

A) General Information: -

1. Name of the Institute: State Council of Education Research and Training Varun Marg, Defence Colony New Delhi

2. Details of the Investigator(s):

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No.	E-mail
Dr. Sapna Yadav	Sr. Lecturer	SCERT	SCERT	9811766224	sapna.scert@gmail.com
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3. Project/ Study Conducted Academic Session: 2020-21

4. Institute where Project/Study submitted: State Council of Education Research and Training Varun Marg, Defence Colony New Delhi

5. Theme of the Project/Study: Curriculum Development

6. Level of the study: Teacher Education

B) Summary of the Conducted Research work/Project/Study: -

1. Title: Building on progress -strengthening implementation of Entrepreneurship Mindset Curriculum (EMC)

2. Introduction:

The Delhi Government has approached IDinsight to evaluate and refine the implementation process and design of its innovative curriculum – the Entrepreneurship Mindset Curriculum (EMC), launched in July 2019. Through this curriculum, the government aims to build socio-emotional competencies in youth studying in grades 9 to 12 in the state's government schools, with the ultimate objectives of developing dynamic, progressive and confident leaders of tomorrow.¹ The learnings from this evaluation will inform critical policy decisions regarding improving EMC's implementation and design, including providing initial evidence of student, teacher, and other stakeholder feedback on the program. Critical to this learning is clearly understanding what has happened during implementation, which can pinpoint areas for continuation, strengthening, or

pivoting away. To investigate this, IDinsight proposes to conduct a rigorous process evaluation of the curriculum during the 2019-2020 academic year. Within Delhi Government, the nodal agency for this evaluation will be the State Council for Education Research and Training (SCERT). We are seeking external financial support to conduct this activity.

3. Objectives:

This process evaluation will serve four main objectives:

- Comprehensively describe the process and context of curriculum implementation
- Comprehensively describe the planned program implementation, then assess fidelity relative to this plan
- Provide a representative understanding of teacher and student feedback on and engagement with EMC
- With key stakeholders, develop recommendations of what elements of design and implementation should be continued, strengthened, or dropped to pursue the government's objectives for the curriculum

4. Research Design:

- **Research method(s):** The study is descriptive in nature.
- **Population, Sample and Sampling technique:** random sample of 256 schools implementing EMC in Delhi
- **Tools and techniques:**
The study collected data from the following data sources for this evaluation:
 - **School and classrooms for observations in selected schools**
 - **Self-administered surveys**
 - **Semi-structured interviews**
 - **Administrative data**

5. Research findings:

- Teachers and others variously understand EMC.
- Schools consider EMC as a 'nice-to-have,' not as critical to solving pressing challenges.
- Teachers and schools have limited access to coaching, training, and additional resources.
- Teachers feel EMC is not a part of their mandate.

6. Educational implications:

- EMC requires one clear mission and description, repeated consistently
- All stakeholders need to believe in criticality of EMC
- Schools require a continuous and responsive support structure
- Mainstream EMC through systematic accountability and recognition