



स्वाध्यायान्ता प्रमदः

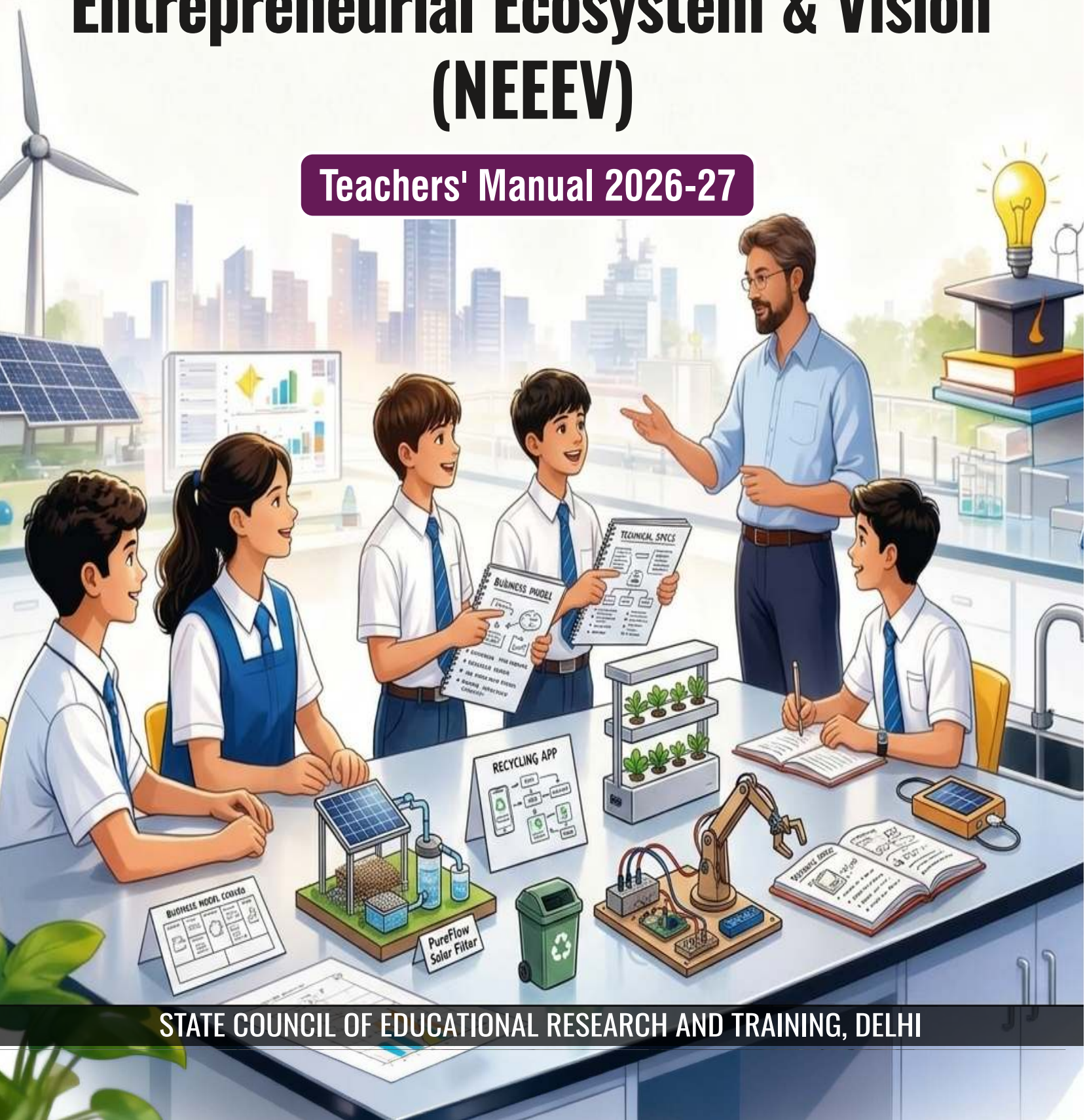
दिल्ली सरकार

Class

10

New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

Teachers' Manual 2026-27



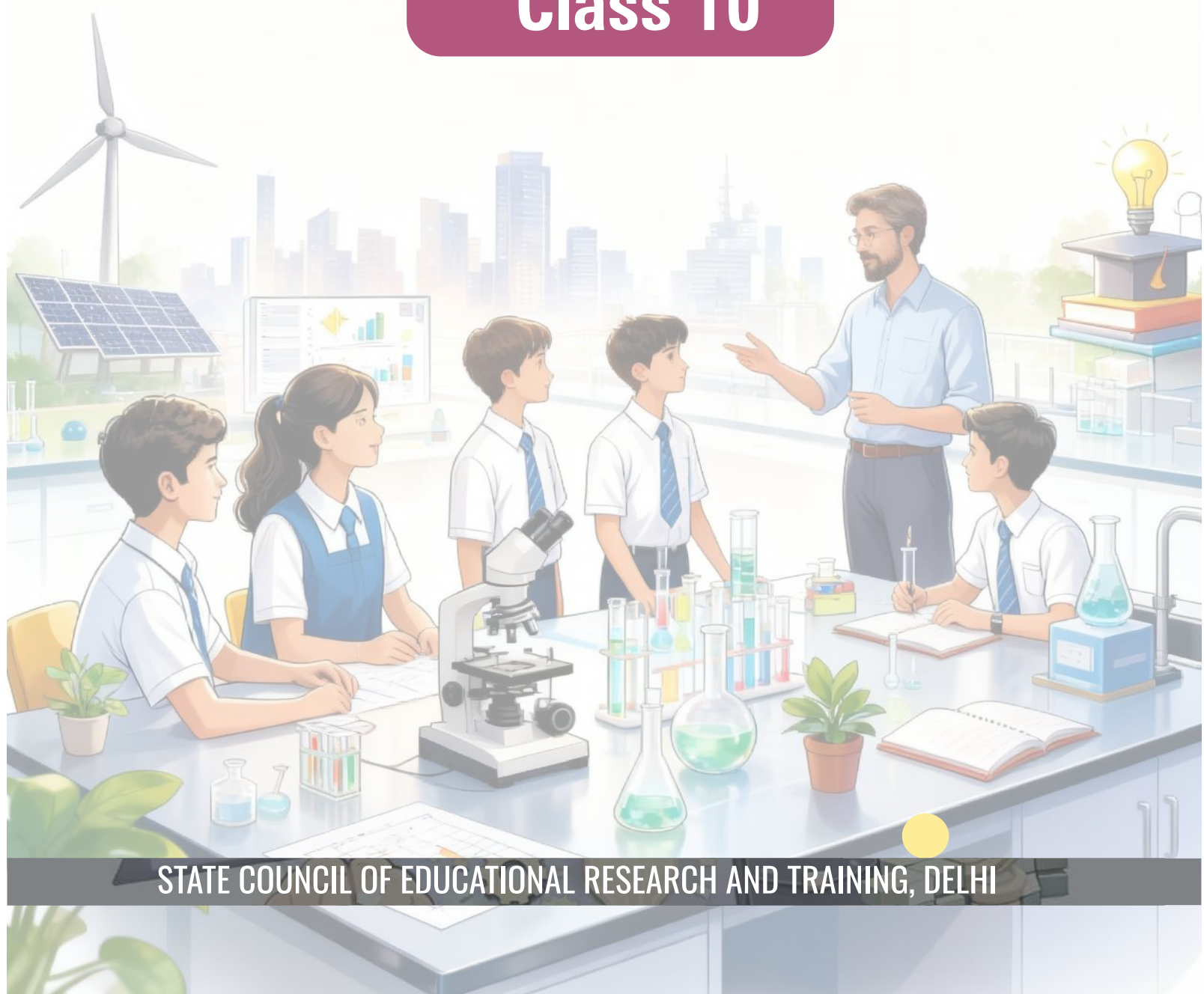
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

सोच से सृजन तक - उद्यमिता की उड़ान

Teachers' Manual 2026-27

Class 10



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

NEEEV Teacher Manual for Class 10

February, 2026

Copies : 1380

Published by:

State Council of Educational Research and Training (SCERT)

ISBN No.: 978-93-6291-343-2

© 2026 SCERT. All rights reserved.

First Edition: 2026

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording, or otherwise without prior written permission from the publisher.

This publication has been designed as part of SCERT's mission to provide high-quality, innovative educational resources that empower teachers and students across the state. It aims to foster 21st-century skills, including creativity, critical thinking, problem-solving, and real-world application of knowledge.

The content is intended solely for academic purposes and is not for commercial sale or distribution.

