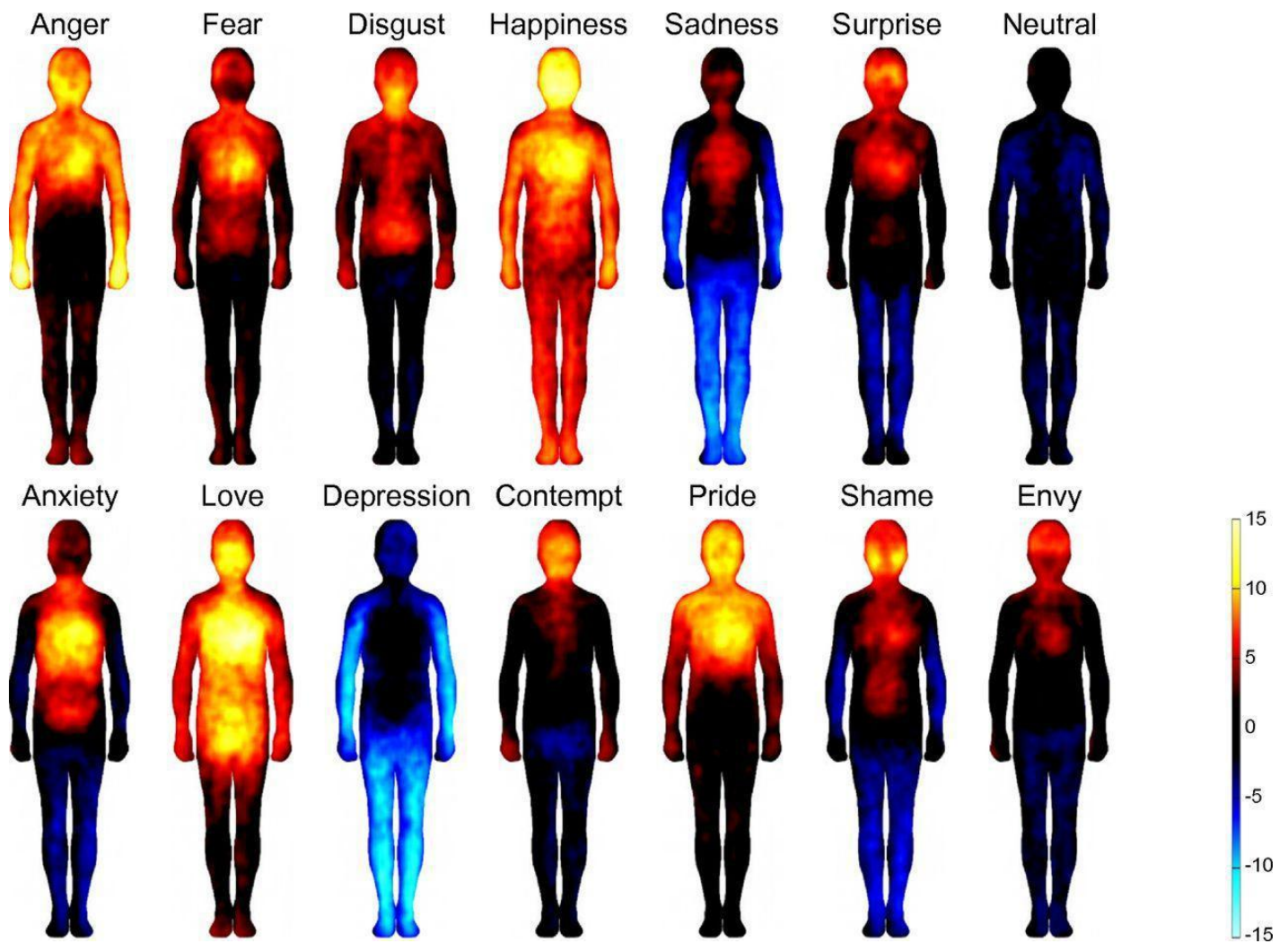


Image of how emotions are felt in our body.

Fight/Flight - Fear - Video

For example, fear activates your “fight or flight” response. You likely feel tense, full of energy, and either ready to fight or run away.

Check in with participants as to how they are. Before playing this video, it is imperative that the participants understand that this is only in the case of fear and not other emotions.

https://www.youtube.com/embed/7S_BB7R8NMU?si=ddFoETZIIRKxNXmc

Invite responses from participants on their thoughts on the video played. Check in with participants on the learning of the day. Do a recap. End of Day 1

Day 2 Module

Understanding emotion – Authentic feelings & Substitute feelings

Authentic Feelings

- Happiness
- Sadness
- Anger
- Fear
- Disgust

Authentic feelings are feelings that:

- Are uncensored
- Are appropriate to the situation
- Are appropriate as a means of here-and-now problem solving

Activity - Authentic feelings

- Invite participants to name feelings.

Ask them to evaluate the behaviours leading up to the feelings:

- If the behaviour settled the feeling.
- If the behaviour did not settle the feeling.

Substitute Feelings

Substitute feelings are feelings that:

- Are familiar.
- Are substitutes for authentic feelings.
- Were learned and encouraged in childhood.
- Are experienced in stressful situations.
- Do nothing towards solving the problem.

Substitute feelings - Consequences

Substitute feelings can sometimes be stored and used up in a different place and time with a different person.

Activity - Substitute feelings

- Invite examples from real-life situations where they used substitute feelings.
- Invite them to write down what actually happened.
- Invite them to write on a piece of paper their desired outcome from that situation.

Recap on Authentic feelings & Substitute feelings. End of Day 2.

Day 3 module

Expression of emotions

How to express or communicate how you are feeling?

Activity...

Differences between experiencing emotions and expressing emotions

Do we know when we are going to experience a certain emotion? Can we predict our emotions? Emotions can have physical manifestations, and we can become more aware of our emotions by noticing and being aware of our bodies.

Do we have control over our feelings? Emotions can have a biological basis, and we do not have any control over the way we experience our feelings or emotions.

If we don't have control over our emotions, is it okay to hit someone when we are angry? We might not have any control over the way we experience our emotions, but we do have control over how we express them.

Emotions - Up and down activity

Day 4 module

Communication of emotions – Communicating without words

Activity...

Common types of non-verbal communication are:

- Crossing arms in front of someone
- Placing hands on hips
- Placing hands over mouth
- Turning your back to someone
- Scratching your head
- Smiling
- Frowning

Communication of emotions - Using 'I/You' statements

While communicating, one must give special attention to the feelings of all the people involved – not just one’s own, but also the person being spoken to. The goal should be to help the other person understand how we are feeling, without hurting their feelings. Often, when we show that we understand the other person’s feelings, they are more likely to understand ours.

Example:

“I understand that you are feeling....., I am just trying to make you understand that by doing/saying....., you made me feel.....”

Day 5 module

Communication of emotions – Active listening

What is the difference between hearing and listening?

Hearing is something we do without thinking or trying. We may or may not pay attention or remember it. Listening means paying attention and making an effort to remember and understand what is being said.

Activity - Active listening

Post-activity discussion:

- How does it feel when someone uses active listening while you are talking? Does it change the way you talk or what you share?
- Does active listening change anything for you as a listener?

Communication of emotions - Support

If someone is unable to explain their thoughts and feelings despite trying, they should not hesitate to ask for help.

Barriers in effective communication of emotions

What are the barriers?

- Access to support
- Taboo around asking for support
- Past experiences

Support - Identifying support systems

Qualities of supportive people:

- Approachable
- Available
- Reliable
- Caring
- Supportive
- Sensitive
- Honest
- Responsible
- Role model

Overcoming past experiences

Past experiences may not help in the present. Sometimes, these are actually substitute feelings showing up now.

Career Class Lesson Plan

Read the information below in Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Meiteilon (Manipuri), Nepali, Odia (Oriya), Punjabi (Gurmukhi), Sanskrit, Tamil, Telugu, or Urdu by selecting your preferred language using the translation tool in the top left corner of the screen.

https://www.youtube.com/embed/RCSTQQFG_Cs?si=VFzcrUEA6COucYIG

<https://www.youtube.com/embed/IMG44DNiUkw?si=ZRsvGjgKBwRpfpOf>

<https://www.youtube.com/embed/6mKJxKZ-kQo?si=q4Gc7YHQ1mrc-bCF>

High-Level Plan

No	Topic	Details		Session
1	Know Yourself	Objective	Help students recognize their academic preferences and aspirations	1
		Outcome	Increased self-awareness; input for biodata	
		Activities	Complete the “Know Yourself” worksheet	

No	Topic	Details		Session
Homework	Write a short biodata draft in BIO-DATA WS2			
Worksheets	Know Yourself WS, BIO-DATA WS2, SWOT Bingo card			
2	SWOT Analysis	Objective	Identify personal strengths and weaknesses	2, 3, 4
		Outcome	Students create a basic action plan	
		Activities	Complete the SWOT worksheet	
		Homework	Reflect on the action plan – “My Future Self” Reflection WS	
		Worksheets	SWOT word list, SWOT WS, My Future Self WS	
3	Identifying Jobs Around You	Objective	Become aware of careers in their surroundings	5
		Outcome	Understanding common jobs and roles	
		Activities	List jobs at home, school and in the media	
		Homework	Add more jobs after research; Make a list of 100 jobs around you	

No	Topic	Details		Session
Worksheets	Jobs Around Me WS			
4	Subjects and Jobs	Objective	Learn the relationship between subjects and careers	6
		Outcome	Link subjects with possible careers	
		Activities	Create a 'Subjects & Jobs' chart; Research 1-2 jobs related to subjects	
		Homework	Research 1-2 jobs related to subjects and complete Worksheet A and B	
		Worksheets	Match Careers to Subject WS (A, B), Vocational and Professional	
5	Career Pathways - Various Options	Objective	Explore different career and education pathways	7
		Outcome	Knowledge of educational and skill pathways	
		Activities	Discuss skill-based & academic pathways	

No	Topic	Details		Session
Homework	Add one more career in the WS and explore the path			
Worksheets	Career Pathways WS			
6	Subjects/ Stream Selection	Objective	Differentiate Streams and Required Subjects	8
		Outcome	Understand stream classifications	
		Activities	Choose your subjects for 11th grade	
		Homework	Group subjects to stream	
		Worksheets	Stream Selection WS	
7	Career Clusters	Objective	Understand career clusters and related qualifications	9
		Outcome	Identify relevant study fields and skills	
		Activities	“Career Cluster” matching activity	
		Homework	Choose a cluster to explore further	
		Worksheets	Career Tree chart: Link	
8	Bio Data (Optional)	Objective	Create a personal bio-data	10

No	Topic	Details	Session
Outcome	Finished bio-data for real-world use		
Activities	Draft, edit, and finalize bio-data		
Homework	Complete a final polished bio-data		
Worksheets	NIL		

Instructions

- This document provides a detailed lesson plan for conducting career classes for students from 8th to 12th grade across any Indian education board.
- The examples primarily reference the Assam State Board, but the content is adaptable for all boards.

Key Features:

- High-Level Plan - Lists all topics along with their objectives and corresponding worksheets. The curriculum is designed for 9 to 10 sessions, each lasting one hour. Trainers may extend sessions based on student needs and comfort.
- Detailed Lesson Plan - Provides step-by-step instructions for trainers, including key discussion points, activities, and worksheets. Worksheet answer keys are included where applicable.
- Student Worksheets - Blank worksheets are provided separately for student use. Ensure all students have these worksheets before the class begins.
- Follow the plan to ensure an interactive and effective learning experience.

1. Getting to "Know Yourself"

No	Topic	Objective	Outcome	Activities	Home-work	Work-sheets	Sess ion
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1.	Know Yourself	Help students recognize their academic preferences and aspirations	Increased self-awareness; input for biodata	Complete the "Know Yourself" worksheet	Write a short bio-data draft in BIO-DATA WS2	Know Yourself f WS BIO-DATA WS2	1
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Session 1

1. Introduction (5 minutes)

- Teacher: Explain that today's activity is about learning more about themselves-what they like, dislike, and dream about for the future. Ensure students have the Know Yourself worksheet 1.
- Students: Listen and think about their own answers.