Printed at : M/s Chandu Press, D-97, Shakarpur, Delhi- 110092.



Rekha Gupta

Chief Minister, Delhi

MESSAGE

Our Hon'ble Prime Minister, Shri Narendra Modi ji, envisioned India's youth not merely as aspiring professionals, but as enterprise builders. Initiatives like Startup India and Atal Innovation Mission (AIM) have given shape to his vision, fostering a national culture of innovation and enterprise. These path-breaking steps aim to unlock the creative potential of every young mind.

The National Education Policy (NEP) 2020 builds on this vision by emphasizing skill-based, experiential learning that equips students to thrive in a dynamic world. In alignment with this, the New Era of Entrepreneurial Ecosystem & Vision (NEEEV) scheme supports these transformative steps. It aims to plant the seeds of entrepreneurial thinking right within our classrooms.

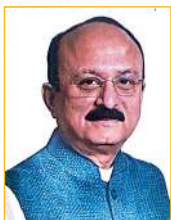
This Manual is a cornerstone in our efforts to empower our learners to turn learning spaces into hubs of innovation, where students are encouraged to ideate, explore, and take initiative.

The release of this manual is a testament to our shared commitment to shape a future-ready generation that is self-reliant, creative, and capable of contributing meaningfully to society and the economy.

I extend my deepest appreciation to all educators, curriculum experts, and contributors who brought this manual. Let this resource serve as a torchbearer, inspiring schools across our state and beyond to embrace the spirit of entrepreneurship and ignite in every learner, the courage to create, innovate, and lead.


Rekha Gupta

National Capital Territory of Delhi, Delhi Secretariat, I.P. Estate, New Delhi-110002
Phone No. 011-23392006, 011-23392020, 011-23392030 || Email- cmdelhi@nic.in



ASHISH SOOD

MINISTER OF HOME, POWER, URBAN DEVELOPMENT, EDUCATION,
HIGHER EDUCATION, TRAINING & TECHNICAL EDUCATION
GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI

MESSAGE

Dear students and teachers,

Our country stands at the threshold of a new era, where innovation, self-reliance, and entrepreneurship will shape our future. The NEEEV (New Era of Entrepreneurial Ecosystem & Vision) curriculum has been developed with this vision in mind.

NEEEV isn't just a curriculum; it's a new way of thinking and doing. It teaches us that every idea, no matter how small, if pursued with hard work and dedication, can bring about profound change in society.

Through this program, students will learn how to turn problems into opportunities, how to build teams that bring ideas to life, and how failure is a necessary part of growth. It will inspire them to become confident, creative, and responsible citizens.

Our teachers are the true leaders on this journey, not just teaching students but also instilling confidence in them. I am confident that NEEEV will unleash a new energy of innovation and entrepreneurship in every school in Delhi.

Let us, together, ensure that every child becomes not just a job seeker, but an opportunity creator to take not only their dreams, but also their country to new heights.

Ashish Sood
(Ashish Sood)

पांडुरंग के. पोले, भा.प्र.से
सचिव (शिक्षा)

PANDURANG K. POLE, IAS
SECRETARY (Education)



राष्ट्रीय राजधानी क्षेत्र, दिल्ली सरकार
पुराना सचिवालय, दिल्ली-110054
दूरभाष: 011-23890187, 23890119

Government of National Capital Territory of Delhi
Old Secretariat, Delhi-110054
Phone: 23890187, 23890119
E-mail : sccyedu@nic.in

MESSAGE

In today's rapidly changing world, education must transcend the mere transmission of knowledge. Education today must do more than deliver knowledge; it must empower children to lead, to solve real problems, and to adapt to a world that is rapidly evolving. As we witness dramatic shifts in global economies and career landscapes, the need for an entrepreneurial mindset in our schools has never been more urgent.

The New Era of Entrepreneurial Ecosystem & Vision (NEEEV) scheme is a bold step in this direction. It aims to nurture critical thinking, creativity, leadership, and resilience among students right from the school level. Our schools are the foundation of the state's future workforce and innovation capacity.

This manual is designed to build an ecosystem where students can think independently, act ethically and solve local and global challenges with confidence. It will support our teachers in providing the right guidance with the right vision to achieve these goals. In the coming years, we envision more and more schools actively engaging students in idea generation, collaborative problem-solving and community-driven projects that extend far beyond the boundaries of textbooks.

This Manual is designed to help educators implement the vision of NEEEV through practical strategies, classroom activities and reflective practices. It reflects our belief that every student has the potential to develop ideas that can change the world around them for the better.

Let us work together to make NEEEV a catalyst for change where every school becomes a hub of innovation, every teacher a mentor of future leaders, and every student a contributor to the state and nation's progress.


(PANDURANG K. POLE)



MESSAGE

We live in a world that is evolving faster than ever, in which creativity, adaptability and problem-solving are as important as academic achievement. As educators, we carry the responsibility of preparing our children not just for exams, but for life beyond the classrooms.

The New Era of Entrepreneurial Ecosystem & Vision (NEEEV) scheme reflects this commitment towards nurturing young minds into self-reliant, innovative and socially conscious individuals who can shape the future with confidence and compassion.

The purpose of NEEEV is rooted in a bold, yet practical vision to transform schools into vibrant spaces for entrepreneurial learning. Through this manual, we aim to enable schools to bring entrepreneurship out of fancy boardrooms to classrooms where every child, regardless of background, is given the tools to explore ideas, take initiatives and develop leadership qualities. It is not about creating future business owners alone, but about cultivating a mental framework that embraces challenge, takes responsibilities and contributes to the greater good for the community. This Manual envisions a space where our educators act as mentors, guiding students to think independently, work collaboratively and turn ideas into action.

Let us take this step together to build a generation of doers, dreamers and change makers.

(VEDITHA REDDY, IAS)

Dr. Rita Sharma
Director SCERT



**STATE COUNCIL OF EDUCATIONAL
RESEARCH and TRAINING**

(An autonomous Organisation of GNCT of Delhi)
Varun Marg, Defence Colony, New Delhi-110024
Tel.: +91-11-24331356
E-mail : dir12scert@gmail.com

MESSAGE

Today's classrooms must inspire more than academic excellence; they must empower students to become creative thinkers, innovators, and leaders of tomorrow. The NEEEV (New Era of Entrepreneurial Ecosystem & Vision) scheme takes a significant step toward this goal by embedding entrepreneurial skills into school education. This manual aims to help our educators to nurture a generation of young entrepreneurs who are self-reliant, innovative, and socially responsible.

At NEEEV's core is the seamless integration of entrepreneurial skills across disciplines, encouraging students to think critically and creatively in their daily learning. NEEEV provides opportunities for students to prototype, experiment, and confidently bring ideas to life. It also connects students with mentors from the startup world, offering real-world entrepreneurial guidance from those who have navigated the journey. It provides learners access to a world of challenges that foster continuous innovation and collaboration.

Most importantly, NEEEV champions an inclusive culture where every child, regardless of background, is empowered to contribute meaningfully and build real-world solutions. This manual serves as both a guide for teachers and a commitment to our students, that their ideas matter and their future is bright.

Together, we will create schools where innovation thrives and every learner is prepared to lead with courage, compassion, and creativity.

Dr. Rita Sharma.

PREFACE

In today's rapidly evolving world, the landscape of education is undergoing an unprecedented transformation where learning no longer remains limited to textbooks and examinations. The need of the hour is to build a strong entrepreneurial ecosystem within our education system, that enables learners to identify real-world challenges, work collaboratively, ideate, learn from failure, and create value for society. Such ecosystem prepares students not only for future careers, but also for responsible citizenship by strengthening resilience, opportunity recognition, ethical decision-making, and a solution-oriented mindset.

The New Era of Entrepreneurial Ecosystem & Vision (NEEEV) scheme was launched by the Government of Delhi in September 2025 to integrate enterprise-oriented capabilities within the school education system. NEEEV is aligned with the National Education Policy (NEP) 2020 through its emphasis on competency-based learning, experiential pedagogy, and 21st-century capabilities. It also resonates with the national vision of Viksit Bharat 2047 by nurturing confident, capable, and contribution-ready young citizens. As emerging technologies reshape work and society, the scheme also incorporates AI awareness and application encouraging students to use AI tools responsibly for ideation, research, prototyping, communication, and productivity, while developing an understanding of ethics, bias, and data privacy.

The manual developed under NEEEV serves as a structured learning guide that supports progressive development of students' competencies from foundational concepts to practical applications. In addition, the manual builds essential skills such as financial and digital literacy, communication, collaboration, problem-solving, design thinking, market understanding, documentation, and presentation. Through structured activities, peer learning, and real-world linkages, students' ideas will be nurtured into meaningful solutions, strengthened through collaboration, and guided towards responsible impact. It also strengthens legal and regulatory awareness relevant to student innovation including basic contracts and agreements, intellectual property and attribution, consumer awareness, cyber safety, data privacy, and compliance. This integrates with ethical standards and social responsibility, enabling learners to design inclusive and sustainable solutions.

The manual is envisioned not merely as a learning resource, but as a transformative catalyst for nurturing a vibrant entrepreneurial ecosystem across all schools, empowering students to evolve into future entrepreneurs who drive sustainable growth within and beyond the school community.

Dr. Sapna Yadav

Assistant Professor / Chairperson NEEEV
SCERT, Delhi

Index

SI No	Name of Chapter	Sections of the chapter	Page No.
1.	NEEEV: The Startup Journey Begins	1.1 Introduction to NEEEV 1.2 NEEEV- Vision, Mission, and Aim 1.3 Structure of NEEEV	2 3 4
2.	Entrepreneurship and Society	2.1 Role of Entrepreneurs in Society 2.2 Ethical and Social Entrepreneurship	6 8
3.	Entrepreneurial Landscapes	3.1 How Big is the Business? 3.2 Who Owns the Business? 3.3 Cooperatives and Companies – Working Together	11 12 13
4.	Create, Connect, and Collaborate	4.1 Clear and Effective Communication 4.2 Co-creation and Networking 4.3 Negotiation and Conflict Resolution	16 17 19
5.	SMART Goals, Big Ideas	5.1 From Vision to Action 5.2 Innovating Ideas	22 23
6.	Discovering Your Customer	6.1 Who is My Customer? 6.2 Understanding Prototype 6.3 The 5M Theory of Entrepreneurship 6.4 Building the Prototype 6.5 Alpha and Beta Testing 6.6 Feedback and Iteration	27 29 30 31 32 33
7.	Gaining Digital Edge	7.1 Artificial Intelligence and Its Use in Business 7.2 Designing and Documenting the Prototype 7.3 Planning and Tracking Business Progress	35 37 38
8.	Financial Matrix	8.1 Understanding the Financial Matrix 8.2 Profit and Loss	41 43
9.	Entrepreneurship through Legal Lens	9.1 Business Registration and Trademarks 9.2 Understanding Copyright 9.3 Employment and Labour Laws	46 48 49

Let's Know About NEEEV Scheme

In response to the evolving needs of entrepreneurship education, this Teacher's Manual is designed as a practical guide that moves beyond theoretical learning to foster real-world readiness. Anchored in the NEEEV approach, it promotes experiential, student-centered pedagogy where teachers facilitate opportunity recognition, problem-solving, innovation, and value creation.

The manual is closely aligned with the vision of the entrepreneurship curriculum and reflects the principles of the National Education Policy (NEP) 2020 by emphasizing competency-based education, skill development, experiential learning, and employability. It also resonates with the National Curriculum Framework for School Education (NCFSE) 2023 by supporting holistic development, interdisciplinary learning, and application-based understanding. Additionally, it connects with the Sustainable Development Goals (SDGs) by encouraging responsible, inclusive, and sustainable entrepreneurial practices.

Through structured activities, reflection, and startup exposure, NEEEV prepares students to become confident, ethical, and future-ready individuals capable of contributing meaningfully to society and the economy.

Structure of NEEEV

1. In-Classroom Learning
2. NEEEV Dialogue
3. Specialized Skills Workshops
4. Industry / Incubation Visits
5. Startup Stormers Competition

Each component is discussed in detail in the following sections.

1) In-Classroom Learning

The In-Classroom learning refers to the weekly NEEEV session conducted once a week in a structured, facilitative manner. The Student Manual will be followed for all concepts and activities.

Teachers will guide discussions and tasks as per the manual, keeping in mind the given Do's and Don'ts. The focus remains on experiential learning rather than lecturing.

How to Use the Teacher Manual Effectively

Actions	DOs	DON'Ts
Refer to Student Manual First	• Read the Student Manual before class • Understand stories, activities & weekly tasks	• Don't repeat or dictate student content • Don't start without understanding activities

Actions	DOs	DON'Ts
	- Plan questions/prompts in advance - Ensure continuity between previous & next class	Don't treat Teacher Manual as a script
Start with Experiences, Not Explanation	- Begin with activity/story/real-life example - Let students think & respond first - Encourage observation & participation	- Don't begin with definitions - Don't give ready-made answers - Don't dominate with long lectures
Facilitate Reflection & Thinking	- Ask open-ended questions - Encourage multiple viewpoints - Connect learning to real life - Invite every student's voice	- Don't label answers right/wrong - Don't rush reflection - Don't ignore quieter students
Introduce Concepts After Exploration	- Explain concepts after discussion - Use board for summary - Refer to Concept Boxes for clarity	- Don't dictate definitions - Don't convert activities into lectures - Don't present concepts before experience
Support Entrepreneurial Skill Development	- Focus on critical thinking - Encourage problem-solving - Nurture creativity & innovation - Build communication & collaboration - Promote ethical reasoning & decision-making - Build confidence	- Don't focus only on syllabus completion - Don't prioritise perfection over learning - Don't discourage unconventional ideas
Classroom Management Approach	- Maintain safe & respectful environment - Encourage inclusive participation - Promote peer learning - Appreciate effort & improvement	- Don't compare students negatively - Don't allow ridicule - Don't prioritise speed over understanding
Using Weekly Tasks	- Explain purpose clearly - Encourage creativity - Use tasks for discussion - Revisit tasks next session - Accept varied responses	- Don't treat as tests - Don't expect uniform answers - Don't grade harshly

2) NEEEV DIALOGUE

NEEEV Dialogue is an interactive discussion platform where students across class 8 to 12 engage with entrepreneurs, professionals, mentors, or peers to share real-life experiences and insights on entrepreneurship and innovation. It inspires reflection, builds confidence, and motivates students to take positive, responsible action toward creating meaningful impact.

Objectives

- 🎯 To expose students to real entrepreneurial journeys and practical experiences.
- 🎯 To build communication, questioning, and active listening skills.
- 🎯 To encourage reflection, critical thinking, and meaningful discussion.
- 🎯 To develop confidence in expressing ideas clearly and responsibly.
- 🎯 To connect classroom learning with real-world insights and applications.
- 🎯 To inspire and motivate students to take positive initiative and create purposeful impact.

Facilitators for NEEEV Dialogue	Entrepreneurial Skills Developed	Insights for students
- Entrepreneurs and startup founders - Industry experts - Local business owners - Social entrepreneurs - Green entrepreneurs - Incubation mentors - Subject experts or innovators, University/DIET Faculty and others	- Communication and questioning skills - Critical thinking and reflection - Confidence and self-expression - Networking and interpersonal skills - Opportunity awareness and many more.	- Real-life challenges and opportunities in business. - Decision-making processes of entrepreneurs. - Importance of persistence and innovation. - Career pathways and startup journeys. - Problem-solving strategies from real experiences.

3) SPECIALIZED SKILLS WORKSHOP

Specialized Skills Workshops are hands-on sessions designed to build practical entrepreneurial and life skills beyond theory. Open to experts from diverse fields—such as entrepreneurs, University/DIET Faculty, financial professionals, legal advisors, technology specialists, communication trainers, and social innovators—these workshops may cover digital marketing, financial literacy, legal basics, design thinking, product development, AI tools, sustainability, leadership, negotiation, teamwork, and structured pitching. Through demonstrations, practice activities, simulations, and mock presentations, students learn by doing. The teacher facilitates coordination and reflection to ensure skill development, preparing students to become confident, capable, and future-ready.

Objectives

- 🎯 To develop practical and industry-relevant skills.
- 🎯 To provide exposure to real-world tools and practices.
- 🎯 To enhance employability and entrepreneurial readiness.
- 🎯 To encourage experiential learning.
- 🎯 To strengthen innovation and creativity.

Facilitators for Specialized Skills Workshops	Entrepreneurial Skills Developed	Insights for students
• Industry professionals • Startup founders • Digital marketing experts • Financial advisors • Designers and innovators • Technology experts • Communication and leadership trainers • and others	• Technical and specialized skills • Innovation and creativity • Adaptability and learning agility • Professional communication • Problem solving , practical thinking and many more skills.	• Practical application of classroom concepts. • Hands-on skills and real-world techniques. • Use of digital tools and technology. • Professional communication and teamwork. • Creative thinking and problem solving during the journey of life.