2. Worksheet Activity (25 minutes)

Teacher: Guide students through each question on the worksheet, one by one:

- Personal Info: Name, age, birthday.
- Address and School: Write where you live and your school name.
- Favourite Subjects: List 1-3 subjects you enjoy.
- Favourite Teacher: Name a favorite teacher and their subject.
- Hobbies: Write down 2-3 activities you enjoy.
- Future Goals: Write what job you want and why.

Students: Complete the worksheet, thinking about their own answers.

3. Sharing and Reflection (10 minutes)

Teacher: Invite students to share something from their worksheet.

Students: Share one answer with the class or a partner.

4. Wrap-Up (5 minutes)

Teacher: Encourage students to take their worksheet and keep in the folder and review.

Assign homework to complete the BIO-DATA sheet.

"Know Yourself" Worksheet (Session 1 - CW-Class Work)

- My name is
- I am years old. My birthday is on (Date/Month).
- I live in My address is (House No., Street No., Area, Place, District, State, Pin Code).
- I am studying in standard at School.
- I like to study and subjects. These are my favorite (subjects).
- I don't like es.
- My favorite teacher is . She/He teaches (subject).
- I like hobbies. These are my ing.
- I don't like
- I want to become because and.

BIO-DATA Worksheet (Session 1 - HW - Home Work)

- NAME:
- AGE:
- DATE OF BIRTH:
- BIO-DATA
- ADDRESS: (HOUSE NO., STREET, AREA, CITY, STATE, PIN CODE)
- SCHOOL:
- CLASS/GRADE:
- FAVORITE SUBJECTS:
- HOBBIES:
- FAVORITE TEACHER:
- SUBJECT THEY TEACH:
- CAREER GOAL: I WANT TO BECOME A BECAUSE

2. Conducting SWOT Analysis

N o .	To pic	Objective	Outcome	Activiti es	Home-work	Work-sheets	Se ssi on
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2	SWOT Analysis	Identify personal strengths and weaknesses	Students create a basic action plan	Complete the SWOT worksheet	Reflect on the action plan My Future Self" Reflection WS	SWOT Bingo card WS SWOT word List WS SWOT WS My Future Self WS	2,3,4
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1. Introduction to SWOT (3 minutes)

Teacher: Explain each part of SWOT very briefly:

- Strengths are things you are good at or qualities that help you do well (e.g., helpful, creative, focused).
- Weaknesses refer to areas you find hard to do or areas where you need to improve (e.g., shy, nervous, disorganized).
- Opportunities are areas that can help you get better or grow, like skills you want to learn (e.g., wants to learn new skills).
- Threats are challenges or problems that might stop you from reaching your goals (e.g., easily frustrated, unsure, fearful).

2. SWOT Bingo Activity (8 minutes)

Instructions:

- Look at the Bingo card: Each box on the card has a statement that may describe something about you.
- Mark the boxes: If you agree with the statement in a box, mark it with a tick or color it in. You can mark as many boxes as you like.
- Think about your choices: Once you've marked the boxes that apply to you, think about why they fit you.
- Which strengths, challenges, or things you want to improve are listed?
- Share with the group: When you're done, we will discuss some of the boxes you marked, so we can learn about each other's strengths, weaknesses, opportunities, and threats.

Reflection:

- After reading, ask them to reflect on why certain statements fit them.

3. Sharing (10 minutes)

- Teacher: Ask each student to share one item from their list and say whether it's a Strength, Weakness, Opportunity or Threat.
- Students: Share one item by saying it out loud if possible.

4. Wrap-Up (2 minutes)

- Teacher: Highlight that learning about themselves can help them set useful goals.
- Homework: Write down one goal related to something from their SWOT list.

Session 2

SWOT Bingo Card Work Sheet (Session 2 - CW)

How to Play SWOT Bingo:

1. Look at the Bingo card: Each box on the card has a statement that may describe something about you.
2. Mark the boxes: If you agree with the statement in a box, mark it with a tick (✓) or colour it in. You can mark as many boxes as you like.
3. Think about your choices: Once you've marked the boxes that apply to you, think about why they fit you.
4. Which strengths, challenges, or things you want to improve are listed?
5. Share with the group: When you're done, we will discuss some of the boxes you marked, so we can learn about each other's strengths, weaknesses, opportunities, and threats.

l	l	l	l	l
l	f	e	w	d
i	e	n	a	o
k	e	j	n	n
e	l	o	t	'
h	s	y	t	t
e	h	f	o	h
l	y	i	l	a
p	s	x	e	v
i	o	i	a	e
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o	t	t	o	y
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Answer Key for Session 2 (SWOT Bingo Card)

Here are some goal suggestions based on items from the SWOT Bingo Card:

If they marked "I want to learn to cook"

Goal: Try cooking one simple recipe this month with someone's help or from an online video.

If they marked "I have trouble focusing"

Goal: Practice focusing by doing a 10-minute task every day without distractions (like putting their phone away).

If they marked "I want to get better at skills"

Goal: Choose one skill they'd like to improve and practice it twice a week (e.g., writing, drawing, math).

If they marked "I feel shy sometimes"

Goal: Set a small social goal, like greeting one new person or asking a question in class once a

week.

If they marked "I don't have much free time"

Goal: Find a short, 15-minute activity they enjoy and schedule time for it each week.

Additional Goal Suggestions

If they marked "I want to make new friends"

Goal: Start by talking to one new person in class or joining a club/activity that interests them.

If they marked "I want to try new hobbies"

Goal: Pick one new hobby and try it once this month, like drawing, dancing, or a simple craft.

If they marked "I like to be creative"

Goal: Spend 30 minutes each week on a creative project (e.g., drawing, crafting, or writing).

If they marked "I get nervous with new people"

Goal: Practice introducing themselves to someone new once a week or joining a group activity.

If they marked "I want to attend classes"

Goal: Research an online or community class that interests them and talk to their family about signing up.

Session 3

SWOT Word List Work Sheet (Session 3 - CW)

1. Instructions

1. Present the SWOT Word List to students.
2. Ask students to read through the list of words and circle the ones they feel describe them.
3. Categorize the circled words. Next to each word, write:
 - S (for Strength),
 - W (for Weakness),
 - O (for Opportunity), or
 - T (for Threat).