4) INDUSTRY VISIT and INCUBATION CELL VISIT

An **Industry Visit** is an organized educational trip where students visit a business organization, factory, startup, or company to observe real-world operations, understand production and management processes, and connect classroom concepts with practical industry practices.

An **Incubation Cell Visit** is an educational exposure visit to a startup incubation center or innovation hub where students learn how early-stage business ideas are supported through mentorship, funding guidance, infrastructure, networking, and professional assistance.

Objectives

- 🎯 To provide real-world exposure to business environment.
- 🎯 To understand how startups operate and grow.
- 🎯 To learn about incubation, mentorship, and funding.
- 🎯 To connect classroom learning with industry practices.
- 🎯 To inspire entrepreneurial and career aspirations.

Places that can be explored	Entrepreneurial Skills Developed	Insights for students
• Manufacturing industries and factories • Startups and small businesses • Social enterprises and NGOs • Incubation centres and innovation labs • Technology companies and IT hubs	• Observation and analytical thinking • Professional communication • Industry awareness • Career exploration and curiosity	• Understanding real-world business operations and team dynamics. • Applying innovation and problem-solving in practical contexts. • Gaining clarity on business models and customer engagement.

Places that can be explored	Entrepreneurial Skills Developed	Insights for students
- Retail and service businesses - Financial institutions and fintech startups - Creative industries (design, media, marketing) - Agri-business and sustainability startups and other related places	Adaptability and real-world learning mindset	- Exploring the startup ecosystem, incubation, and support systems. - Recognizing the importance of workplace ethics and professional conduct.

5) STARTUP STORMERS COMPETITION

Startup Stormers Competition is a guided, activity-based entrepreneurial platform where students work in teams to identify authentic problems, design innovative and feasible solutions, and develop them into structured startup or social enterprise ideas. It integrates research, design thinking, budgeting, marketing strategy, prototyping, and formal pitching into one cohesive learning experience.

More than a competition, it is a simulated entrepreneurial journey that encourages creativity, problem-solving, teamwork, leadership, and practical application of business concepts, enabling students to move from ideas to actionable solutions with confidence and clarity.

Objectives

- 🎯 To foster innovation, ideation, and opportunity-driven thinking.
- 🎯 To develop problem-solving, prototype development, and solution validation skills.
- 🎯 To build startup planning, execution, and competitive strategy competence.
- 🎯 To strengthen digital literacy, AI awareness, marketing, branding, and financial management skills.
- 🎯 To enhance communication, collaboration, leadership, and structured pitching abilities.
- 🎯 To cultivate resilience, adaptability, and entrepreneurial decision-making.
- 🎯 To connect learning with real-market challenges and value creation.
- 🎯 To nurture future-ready entrepreneurs contributing to India's economic and social growth.

Startup Stormers as a Progression across classes

PHASE 1: ENTREPRENEURIAL FOUNDATION (Class 8)

Focus: Orientation to NEEEV and Opportunity Awareness

- Conceptual understanding of the NEEEV framework
- Developing an opportunity-seeking mindset
- Identifying everyday problems and unmet needs
- Creativity stimulation and exposure to inspiring startup journeys

Year-End Milestone: Students cultivate curiosity, observational ability, and a value-creation orientation.

PHASE 2: IDEATION & TEAM FORMATION (Class 9)	PHASE 3: PROTOTYPE BUILDING and TESTING (Class 10)
Focus: Collaborative Problem Identification and Idea Generation	Prototype Building and Testing
- Formation of structured 5-member entrepreneurial teams - Identification of community/local challenges - Structured brainstorming and divergent thinking - Feasibility screening and selection of a viable idea Year-End Milestone: Students demonstrate teamwork, ideation capability, and structured problem analysis.	- Basic market research and user understanding - Development of a Minimum Viable Product (MVP) or Prototype - Field testing with peers/community - Iterative refinement based on feedback Year-End Milestone: Students acquire experimentation skills, validation techniques, and iterative thinking ability.

PHASE 4: VENTURE DESIGN and MARKET EXECUTION (Class 11)	PHASE 5: INCUBATION and FUTURE TRANSITION (Class 12)
Focus: Business Planning, financial support (₹20,000) per team and Market Positioning	Focus: Venture Strengthening and Ecosystem Engagement
- Business model and value proposition development - Budgeting, costing, pricing, and financial planning - Marketing, branding, and operational strategy - Responsible utilization of ₹20,000 financial support - Product refinement, market validation, and competitive positioning - Investor-style pitch presentation Year-End Milestone: Students demonstrate financial discipline, strategic planning, market readiness, and professional pitching competence.	- Refining and stabilizing their startup model - Piloting or operating the venture in a real or simulated market setting - Showcasing ventures through demo days or investor-style presentations - Connecting with incubation centers, mentors, and startup networks - Exploring external competitions, funding avenues, and future pathways Year-End Milestone: Students demonstrate venture maturity, ecosystem awareness, and readiness to transition into incubation, higher education, employment, or independent entrepreneurship.

Facilitator Guidelines

- 👉 Treat the **Student Manual and Teacher's Manual** as complementary tools. Refer to the Student Manual for detailed explanations, stories, and activity sheets while facilitating.
- 👉 Use the indicative responses provided in this manual only as guidance. Encourage students to share diverse answers and perspectives.
- 👉 This manual explains the **rationale** of the topic — clarifying why this concept is included in the chapter and how it supports the overall learning objectives.
- 👉 Use the **Connecting the Dots** section as a short recap of the previous class to build continuity and strengthen understanding.
- 👉 Refer to the QR codes for detailed knowledge about the concepts given under the concept box.
- 👉 Make learning meaningful by linking concepts to students' local context, daily experiences, and community examples.
- 👉 Use storytelling, case stories and scenarios, and real-life problem discussions to promote curiosity and deeper thinking.
- 👉 Provide clear, step-by-step instructions and explain the purpose of each activity before learners begin.
- 👉 Actively observe group work and ensure inclusive and balanced participation.
- 👉 Adapt activities based on time, classroom dynamics, and available resources without changing the learning objective.
- 👉 Appreciate small efforts, creative ideas, and student initiative to nurture an entrepreneurial mindset.
- 👉 Focus on process-based and observational assessment. Participation, collaboration, creativity, and reflection are more important than only correct answers.
- 👉 End each session with a brief reflection, key takeaway, or life connection to reinforce learning.

QR-Enabled Learning Resource Framework

Teacher's Manual QR Code	Connecting the Dots QR Code	Concept Box QR Code
This enables the teacher to refer to the digital form of the same chapter of Teacher's Manual (Class 10) which they are reading in physical format.	QR code is placed at the beginning of the <i>Connecting the Dots</i> section. This enables teachers to refer to the relevant chapter from the Student Manual of the previous class (class 9) for continuity and deeper understanding.	QR code Concept Boxes of all the chapters 

Assessment

Assessment in NEEEV is a continuous process of observing, recording, and supporting student learning so that growth is visible and measurable. It helps the facilitator understand how students are developing entrepreneurial skills, participating in activities, and applying what they learn. Through regular feedback and documentation, assessment ensures that classroom activities are structured, aligned with curriculum goals, and focused on meaningful skill development.

Types of Assessment

1. **Self-Assessment** for personal reflection on learning and growth. This is given at the end of the student manual.
2. **Peer Assessment** for evaluating teammates' teamwork and contributions. This is at the end of the student manual.
3. **Facilitator Assessment** for tracking observable progress throughout the year.

The standardised assessment format is attached at the end of the teacher manual and must be followed for documentation and evaluation purposes.

ASSOCIATION OF CHAPTERS WITH CORE SCHOOL SUBJECTS

Chapter 2: Entrepreneurship and Society

Associated Core Subjects

- Social Science (Civics & Economics): Understanding the role of entrepreneurs in society, cooperatives, employment, and inclusive growth.
- Language (English/Hindi): Reading stories, discussion, reflection, expressing opinions and values.

Chapter 3: Entrepreneurial Landscapes

Associated Core Subjects

- Social Science: (Geography & Civics) Identifying local problems, community needs, and societal challenges.
- Science: Observation, questioning, and logical thinking to identify problems.
- Language: Describing problems clearly, explaining ideas, and presenting solutions.

Chapter 4: Create, Connect and Collaborate

Associated Core Subjects

- Language (English/Hindi): Speaking, listening, questioning, group discussion, persuasion, and presentation skills.
- Social Science (Civics): Teamwork, conflict resolution, democratic decision-making.