2. Tip: Encourage students to think about their recent experiences or how they feel in different situations (school, hobbies, friends, family).

3. Group Sharing and Discussion (10-15 minutes)

- Optional: Break the class into small groups or pairs.
- Have them share their words and explain why they chose them.
- Discuss common themes within the group (e.g., many people might mark "creative" as a strength or "nervous" as a weakness).
- **Whole Class Reflection:**
 - Ask volunteers to share one word from each category (Strength, Weakness, Opportunity, Threat).
 - Write a few key examples on the board and discuss how these qualities might impact their future.

SWOT Game: Word List Work Sheet

How to Play:

1. Circle the words that describe your strengths, weaknesses, opportunities, or threats.
2. Categorize them by writing S, W, O or T beside each word.
 - Strengths: Things you are good at or qualities you are proud of.
 - Weaknesses: Areas where you need to improve or challenges you face.
 - Opportunities: Things that can help you grow, like skills you want to learn or chances to improve.
 - Threats: Challenges or obstacles that may hold you back

Word List (Circle the words that apply to you): Below are several words that could describe different parts of your life.

- Read each one carefully and circle the ones that apply to you.
- Helpful
- Shy
- Creative
- Nervous
- Leader
- Disorganized

- Focused
- Time Management
- Problem Solver
- Fearful
- Active
- Stubborn
- Ambitious
- Lazy
- Supportive
- Curious
- Easily Distracted
- Practical
- Hardworking
- Unsure
- Self-confident
- Nervous Around Strangers
- Organize Events
- Wants to Learn New Skills
- Easily Frustrated
- Friendly
- Quiet
- Good Listener
- Motivated
- Patient
- Responsible
- Honest
- Independent
- Strong-willed
- Sociable
- Confident
- Polite
- Persistent

Session 4

MY SWOT Analysis Work Sheet (Session 4 - CW)

Write the circled words under the appropriate section in the SWOT table.

MY SWOT TABLE

- STRENGTHS
- WEAKNESSES
- OPPORTUNITIES
- THREATS

Session 4 Answer Key

Answer Key for SWOT Work Sheet:

MY SWOT TABLE

STR	WE
EN	AK
GT	NES
HS	SES

Stro ng- wille d, Polit e, Goo d, Pati ent, Hon est, Help ful, Res pon sibl e, Cre ativ e, Inde pen dent , Lea der, Foc use d, Soci able , Tim e Man age men t, Conf iden t, Self- conf iden t, Pers iste nt, Prob	Shy, Ner vou s, Diso rgan ized , Lazy , Ner vou s Aro und Stra nger s, Easi ly Frus trat ed, Uns ure, I don' t ask for help ofte n, I don' t feel conf iden t, I get nerv ous with new peo ple, I get distr acte d
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OPP ORT UNI TIES	THR EAT S
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Wants to Learn New Skills, I want to try new hobbies, I want to attend classes, I want to make new friends, I want to get better at skills, I feel okay talking to others, I want to improve my publ	Fearful, Easily Frustrated, I worry about money, I don't know what job to pick, I feel shy sometimes, I don't have a mentor, I get distracted easily, I don't ask for help often, I feel nervous about
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Key Points for Students:

- Strengths are traits or skills that help you succeed.
- Weaknesses are areas where you may need improvement or things that challenge you.
- Opportunities are things that can help you grow or get better.
- Threats are external or internal challenges that could hold you back.
- These categories can vary based on individual perspectives. The goal is to help students reflect on their personal qualities and think about how to develop their strengths, overcome their weaknesses, make use of opportunities, and manage threats.

My Future Self Reflection Work Sheet (Session 4 - HW)

Objective:

- To help students understand what they like to study and what job they want in the future.
- To think about their strengths, challenges, and future goals.
- To help them add important details for their biodata (like career interests, goals, and skills).

Instructions:

Draw Your Future Self:

- On a piece of paper draw a simple picture or write about yourself 5-10 years from now.
- Imagine what job or career you want to do. What are you doing in that job? What skills do you use? How do you feel about your future?
- Write About Your Future: Under your drawing (or beside it), answer these questions:
 - What job or career do you want to have?
 - What subjects or activities do you like most? (For example: science, art, sports, business)
 - What are your strengths? (Things you are good at)
 - What do you want to get better at or improve?
 - What goals do you have for the future?

3. Share and Discuss:

- You can share your answers with others
- Discuss how your likes and future goals can help you choose the right subjects or career.

Conclusion and Homework Assignment (5 minutes)

Summarize the key takeaway: Identifying personal qualities helps us understand ourselves better and make more informed choices for our future.

Homework: My Future Self Reflection Worksheet

- Students will reflect on where they see themselves in 5-10 years.
- Draw or write about the job or career they want, what strengths they have, what they want to improve, and their future goals.

3. Identifying Jobs Around You

No	Topic	Objective	Outcome	Activities	Home-work	Work-sheet s	Session
3	Identifying jobs around you	Become aware of careers in their surroundings	Understanding common jobs and roles	List jobs at home, school, and in the media	Add more jobs after research	Jobs Around Me WS	5

Session 5

1. Introduction (10 minutes)

- Activity: Begin with a discussion. Ask:
 - "What jobs do you see in your daily life?"
 - "Why do you think these jobs are important?"
- Share a few examples (e.g., caregiver, cook, cleaner).
- Write the examples on the board to prompt thinking.

2. Group Activity: Job Identification (15 minutes)

Instructions:

- Divide students into small groups (3-4 members).
- Ask them to list jobs they can think of in three categories:
 1. In the care home.
 2. At school.
 3. In movies or TV shows.
- Write at least 2-3 jobs per category.

3. Job Analysis (15 minutes)

Activity: Each group selects one job from their list and answers these questions:

1. What does this person do in their job?
2. What skills or training are needed?
3. Why is this job important to the community?
4. Would they be interested in this job? Why or why not?

Groups write their answers on a chart or notebook.

4. Discussion (10 minutes)

Groups present their job analysis to the class. Facilitate a discussion on:

1. The variety of jobs identified.
2. Skills and training needed for these roles.
3. How these jobs impact the community.

5. Homework

Write down all the jobs discussed in the class and analyse them using the Jobs Around Me Work Sheet

6. Reflection and Wrap-Up (10 minutes)

Individual Reflection:

Students write in their notebooks:

- Which job they found most interesting and why.
- Skills they think are most important for careers.
- If they would like to explore any of the jobs.

Conclusion:

Summarize key learnings:

- The importance of different jobs in society.
- The role of skills and training in pursuing careers.

Jobs Around Me Work Sheet (Session 5 - CW)

S. No	Job	What Do They Do?	Skills/Training Needed	Why Is This Job Important?
1	Caregiver	Helps take care of people in the care home.	Compassion, patience, basic healthcare skills	Ensures the residents are well cared for.
2	Cook			
3	Cleaner			
4				
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Jobs Around Me Work Sheet - Answer Key

Job	What Does This Person Do?	What Skills or Training Are Needed?	Why Is This Job Important to the Community?	Would They Be Interested in This Job? Why or Why Not?
-----	---------------------------	-------------------------------------	---	---

Car egi ver	Takes care of residents in care homes by assisting with daily activities like bathing, dressing, and feeding.	Compassion, patience, basic healthcare skills, and good communication.	Ensures elderly or disabled individuals receive proper care and support.	Yes, because I enjoy helping others and making a difference in their lives.
Coo k	Prepares meals for residents, staff, or students.	Cooking skills, time management, knowledge of food safety, and creativity.	Provides nutritious meals to support the health and well-being of others.	Yes, because I love cooking and experimenting with new dishes.
Jani tor	Cleans and maintains school or care home facilities, including classrooms, hallways, and restrooms.	Cleaning skills, attention to detail, and knowledge of cleaning equipment.	Keeps the environment clean and safe for everyone.	No, because I prefer jobs that involve interaction with people.
Me cha nic	Repairs and maintains vehicles and machinery.	Mechanical skills, problem-solving, and knowledge of tools and vehicle systems.	Ensures vehicles are safe and functional for daily use.	Yes, because I enjoy working with tools and fixing things.
Ele ctri cia n	Installs, repairs, and maintains electrical systems in buildings.	Electrical safety training, problem-solving, and technical skills.	Ensures homes, schools, and care homes have power and are safe to live in.	No, because I prefer jobs related to healthcare.

4. Exploring Subjects & Jobs



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Session 6

Objective: Subjects and Jobs

- Understand the difference between vocational and professional careers.
- Learn to categorize careers based on subjects and skills.
- Differentiate between a job and a career.

1. Introduction (10 minutes)

- Vocational Careers: These focus on skill-based training for specific jobs, often requiring practical experience or certifications. Examples: Electrician, Chef, Photographer.
- Professional Careers: These require advanced education and theoretical knowledge, often involving a degree. Examples: Doctor, Engineer, Lawyer.

Difference Between Job and Career:

1. A job is short-term and task-focused, providing immediate income (e.g., Data Entry Clerk, Salesperson).
2. A career is long-term and growth-focused, aligned with personal goals and professional development (e.g., Software Developer, Research Scientist).

Hints for Students:

- Think about what kind of training or education is needed for each example.
- Consider whether the role involves ongoing learning or skill updates.

2. Activity 1: Match Vocational Careers to Subjects (15 minutes)

Materials Needed: Worksheet A

- Read the list of vocational careers.
- Think about skills required for each job.
- Group careers under relevant subjects (Math, Science, English, etc.).

Example:

- Math: Carpenter, Electrician, Mechanic.

- Science: Lab Technician, Nurse, Pharmacy Assistant.

3. Activity 2: Match Professional Career to subjects (15 minutes)

Materials Needed: Worksheet B

- Analyze the skills needed for each professional career.
- Categorize them under relevant subjects.

Example:

- Math: Accountant, Financial Analyst.
- Science: Doctor, Research Scientist, Pharmacist.
- English: Journalist, Lawyer.

4. Group Discussion (10 minutes)

- Discuss the differences between vocational and professional careers:
 1. Vocational careers focus on practical, hands-on skills.
 2. Professional careers require advanced education and theoretical knowledge.
- Highlight career pathways for both types, including skill-building options.

5. Wrap-Up and Q&A (10 minutes)

- Summarize key points:
 1. Difference between a job and a career.
 2. Importance of aligning skills with career choices.
- Address student questions and provide resources for further exploration.
- Students share the completed worksheet

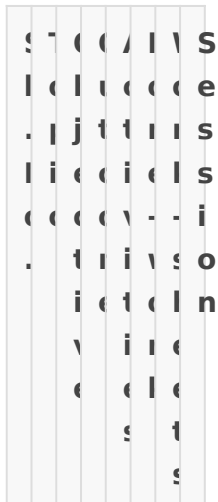
Match Careers to Subjects Work Sheet - A (Session 6-CW & HW)

1. Look at the list of Vocational Careers carefully.
2. Think about what skills are needed for each job.
3. Group the careers under the subjects where those skills are most relevant.
4. Write the name of each career under the appropriate subject.

List of Vocational Careers

Hairdresser, Photographer, Fashion Designer, Tailor, Chef, Fitness Trainer, Sports Coach, Groundskeeper, Gym Instructor, Carpenter, Electrician, Welder, Mechanic, Construction Worker, Clerk, Customer Service Representative, Receptionist, Data Entry Clerk, Nurse, Pharmacy Assistant, Lab Technician, Social Worker, Shop Keeper, Sales Person, House Keeping.

5. Exploring Career Pathways



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- Duration: 60 minutes
- **Learning Objectives:**
 1. Understand different career pathways: Vocational and Professional.
 2. Identify educational levels and associated durations.
 3. Explore skill-building opportunities for career growth.
- Materials Needed:
 - Career Pathways Worksheet (see below)

Session Outline

- **1. Introduction (5 minutes)**
 - Brief discussion: "What do you think a career pathway is?"
 - Explain the concept of skill-based and academic pathways.
- **2. Overview of Career Pathways (15 minutes)**
 - **a) Vocational Pathways:** Diploma, certificate, and short-term courses.
 - Diploma Courses: 1-3 years (e.g., Polytechnic, Industrial Training Institutes - ITI).
 - Certificate Courses: 6 months-1 year (e.g., IT skills, digital marketing).
 - Short-Term Courses: Few weeks-6 months (e.g., graphic design, coding).

b) Professional Pathways: SSLC, PUC, Bachelor's, Master's, PhD.