Chapter 5: Smart Goals, Big ideas

Associated Core Subjects

- Mathematics: SMART goals involve measurement, timelines, and logical planning.
- Language: Writing goals, explaining vision, reflecting on ideas.
- Science: Experimentation, innovation, and iterative thinking.
- Art & Design: Creative thinking, redesigning ordinary objects.

Chapter 6: Discovering Your Customer

Associated Core Subjects

- Science: Prototyping, testing, experimentation, iteration, and observation.
- Mathematics: Resource planning (5M), feasibility thinking.
- Social Science (Economics): Market needs, customers, production, and services.
- Art & Craft: Model-making, sketches, physical prototypes.

Chapter 7: Gaining Digital Edge

Associated Core Subjects

- Computer Science / IT: AI, chatbots, spreadsheets, presentations, digital tools.
- Mathematics: Data recording, analysis, charts, profit tracking.
- Language: Documentation, digital presentations, survey questions.
- Social Science: Technology's role in business and society.

Chapter 8: Financial Matrix

Associated Core Subjects

- Mathematics: Budgeting, profit-loss calculation, averages, totals.
- Economics: Income, expenses, savings, and financial planning.

Chapter 9: Entrepreneurship through Legal Lens

Associated Core Subjects

- Civics / Political Science: Laws, rights, duties, fairness, and justice.
- Economics: Business registration, labour laws, legal compliance.
- Language: Understanding legal terms, expressing ethical viewpoints.



NEEEV- The Startup Journey Begins

No of Periods: 2

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Explain the purpose and vision of the NEEEV programme.
- 🎯 Identify key entrepreneurial values embedded in NEEEV.
- 🎯 Reflect on their own potential as future innovators and problem-solvers.

Rationale for the Chapter

Adolescence is a crucial formative stage when learners begin shaping their identity, confidence, and future aspirations. During this period, exposure to entrepreneurial thinking plays a transformative role in building self-belief and initiative. It encourages students to move beyond passive learning and actively engage in problem-solving and innovation. By nurturing leadership qualities and a sense of responsibility, learners begin to see themselves as capable contributors to society rather than mere recipients of knowledge. Entrepreneurial education at this stage also bridges the gap between classroom learning and real-world application, making education more meaningful and relevant. Through the NEEEV initiative, students are guided to develop essential life skills, ethical values, and social awareness, laying a strong foundation for becoming confident, responsible, and future-ready individuals who can create opportunities for themselves and others.

Core Focus of Chapter	To develop entrepreneurial thinking and life skills.	
Aligned SDGs	SDG 4: Quality Education Promotes skill-based and experiential learning	
	SDG 8: Decent Work and Economic Growth Builds entrepreneurial capability	
	SDG 9: Industry, Innovation & Infrastructure Encourages innovation mindset	

How the Chapter supports the SDGs	Develops an attitude towards entrepreneurial and employability skills. Also, prepares learners as responsible, future-ready contributors to sustainable development.
Alignment with NEP 2020	➤ Experiential Learning ➤ Skill Development ➤ 21st Century Skills ➤ Holistic Education ➤ Critical and Creative Thinking

▶ 1.1 Introduction to NEEEV

Objectives

- Understand the meaning and vision of NEEEV.
- Recognise entrepreneurship as a mindset.
- Connect NEEEV values to daily life.

Classroom Dialogue Reflection

Materials Required

Blackboard/Chart Paper.

Facilitator Instructions

1. Recreate the dialogue from the student manual.
2. Ask students:
 - Are marks the most important?
 - What happens if two students get equal marks?
3. List skills students mention.
4. Introduce the concept of 'Learning by Doing.'

Facilitator Tips

- Encourage open discussion.

- Avoid dismissing marks; balance the conversation.
- Link skills to real-life success stories.

Discussion Prompts

- What does 'Learning by Doing' mean?
- Can you give an example from school life?
- Why are skills important in today's India

Entrepreneurial Skills Developed

Critical thinking, Communication, Self-reflection, Awareness

Debrief

Marks measure academic performance. Skills determine real-world success. NEEEV integrates both.



Activity 1.1 What Would You Do?

Facilitator Instructions

1. Present the 'Forgotten Project File' scenario.
2. Give students 2–3 minutes for silent thinking.
3. Allow peer discussion.
4. Ask volunteers to share solutions.
5. Highlight resourcefulness.

Facilitator Focus

Shift discussion from:

Why did this happen? to: What can be done now?

Entrepreneurial Insight

Most people stop at the problem; entrepreneurs look for possibilities.

Entrepreneurial Skills Developed

Decision-making, Adaptability, Resource utilisation, Emotional regulation

Story Time – Turning a Problem into a Big Idea

Story Discussion: Tilak Mehta

Facilitator Instructions

1. Narrate Tilak's journey briefly.

2. Explain the ecosystem table.
3. Divide class into groups.
4. Assign each group one ecosystem player:
 - Entrepreneur
 - Parents
 - Mentors
 - Dabbawalas
 - Investors
 - Customers
5. Ask: What would happen if this player was missing?

Discussion Prompts

- What problem did Tilak face?
- Why was the ecosystem important?
- Can students build ecosystems?

Entrepreneurial Skills Developed

Systems thinking, Collaboration, Leadership, Opportunity recognition

Debrief

Ideas grow stronger when supported by a network. Entrepreneurship is not a solo journey.



Activity 1.2 NEEEV - Mission, Vision and Aim

Objectives

- 👉 Help learners distinguish between Vision, Mission, and Aim and relate them to the goals of NEEEV.
- 👉 Develop learners' understanding of how NEEEV components support experiential and entrepreneurial learning.

Facilitator Instructions

1. Write on board:
 - VISION**
 - MISSION**
 - AIM**
2. Ask students to differentiate.

3. Explain:

- Vision = Long-term dream
- Mission = How to achieve it
- Aim = Immediate purpose

Key Components Discussion

Explain briefly:

- NEEEV Curriculum

- NEEEV Dialogue
- Startup Stormers
- Specialised Workshops
- Industry Visits

Facilitator Tip

- Emphasise experiential exposure.



Activity 1.3 Structure of NEEEV

Objectives

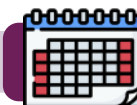
- 👉 Enable learners to describe the SIC-ZIC-DIC structure and explain how innovation support flows within the NEEEV framework.
- 👉 Guide learners to apply the 'Spot-Question-Connect' approach to

identify a real-life problem and propose ecosystem-based support for solutions.

Facilitator Instructions

1. Use pyramid diagram on board:
School → Zone → District
2. Explain flow of ideas upward and support downward.

Spot – Question – Connect



Weekly Task

Facilitator Instructions

- 👉 Ask students to identify one recurring problem.
- 👉 Ensure the question starts with 'Why' or 'How'.
- 👉 Help them think about ecosystem support.
- 👉 Encourage realistic ideas.

Entrepreneurship and Society



No of Periods: 2

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Explain how entrepreneurs contribute to society by solving problems, creating jobs, and balancing social impact with business sustainability.
- 🎯 Apply the Triple Bottom Line (People, Planet, Profit) to identify ethical, socially responsible entrepreneurial practices, using real-life examples.

Connecting the Dots

In Class 9, learners have

- Understood that entrepreneurship is a mindset, not limited to starting businesses or earning money.
- Explored common myths and facts about entrepreneurs, realising that entrepreneurs are ordinary people with learnable qualities.
- Learned that entrepreneurship involves problem-solving, creativity, initiative, and responsible decision-making.
- Identified key entrepreneurial traits such as curiosity, empathy, resilience, and willingness to try new ideas.
- Observed how entrepreneurial traits appear in everyday situations at school, at home, and in the community.
- Recognised that challenges and failures are part of the learning process and can lead to improvement.
- Reflected on their own strengths and areas for growth, building confidence and self-awareness.



Rationale for the Chapter

Learners often associate entrepreneurship only with money and success. This chapter broadens that understanding by explaining that entrepreneurship also plays a vital role in improving quality of life, strengthening communities, promoting fairness, dignity, and inclusion, and encouraging the responsible use of resources. By exploring entrepreneurship through a social lens, learners develop empathy, ethical reasoning, and responsible citizenship alongside entrepreneurial thinking, helping them see entrepreneurship as a means to create meaningful and positive change in society.

Core Focus of Chapter	Identifying real-life problems through observation
Aligned SDGs	SDG 4: Quality Education Encourages observation, questioning, and critical thinking through real-life problem identification. 
	SDG 11: Sustainable Cities and Communities Learners observe everyday issues in their surroundings, promoting awareness of community needs. 
	SDG 8: Decent Work and Economic Growth Identifying problems is the first step toward entrepreneurial solutions that create value and livelihoods. 
How the Chapter supports the SDGs	Builds awareness of community needs and encourages problem sensitivity as the first step toward solutions.
Alignment with NEP 2020	➤ Being strongly aligned with experiential and inquiry-based learning. ➤ Promoting learning through observation of real-world contexts rather than textbooks alone. ➤ Developing critical thinking and curiosity, which are core competencies highlighted in NEP 2020. ➤ Encouraging learners to become active problem-solvers instead of passive learners.