- SSLC (Secondary School Leaving Certificate): Class 10 (1 year after Class 9).
- PUC (Pre-University Course): Class 11-12 (2 years, also known as Higher Secondary).
- Bachelor's Degree: 3-4 years, e.g.:
 - BA (Bachelor of Arts)
 - BSc (Bachelor of Science)
 - BCom (Bachelor of Commerce)
 - BE/BTech (Bachelor of Engineering/Technology)
 - BBA (Bachelor of Business Administration)
- Certificate Courses: 6 months-1 year (specialized skills or languages).

Graduate Programs (Master's):

- a. PG Diploma (Postgraduate Diploma): 1-2 years.
- b. Master's Degrees: 2 years, e.g.:
 - MA (Master of Arts)

- MTech (Master of Technology)
- MBA (Master of Business Administration)
- MSc (Master of Science)
- Doctorate (PhD - Doctor of Philosophy): 3-5 years (advanced research and specialization).
- **c) Flexible and Distance Learning:**
 - NIOS (National Institute of Open Schooling): Flexible schooling options.
 - IGNOU (Indira Gandhi National Open University): Distance education for various courses.
 - Online Certifications (Udemy, Coursera): Duration ranges from a few hours to a few months.

3. Activity: Match the Pathway (15 minutes)

- Distribute the worksheet (below).
- Encourage discussion on immediate job requirements and how skilling helps.

4. Career Exploration (20 minutes)

- Group activity:
 - Students select one career of interest.
 - Identify the steps needed to achieve it (e.g., education, skills).
 - Present their pathway in a group discussion.

5. Conclusion (10 minutes)

- Recap the pathways and the importance of choosing based on interests and skills.
- Answer any questions.

Career Pathways Work Sheet (Session 7 - CW & HW)

Career	Education Pathway	Number of Years	Certifications
Doctor	SSLC → PUC (Science) → MBBS → Specialization Doctor and Bachelor of Medicine and Bachelor of Surgery	12-15 years	NEET Exam, Medical License, Specialization Certificate
Electrician	SSLC → ITI Diploma in Electrical Electrician	2 years	Electrical Safety Certification, Apprenticeship Certificate

Career	Education Pathway	Number of Years	Certifications
Graphic Designer	SSLC → Diploma/Certificate in Graphic Design Designer	1-2 years	Adobe Creative Suite Certification, Web Design Certification
Teacher	SSLC → PUC → Bachelor's in Education (B.Ed) → Master's (optional) BA B.Ed., B.Sc. B.Ed. MA M.Ed., M.Sc. M.Ed.	4-6 years	B.Ed Degree, Teaching Certification
Software Developer	SSLC → PUC (Science) → Bachelor's in Computer Science BCA	4 years	Certifications in Programming Languages (e.g., Python, Java)
Entrepreneur	SSLC → PUC/any Bachelor's (optional) BBA	Varies (2-3 years for Bachelor's)	Business Management Certification, Entrepreneurial Courses

Write your aspirational career or any career other than the one above and fill in the columns as per your understanding.

Career	Education Pathway	Number of Years	Certifications

1. How long does a certificate course usually take?

- a) 1-3 years
- b) 3-4 years
- c) Few Weeks to 6 months to 1 year
- d) 2 years

2. Which of the following is a short-term course?

- a) MBA
- b) Certificate in Graphic Design
- c) PhD
- d) Bachelor of Science

3. **GNOU offers _____ education for students across the country.**
4. **A _____ degree is typically 3-4 years long and includes programs like BA, BSc, and BCom.**
5. **The _____ provides flexible schooling options for students.**

6. Stream Selection Guidance

Sl. No.	Topic	Objective	Outcome	Activities	Home-work	Work-sheet s	Ses sion
6.	Subjects/ Stream Selection	Differentiate Streams and Required Subjects	Understand stream classification s	Choose your subjects for 11th grade	Group subjects to stream	Strea m Select ion WS	8

Session 8

Lesson Objectives

1. Help students understand the importance of selecting an academic stream that aligns with their interests, strengths, and career aspirations.
2. Provide clarity on how to link subjects with dream careers, colleges, and universities.
3. Enable students to make informed decisions through guided activities and discussions.

Session Outline

1. Introduction (10 minutes)

- Explain why stream selection is a critical step in shaping academic and professional futures.
- Highlight the four key considerations for stream selection:
 1. Subjects You Love - Topics you naturally enjoy and are passionate about.
 2. Subjects You Are Good At - Areas where you consistently perform well.
 3. Subjects for Your Dream Job - Aligning with career goals and requirements.

4. College or University You Want - Understanding eligibility criteria for higher education.

2. Stream Overview (15 minutes)

- Present the streams and their corresponding subjects as per the guidelines of the education board of the state (CBSE, ICSE or State Board).
- Example for Assam: <https://ahsec.assam.gov.in/index.php/hs-1st-year-syllabus/>
- Discuss Optional National Skill Qualification Framework (NSQF) Subjects (available for all streams):
- Examples: IT-ITES, Beauty and Wellness, Physical Education, Travel and Tourism, etc.

3. Decision-Making Framework (20 minutes)

Step 1: Reflect on Interests and Strengths

Distribute a questionnaire with prompts like:

1. Which subjects do you enjoy studying the most?
2. Which subjects do you score the highest in?
3. Which activities or topics do you find exciting outside academics?

Step 2: Link Subjects to Career Goals

Provide examples of careers and their required streams:

1. Science: Doctor, Engineer, Scientist.
2. Commerce: Chartered Accountant, Entrepreneur, Financial Analyst.
3. Humanities: Journalist, Teacher, Civil Services.

Step 3: Research Colleges and Universities

- Encourage students to explore the eligibility criteria for their dream institutions.
- Highlight how specific subjects may be prerequisites for admission.

4. Interactive Activity (15 minutes)

Worksheet Completion:

- Provide each student with the "Stream Selection Worksheet."
- Guide them through the process of:
 1. Listing subjects they love and excel at.
 2. Identifying subjects required for their dream job.
 3. Exploring combinations that align with college requirements.