2.1 Role of Entrepreneurs in Society

Objectives

- Identify how Indian entrepreneurs have improved lives and created jobs.
- Recognise how entrepreneurship drives social and economic well-being.



Activity 2.1 The Entrepreneur's Dilemma – Impact vs. Viable Business

Materials Required

- Two large signs:
- HIGH SOCIAL / ENVIRONMENTAL IMPACT
 - FINANCIALLY VIABLE & SCALABLE BUSINESS

Facilitator Instructions

1. Place the two signs on opposite sides of the classroom.
2. Explain that learners will listen to short business scenarios.
3. After each scenario, give learners 15 seconds to think and move to one sign.
4. Invite 3–4 volunteers to explain their choice.
5. Reinforce that there is no single correct answer.

Facilitator Tips

- Encourage quick thinking and honest choices.
- Avoid correcting responses; probe reasoning instead.

Story Time: The Farmer Who Beat the Bullies – The Story of Amul

Facilitator Tips

- Narrate the story with emotion and pauses.
- Emphasise the farmer's problem before the solution.
- Highlight cooperation, fairness, and long-term vision.

Discussion Prompts

- How did Amul balance business growth and community welfare?

- Why did the cooperative model work for farmers?
- How did shared ownership reduce exploitation?

Entrepreneurial Skills Developed

- **Social impact awareness** – Understanding how businesses improve lives and communities.
- **Observation skills** – Noticing problems and unmet needs in everyday life
- **Problem identification** – Clearly defining what the real issue is
- **Opportunity recognition** – Seeing problems as potential business ideas
- **Critical thinking** – Questioning assumptions and looking beyond surface issues
- **Curiosity and awareness** – Staying alert to changes in people's needs and surroundings
- **Leadership and initiative** – Mobilising people and resources for change.
- **Vision-driven thinking** – Linking values with sustainable business success.

Debrief

- Entrepreneurs build jobs, dignity, and trust.
- Cooperation can be a powerful business model.
- Long-term success comes from fairness and shared growth.

Entrepreneurs and Their Impact !



Weekly Task

Facilitator Instructions

Ask learners to research one entrepreneur and write briefly:

- 👉 What problem does the business solve?
- 👉 How does it help people or the community?
- 👉 What challenges does the entrepreneur face?

Facilitator Tip

- 👉 Focus on understanding, not perfect facts.

2.2 Ethical and Social Entrepreneurship

Objectives

- Identify how entrepreneurs support people with different needs.
- Learn how businesses succeed responsibly and ethically.



Recap Activity 2.2 The Ethics Detective

Facilitator Instructions

- Before starting the activity, discuss the weekly task of 2.1
- Read aloud short business actions, such as Ethical/Unethical.
- learners respond using:
 - Green card/thumbs-up → Ethical
 - Red card/thumbs-down → Unethical
- After each response, ask learners why they chose that option.

Facilitator Tips

- Encourage reasoning, not speed.
- Avoid labelling answers immediately.

Discussion Prompt

Do you think ethical practices help to make society inclusive and fair? Give reasons to support your answer.



Story Time

Mitti Café – Ability Beyond Disability

Facilitator Tips

- Inclusion over sympathy
- Dignity through meaningful work
- Business success with social responsibility

Discussion Prompts

- Who is included in this business?
- What problem is being solved?
- How does dignity replace sympathy?

- What impact does inclusive employment create?
- From Amul and Mitti Cafe, what three things keep appearing again and again?

Triple Bottom Line: People, Planet, Profit

Facilitator Tips: Introduce the concept after discussion, not before.

Explain simply:

- People:** Fair treatment, inclusion, dignity

- **Planet:** Responsible use of resources
- **Profit:** Sustainability and continuity

Link back to the Amul and Mitti Café examples.

Entrepreneurial Skills Developed

- **Empathy** – The ability to understand and feel what others need, experience, or struggle with before designing a solution
- **Ethical reasoning** – The ability to decide what is right and fair while respecting rules, values, and others' rights.
- **Social responsibility** – The awareness that business decisions should positively

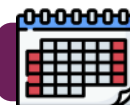
impact people, society, and the environment.

- **Critical thinking** – The skill of analysing information, questioning assumptions, and making thoughtful, logical decisions.

Debrief

- Ethical practices create trust and inclusion.
- Businesses can grow while caring for people and the planet.
- Inclusion strengthens society and enterprises.

Design for Inclusion



Weekly Task

Facilitator Instructions

In groups, learners will:

1. Identify a person or group in need.
2. Design a simple product or service to help them.
3. Sketch the idea and name the startup.

Facilitator Tips

- Encourage simple, empathy-driven ideas.
- Do not judge feasibility or profitability.
- Appreciate every group's effort.
- Encourage multiple viewpoints and respectful discussion.
- Use local examples if learners struggle to connect.

Entrepreneurial Landscapes



No of Periods: 4

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Classify Indian businesses based on investment size, number of workers, and market reach.
- 🎯 Understand how the size of a business affects ownership, decision-making, and access to resources.
- 🎯 Differentiate between cooperatives, companies, and partnerships based on purpose, ownership, and profit sharing.
- 🎯 Identify how and why a business may change its structure as it grows.

Connecting the Dots

In Class 9, learners have

- Understood that entrepreneurship is realistic and attainable, not limited to elite backgrounds or large businesses.
- Questioned common assumptions and misconceptions about entrepreneurs and success.
- Engaged with real-life situations, case studies, and reflection-based activities to understand how ideas emerge and grow.
- Developed early skills in problem-solving, teamwork, and idea development.
- Prepared themselves to explore entrepreneurial ecosystems, innovation processes, and venture development in higher grades.



Rationale for the Chapter

Learners often admire large brands without understanding how they began or why their structure matters. This chapter builds awareness of the diversity of businesses in the Indian economy and helps learners understand that growth is a journey rather than an instant outcome. It encourages informed decision-making related to business size, ownership, and expansion, while also developing analytical thinking through comparison and real-life examples.

Core Focus of Chapter	Idea generation and creative thinking	
Aligned SDGs	SDG 9: Industry, Innovation, and Infrastructure Transforming problems into ideas fosters innovation and solution-oriented thinking. SDG 8: Decent Work and Economic Growth Idea generation supports entrepreneurship and future economic participation. SDG 4: Quality Education Encourages creativity, collaboration, and idea articulation.	  
How the Chapter supports the SDGs	Encourages innovation by transforming everyday problems into entrepreneurial ideas	
Alignment with NEP 2020	➤ Supporting creativity and innovation as key learning outcomes. ➤ Encouraging collaborative learning through group ideation activities. ➤ Promoting design thinking and problem-solving skills, which are central to NEP's vision. ➤ Allowing flexibility in thinking by supporting multiple solutions rather than a single correct answer.	

▶ 3.1 How Big is the Business ?

Objectives

- Analyze the journey of a business as it grows from a small enterprise to a medium enterprise by examining expansion in operations, workforce, and market reach.
- Explain how key decisions can enable a business to grow from a single outlet into a multi-city brand.



Activity 3.1 Size It Right!

Facilitator Instructions

- 👉 Inform learners that they will listen to the names of different businesses.
- 👉 Read out the business names one by one.
- 👉 Ask them to categorise each as Small, Medium, or Large based on their understanding.
- 👉 After categorisation, initiate discussion using the guiding questions.

Facilitator Tip

- Avoid correcting learners immediately. Allow misconceptions to surface and be addressed through discussion.



Story Time

The Journey of Chai Point – Brewing Big Dreams

Facilitator Tips

- Emphasise the problem identification stage.
- Highlight the role of technology, innovation, and customer trust.
- Connect growth to decisions, not luck.



Worksheet Guidance

Decoding the Enterprise – The Story of Chai Point

Guide learners to

- 👉 Identify early-stage characteristics (small enterprise)

- 👉 Track expansion indicators (cities, employees, technology)

- 👉 Reflect on the quote and interpret 'spark' vs 'fire'

Entrepreneurial Skills Developed

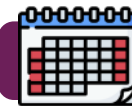
- **Problem identification** – Noticing unmet needs and challenges in everyday life.
- **Observation skills** – Carefully studying surroundings to spot opportunities.
- **Creative thinking** – Generating ideas to solve real-world problems.
- **Curiosity and initiative** – Asking 'why'

and 'how' to explore possibilities.

Debrief

- Business size depends on scale, reach, and workforce – not just shop space.
- Small ideas can grow with vision, innovation, and trust.
- Growth requires strategic decisions and adaptability.

Spot the Size Around You



Weekly Task

Facilitator Tips

- 👉 Encourage the use of neighbourhood examples.
- 👉 Accept approximate data.
- 👉 Focus on the reasoning behind classification.

3.2 Who Owns the Business?

Objectives

- Identify different forms of business ownership.
- Analyse how ownership affects decisions and responsibilities.



Story Time

Zerodha – Trust, Technology, and Teamwork

Focus Points

- Partnership as shared responsibility
- Trust and transparency as growth drivers
- Purpose over aggressive profit-making



Worksheet Guidance

Decoding Business Ownership - The Story of Zerodha

Guide learners to

- 👉 Identify why the partnership suited the founders

- 👉 Compare a partnership with a sole proprietorship

- 👉 Analyse challenges at a large scale

Entrepreneurial Skills Developed

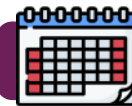
- **Idea generation** – Creating multiple solutions for a single problem.
- **User-centric thinking** – Designing solutions based on users' needs and comfort.
- **Experimentation mindset** – Trying, testing, and refining ideas without fear of failure.

- **Innovation skills** – Improving existing ideas instead of copying them.

Debrief

- Ownership determines control, risk, and profit sharing.
- Partnerships allow shared ideas and responsibilities.
- Structure must evolve as scale increases.

My Business, My Ownership



Weekly Task

Facilitator Tips

- 👉 Encourage clarity of reasoning over technical accuracy.
- 👉 Allow diverse ownership choices.
- 👉 Use presentations for peer learning.

3.3 Cooperative and Companies – Working Together

Objectives

- Explain how cooperatives and companies function.
- Compare their ownership, purpose, and decision-making structures.



Story Time

Lijjat Papad – When Seven Women Rolled a Revolution

Focus Points

- Cooperative values: equality, dignity, self-help.
- Democratic decision-making.
- Collective success over individual profit.



Activity 3.2

Cooperative vs. Company Analysis

Facilitator Instructions

1. Divide learners into groups of 4–5.
2. Ask them to complete the worksheet using the story.
3. Encourage evidence-based answers.

Discussion Prompt

Lijjat's rule was 'No charity, only self-help.'

How does the cooperative model turn this idea into a practical business reality? Explain in 2–3 sentences, using an example from the story.

Facilitator Tip

Guide learners to connect 'No charity, only self-help' with ownership and profit sharing.

Entrepreneurial Skills Developed

- **Analytical thinking** – Comparing

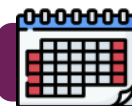
different options and selecting the best solution.

- **Decision-making** – Choosing practical and feasible ideas.
- **Risk awareness** – Understanding possible challenges before acting.
- **Adaptability** – Modifying ideas based on feedback and real situations.

Debrief

- Cooperatives focus on member welfare and equality.
- Companies focus on growth, scale, and shareholder value.
- Both models can succeed depending on the purpose.

Enterprise in My Community



Weekly Task

Facilitator Tips

- 👉 Encourage field-based learning.
- 👉 Accept oral or poster presentations.
- 👉 Emphasise understanding over aesthetics.

Create, Connect, and Collaborate



No of Periods: 4

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Communicate ideas clearly, listen actively, and respond respectfully during group work.
- 🎯 Collaborate by understanding different viewpoints to solve problems together.
- 🎯 Discuss and resolve differences to reach fair, practical decisions.
- 🎯 Co-create shared solutions using effective communication, teamwork, and negotiation skills.

Connecting the Dots

In Class 9, learners have

- Learned to look at one problem from multiple angles, generating many possible solutions through creative thinking tools like brainstorming, mind mapping, role play, and SCAMPER.
- Understood the 3P Framework (People, Planet, Profit) as a guide to design ideas that are responsible, sustainable, and meaningful.
- Experienced how teamwork, discussion, and feedback help ideas grow stronger and more practical.
- Practised validating ideas using simple checks to see whether solutions are useful, feasible, and ethically sound.
- Began to think and act like young innovators, connecting creativity with responsibility and real-life problem-solving.



Rationale for the Chapter

Entrepreneurs rarely work alone, as ideas grow through conversations, feedback, disagreement, and shared effort. This chapter helps learners build confidence in expressing ideas clearly, learn to listen to and respect diverse perspectives, handle disagreements constructively, and understand that conflict, when managed well, can improve outcomes. These skills are essential not only for entrepreneurship but also for academic, professional, and personal life.

Core Focus of Chapter	Feasibility analysis and decision-making.		
Aligned SDGs	SDG 12: Responsible Consumption and Production Evaluating ideas teaches learners to consider feasibility, resources, and sustainability. SDG 8: Decent Work and Economic Growth Helps learners understand which ideas are practical and economically viable. SDG 4: Quality Education Builds decision- making and analytical skills.	  	
How the Chapter supports the SDGs	Helps learners assess resources, risks, and sustainability before selecting an idea.		
Alignment with NEP 2020	➤ Emphasising decision-making and reasoning as key higher-order thinking skills. ➤ Aligning with NEP's focus on learning through reflection and analysis. ➤ Encouraging learners to weigh options and consequences, preparing them for real-life choices. ➤ Strengthening entrepreneurial judgement rather than rote learning.		

4.1 Clear and Effective Communication

Objectives

- Practise clear, polite and precise questioning and instruction-giving.
- Connect effective communication with trust-building and problem prevention in entrepreneurship.



Activity 4.1 Save the App!

Materials Required

- Sticky notes and markers
- Prepared 'Chaos Message' cards
- Simple relay props (pens, box, receipt pad)
- Timer or stopwatch

Facilitator Instructions

1. Divide learners into groups of 6–7.
2. Introduce the scenario of the hyper-local delivery app ZapRun.
3. Give each team one Chaos Message Card.
4. Allow 3 minutes for teams to identify missing details (What, Where, When, Cost, Details).
5. Ask teams to rewrite the message clearly on a large sticky note.

6. Invite teams to share their rewritten messages briefly.

Facilitator Tips

- Encourage polite language and completeness.
- Emphasise clarity over speed.



Case Study

Porter – Moving Things Made Easy

Facilitator Tips

- Link clear communication to reliability and trust.
- Highlight how structured information prevents mistakes.

Discussion Prompts

- What could go wrong if instructions are not clear?
- How does clear communication save time and effort for delivery apps.

Entrepreneurial Skills Developed

- **Observation skills** – noticing real-life problems and customer behaviour.

- **Customer empathy** – understanding needs, preferences, and pain points.
- **Problem identification** – recognising gaps between what exists and what is needed.
- **Questioning skills** – asking the right questions to understand users better.

Debrief

- Clear communication prevents confusion and failure.
- Listening is as essential/important as speaking.
- Polite and complete messages build trust.

Be a Porter Communicator



Weekly Task

Focus Points

- 👉 Look for clarity, tone, and completeness.
- 👉 Avoid grammatical correction; focus on meaning.

4.2 Co-Creation and Networking

Objectives

- Identify the role of multiple stakeholders in shaping products and services.
- Recognise the importance of trust, communication, and shared ownership.



Activity 4.2 Fix the Message

Facilitator Instructions

1. Read out the unclear message: 'Please manage this.'
2. Ask learners to rewrite it individually.
3. Let learners compare responses with a partner.
4. Use differences to introduce multiple perspectives.

Facilitator Tips

- Use student responses to transition into Co-creation & Networking
- **Emphasise:** *clear communication* → *multiple perspectives* → *need for collaboration*
- Highlight that even clear messages can differ across viewpoints, with the need for collaboration.



Story Time

Zomato – An Idea That Grew by Connecting People

Focus Point

- Networks over individual effort.
- Feedback as fuel for growth.

Discussion Prompts

- Name at least three groups connected through Zomato.

- What do we call it when success depends on strong connections between people?

Expected student responses

- Restaurants, Customers, Feedback teams



Activity 4.3 Create & Connect

Facilitator Instructions

1. Divide learners into groups of 5–6.
2. Provide one prompt card to each group.
3. Each student suggests one improvement idea.
4. List the groups and stakeholders required to make the idea work.

Facilitator Tips

- Encourage equal participation.
- Prevent domination by one voice.

Facilitator Tip

Guide learners to connect 'No charity, only self-help' with ownership and profit sharing.