Group Discussion:

- Students share their preferred streams and reasoning.
- Facilitate peer feedback and address any doubts.

5. Q&A Session (10 minutes)

- Open the floor for questions on stream selection, subject combinations, and career pathways.
- Provide personalized advice where needed.

Stream Selection Worksheet

Part 1: Reflection on Interests and Strengths

1. Subjects You Love List the subjects you enjoy the most:
2. Subjects You Are Good At List the subjects you perform well in:
3. Dream Career Write down your career aspirations:
4. College or University Goals Identify the colleges or universities you aim to join:

Part 2: Stream and Subject Preferences

- Refer to the table below to select your stream and preferred subjects:

Stream	Common Subjects	Elective Subjects
Science	1. English-Core 2. Environmental Education	Physics, Chemistry, Biology, Mathematics, Biotechnology, Geology, Computer Science, Economics, Statistics, Anthropology
Commerce	1. English-Core 2. Environmental Education	Business Studies, Accountancy, Economics, Business Mathematics, Entrepreneurship, Multimedia and Web Technology

Stream	Common Subjects	Elective Subjects
Humanities	1. English-Core 2. Environmental Education	Political Science, History, Psychology, Sociology, Fine Arts, Advanced Languages, Music, Geography, Statistics

Optional NSQF Subjects (Available for All Streams):

- IT-ITES
- Beauty and Wellness
- Physical Education
- Travel, Tourism, and Hospitality
- Others:
 - Music Group (Optional):
 - Group A: Hindustani Vocal, Kathak Dance, Tabla, Violin, Sitar
 - Group B: Sattriya Vocal Music, Sattriya Dance, Khol, Music
 - Group C: Assamese Folk Music, Assamese Folk Dance

Part 3: Decision Summary

- Chosen Stream:
- Chosen Elective Subjects:
- Reason for Selection:

7. Understanding Career Clusters

Sl. No.	Topic	Objective	Outcome	Activities	Home-work	Worksheets	Session
7.	Career Clusters	Understand career clusters and related qualifications	Identify relevant study fields and skills	"Career Cluster" matching activity	Choose a cluster to explore further	Career Tree chart https://ssa.assam.gov.in/latest/career-guidance	9

Session 9

The Career Tree from Samagra Shiksha Axom provides a visual guide of various career paths, divided into STEM and Non-STEM categories.

You can use this structure in a lesson by:

1. Introduction (5min): Explain the importance of career planning.
2. Exploration (15 min): Show the career tree and describe its branches-engineering, IT, health, social sciences, etc.
3. Discussion (10 min): Ask students to identify careers that interest them.
4. Interactive Activity (10 min): Group students by interest and discuss required skills.
5. Wrap-up (5 min): Review the key points and encourage students to explore further.

Resources

[Career Class Worksheet](#)

Career Class Worksheet

<https://www.youtube.com/embed/lkXf373aeE4?si=YdkV4U3Ybhde4QKI>

https://www.youtube.com/embed/3zUH1r-qdt0?si=zEbnE_ab9NWYM5PO

<https://www.youtube.com/embed/pMNbKi--iW4?si=t39FTzICpjNBbAUQ>

"Know Yourself" Worksheet (Session 1 - CW-Class Work)

My name is _____. I am _____ years old. My birthday is on _____ (Date/Month). I live in _____. My address is _____ (House No., Street No., Area, Place, District, State, Pin Code). I am studying in _____ standard at _____ School. I like to study _____, _____, and _____. These are my favorite subjects. I don't like _____, _____, and _____ (subjects). My favorite teacher is _____. She/He teaches _____ (subject). I like _____ing, _____ing, and _____ing. These are my hobbies. I don't like _____, _____, and _____. I want to become _____ because _____.

BIO-DATA Worksheet (Session 1 - HW - Home Work)

- NAME:
- AGE:

- DATE OF BIRTH:
- BIO-DATA
- ADDRESS: (HOUSE NO., STREET, AREA, CITY, STATE, PIN CODE)
- SCHOOL:
- CLASS/GRADE:
- FAVORITE SUBJECTS:
- HOBBIES:
- FAVORITE TEACHER:
- SUBJECT THEY TEACH:
- CAREER GOAL: I WANT TO BECOME A BECAUSE

SWOT Bingo Card Work Sheet (Session 2 - CW)

How to Play SWOT Bingo:

1. Look at the Bingo card: Each box on the card has a statement that may describe something about you.
2. Mark the boxes: If you agree with the statement in a box, mark it with a tick (✓) or colour it in. You can mark as many boxes as you like.
3. Think about your choices: Once you've marked the boxes that apply to you, think about why they fit you.
4. Which strengths, challenges, or things you want to improve are listed?
5. Share with the group: When you're done, we will discuss some of the boxes you marked, so we can learn about each other's strengths, weaknesses, opportunities, and threats.

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SWOT Word List Worksheet (Session 3 - CW)

Instructions

1. Present the SWOT Word List to students.
2. Ask students to read through the list of words and circle the ones they feel describe them.
3. Categorize the circled words. Next to each word, write:
 - S (for Strength),
 - W (for Weakness),
 - O (for Opportunity), or
 - T (for Threat).

Below are several words that could describe different parts of your life. Read each one carefully and circle the ones that apply to you.

- Helpful
- Shy
- Creative
- Nervous
- Leader
- Disorganized
- Focused
- Time Management
- Problem Solver
- Fearful
- Active
- Stubborn
- Ambitious
- Lazy
- Supportive
- Curious
- Easily Distracted
- Practical
- Hardworking
- Unsure
- Self-confident
- Nervous Around Strangers
- Organize Events
- Wants to Learn New Skills
- Easily Frustrated
- Friendly
- Quiet
- Good Listener
- Motivated
- Patient
- Responsible
- Honest
- Independent
- Strong-willed
- Sociable

- Confident
- Polite
- Persistent

My SWOT Analysis Work Sheet (Session 4 - CW)

Write the circled words under the appropriate section in the SWOT table.

My SWOT Table:

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

My Future Self Reflection Work Sheet (Session 4 - HW)

Objective:

- To help students understand what they like to study and what job they want in the future.
- To think about their strengths, challenges, and future goals.
- To help them add important details for their biodata (like career interests, goals, and skills).

Instructions: Draw Your Future Self:

1. On a piece of paper draw a simple picture or write about yourself 5-10 years from now.
2. Imagine what job or career you want to do. What are you doing in that job? What skills do you use? How do you feel about your future?

3. Write About Your Future: Under your drawing (or beside it), answer these questions:

- What job or career do you want to have?
- What subjects or activities do you like most? (For example: science, art, sports, business)
- What are your strengths? (Things you are good at)
- What do you want to get better at or improve?
- What goals do you have for the future?

4. Share and Discuss:

- You can share your answers with others
- Discuss how your likes and future goals can help you choose the right subjects or career.

Jobs Around Me Work Sheet (Session 5 - CW)

S.No	Job	What Do They Do?	Skills/Training Needed	Why Is This Job Important?
1	Caregiver	Helps take care of people in the care home.	Compassion, patience, basic healthcare skills	Ensures the residents are well cared for.
2	Cook			
3	Cleaner			
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Match Careers to Subjects Work Sheet - A

(Session 6 - CW & HW)

1. Look at the list of Vocational Careers carefully.
2. Think about what skills are needed for each job.
3. Group the careers under the subjects where those skills are most relevant.
4. Write the name of each career under the appropriate subject.

List of Vocational Careers

Hairdresser, Photographer, Fashion Designer, Tailor, Chef, Fitness Trainer, Sports Coach, Groundskeeper, Gym Instructor, Carpenter, Electrician, Welder, Mechanic, Construction Worker, Clerk, Customer Service Representative, Receptionist, Data Entry Clerk, Nurse, Pharmacy Assistant, Lab Technician, Social Worker, Shop Keeper, Sales Person, House Keeping.

SI No	Subjects	Job
1	Math	
2	Science	
3	English	
4	Social Sciences	
5	Art	
6	Physical Education	
7		

Match Careers to Subjects Work Sheet - A

(Session 6 - CW & HW)

1. Look at the list of Professional Careers carefully.
2. Think about what skills are needed for each job.
3. Group the careers under the subjects where those skills are most relevant.

4. Write the name of each career under the appropriate subject.

List of Professional Careers

Accountant, Architect, Journalist, Doctor, Engineer, Teacher, Lawyer, Graphic Designer, Marketing Specialist, Research Scientist, Psychologist, Software Developer, Financial Analyst, Urban Planner, Environmental Scientist, Pharmacist, Civil Engineer, Art Director, Physical Therapist, Business Consultant, Social Worker, Historian, Economist, Anthropologist, Sociologist.

SI No	Subjects	Job
1	Math	
2	Science	
3	English	
4	Social Sciences	
5	Art	
6	Physical Education	
7		

Career Pathways Work Sheet (Session 7 - CW & HW)

Career	Education Pathway Career	Number of Years	Certifications
Doctor	SSLC → PUC (Science) → MBBS → Specialization Doctor and Bachelor of Medicine and Bachelor of Surgery	12-15 years	NEET Exam, Medical License, Specialization Certific
Electrician	SSLC → ITI Diploma in Electrical Electrician	2 years	Electrical Safety Certification, Apprenticeship Certificate
Graphic Designer	SSLC → Diploma/Certificate in Graphic Design Designer	1-2 years	Adobe Creative Suite Certification, Web Design Certification

Career	Education Pathway Career	Number of Years	Certifications
Teacher	SSLC → PUC → Bachelor's in Education (B.Ed) → Master's (optional) BA B.Ed., B.Sc. B.Ed. MA M.Ed., M.Sc.M.Ed.	4-6 years	B.Ed Degree, Teaching Certification
Software Developer	SSLC → PUC (Science) → Bachelor's in Computer Science BCA	4 years	Certifications in Programming Languages (e.g., Python, Java)
Entrepreneur	SSLC → PUC/any Bachelor's (optional) BBA	Varies (2-3 years for Bachelor's)	Business Management Certification, Entrepreneurial Courses

Write your aspirational career or any career other than the one above and fill in the columns as per your understanding.

Career	Education Pathway	Number of Years	Certifications

1. How long does a certificate course usually take?

- a) 1-3 years
- b) 3-4 years
- c) Few Weeks to 6 months to 1 year
- d) 2 years

2. Which of the following is a short-term course?

- a) MBA
- b) Certificate in Graphic Design
- c) PhD
- d) Bachelor of Science

3. GNOU offers _____ education for students across the country.

4. A _____ degree is typically 3-4 years long and includes programs like BA, BSc, and BCom.
5. The _____ provides flexible schooling options for students.

Stream Selection Worksheet

Part 1: Reflection on Interests and Strengths

1. Subjects You Love List the subjects you enjoy the most:

2. Subjects You Are Good At List the subjects you perform well in:

3. Dream Career Write down your career aspirations:

4. College or University Goals Identify the colleges or universities you aim to join:

Part 2: Stream and Subject Preferences

Stream	Common Subjects	Elective Subjects
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Science	1. English-Core	Physics, Chemistry, Biology, Mathematics, Biotechnology, Geology, Computer Science, Economics, Statistics, Anthropology
	2. Environmental Education	
Commerce	1. English-Core	Business Studies, Accountancy, Economics, Business, Mathematics, Entrepreneurship, Multimedia and Web Technology
	2. Environmental Education	
Humanities	1. English-Core	Political Science, History, Psychology, Sociology, Fine Arts, Advanced Languages, Music, Geography, Statistics
	2. Environmental Education	

Optional NSQF Subjects (Available for All Streams):

- IT-ITeS
- Beauty and Wellness
- Physical Education
- Travel, Tourism, and Hospitality
- Others: _____

Music Group (Optional):

- Group A: Hindustani Vocal, Kathak Dance, Tabla, Violin, Sitar
- Group B: Sattriya Vocal Music, Sattriya Dance, Khol, Music
- Group C: Assamese Folk Music, Assamese Folk Dance

Part 3: Decision Summary

- Chosen

Stream: _____

- Chosen Elective

Subjects: _____

- Reason for

Selection: _____