Entrepreneurial Skills Developed

- **Research skills** – collecting information through surveys, discussions, and observation.
- **Analytical thinking** – interpreting feedback to make decisions.
- **Decision-making** – choosing ideas based on customer input, not assumptions.

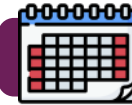
- **Adaptability** – modifying ideas based on real responses.

Debrief

- Strong ideas grow through shared ownership.

- Networking connects skills, resources, and feedback.
- Collaboration improves quality and acceptance.

Creating Together Isn't Always Easy



Weekly Task

Focus Points

- 👉 Emphasise reflection over outcomes.
- 👉 Validate emotional responses and learning.

4.3 Negotiation and Conflict Resolution

Objectives

- Practise negotiation through listening and adjustment.
- Apply conflict-resolution strategies with empathy and respect.



Activity 4.4 Stand Where You Agree

Facilitator Instructions

1. Read each statement aloud.
2. Ask learners to stand if they agree or remain seated if they disagree.

3. Invite volunteers to explain their position.

Facilitator Tips

- Normalise disagreement.
- Ensure respectful listening.



Story Time

Byju's – Too Many Good Ideas

Focus Point

- Conflict as a source of improvement.
- Balancing priorities instead of choosing sides.

Discussion Prompts

- Was conflict harming the team or helping it?
- What would happen if one team's idea was forced on others?



Activity 4.5 The Learning App Decision

Facilitator Instructions

1. Form groups of 5–6 learners and explain that each role represents a **real stakeholder with valid needs**, not a right or wrong position.
2. Encourage learners to **listen fully before responding** and to speak from their assigned role during negotiation.
3. Remind groups that the goal is **consensus, not winning**— they must protect key priorities while being flexible on others.
4. Move around the classroom to prompt thinking with questions like *‘What can this role give up without losing its core need?’*
5. During group sharing, focus discussion on **how compromise and communication led to a balanced decision**, not on the final answer itself.

Facilitator Tips

- Help teams identify priorities before solutions.
- Encourage compromise without loss of core values.

Entrepreneurial Skills Developed

- **Creative problem-solving** – designing solutions that meet customer needs.
- **Value creation** – linking solutions clearly to customer benefits.
- **Critical thinking** – evaluating whether a solution truly solves the problem.
- **Communication skills** – explaining how an idea creates value for users.

Debrief

- Conflict is natural in teamwork.
- Negotiation helps protect what matters most.
- Fair decisions strengthen trust.

SMART Goals, Big Ideas



No of Periods: 3

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Apply goal-setting strategies to turn personal or business ideas into clear, SMART goals.
- 🎯 Generate and refine innovative ideas by experimenting with multiple solutions to achieve a defined goal.

Connecting the Dots

In Class 9, learners have

- Understood how mindset influences learning, confidence, and outcomes, and how changing the way they think can change what they achieve.
- Learned the difference between a fixed mindset and a growth mindset, recognising that abilities grow through effort, practice, and learning.
- Practised resilience and the courage to begin, understanding that starting—even imperfectly—is an important step in entrepreneurship.
- Developed skills in critical and creative thinking, seeing how analysis and imagination work together to solve problems.
- Learned to overcome the fear of failure by treating mistakes as feedback and using reflection to improve.
- Built self-efficacy and confidence through real-life examples, understanding that persistence and belief in oneself are essential for entrepreneurial growth.



Rationale for the Chapter

Many learners have ideas and dreams but find it difficult to act on them. This chapter helps learners distinguish between vague dreams and actionable goals, break large visions into achievable steps, and understand that innovation does not always mean invention but often involves improvement. It also develops planning, creativity, and perseverance, empowering learners to take purposeful action in academics, entrepreneurship, and life.

Core Focus of Chapter	Goal-setting and planning for innovation.		
Aligned SDGs	SDG 8: Decent Work and Economic Growth Goal-setting and innovation are essential for sustainable entrepreneurship. 	SDG 9: Industry, Innovation, and Infrastructure Encourages creative approaches to achieving goals through innovation. 	SDG 4: Quality Education Builds planning, creativity, and self-management skills. 
How the Chapter supports the SDGs	Promotes purposeful planning and innovation through clear, achievable goals.		
Alignment with NEP 2020	➤ Aligning with goal-oriented and competency-based education. ➤ Encouraging self-directed learning through SMART goals. ➤ Supporting innovation, creativity, and adaptability as core NEP competencies. ➤ Helping learners connect vision with action, preparing them for lifelong learning and entrepreneurship.		

5.1 From Vision to Action

Objectives

- Differentiate between a vision and a goal using Nykaa's journey.
- Create SMART goals and justify how they support a larger vision.



Story Time

Nykaa in the Making

Facilitator Tips

- Read silently or aloud in parts.
- Emphasise small steps before big success.
- Highlight risk-taking with planning.

Think-Pair-Share

Discussion Prompts

- **Big dream:** Making Nykaa India's most trusted beauty destination.
- **Small steps:** Launching a website, onboarding brands, setting order targets
- **Difference:** Vision gives direction; goals give action.



Activity 5.1

Goal Detective

Materials Required

- Prepare and carry Goal cards to the class.

Facilitator Instructions

1. Divide learners into groups of 5.
2. Distribute prepared goal cards from Nykaa's journey.
3. Ask groups to analyse goals using SMART questions.
4. Each group explains how their goal fits one SMART letter.

Facilitator Tips

- Keep explanations simple.
- Reinforce that SMART goals are tools, not rules.

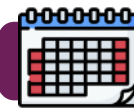
Entrepreneurial Skills Developed

- **Visioning skills** – imagining long-term goals and desired impact.
- **Goal-setting skills** – converting ideas into clear and SMART goals.
- **Strategic thinking** – breaking big dreams into achievable steps.
- **Planning and prioritisation** – deciding what to do first and what matters most.
- **Self-management** – staying focused, disciplined, and time-aware.

Debrief

- Vision shows where to go.
- SMART goals show how and when.
- Entrepreneurs need both dreaming and discipline.

From Idea to Direction



Weekly Task

Focus Points

Lead the discussion towards focus points such as:

- 👉 Why is setting the goals important?
- 👉 How may it impact planning and execution?

5.2 Innovating Ideas

Objectives

- Explain innovation as achieving the same goal through multiple paths.
- Generate and justify innovative ideas based on needs and opportunities.



Activity 5.2 One Goal, Many Paths

Facilitator Instructions

1. Read aloud the goal: 'Your goal is to carry water to class.'
2. Collect multiple solutions from learners.
3. Compare answers.



Story Time

BoAt- Listening Before Building

Facilitator Tips

- Allow the students to read the story individually.

Discussion Prompts

- What stayed the same for boAt?
- What kept changing?

Expected Student Responses

- **Goal stayed the same:** Carry water

- **Ideas differed:** Bottle, tumbler, jug, bag, etc.

Focus Point

Lead the discussion to:

- Goal: Affordable, stylish, durable audio products.
- What changed: Designs, materials, features, experiments.



Activity 5.3 Innovate the Ordinary

Facilitator Instructions

1. Divide the class into groups of 5.
2. Guide students to fill the worksheet.
3. Take reflections from 1-2 groups.
4. Encourage need-based thinking.

Facilitator Tips

- Encourage creativity without judgment.
- Avoid feasibility criticism.

Entrepreneurial Skills Developed

- **Creative thinking** – generating multiple solutions for the same goal.
- **Innovation mindset** – understanding that improvement comes from experimentation.
- **Flexibility and adaptability** – refining ideas based on needs and constraints.
- **Problem-solving skills** – redesigning ordinary objects and systems to add value.
- **Risk-taking in a safe space** – trying new ideas without fear of failure.

My Business Idea- Innovation and Goal Sheet



Weekly Task

Facilitator Tip

👉 During the week work with your group to fill the given worksheet.

Debrief

- Innovation solves real problems.
- One goal can have many creative solutions.
- Listening leads to better ideas.

Discovering Your Customer



No of Periods: 6

Learning Objectives

By the end of this chapter, learners should be able to

- 🎯 Identify real customer problems through observation, questioning, and interaction.
- 🎯 Understand the importance of knowing the customer before building a solution.
- 🎯 Explain and select appropriate prototype types (product/service).
- 🎯 Apply the 5M Theory to test the feasibility of an idea.
- 🎯 Build, test, and improve a prototype using feedback and iteration.

Connecting the Dots

In Class 9, learners have

- Understood that entrepreneurship is a team effort, and success depends on how well people collaborate rather than on individual ability alone.
- Learned how to form effective teams by identifying roles, strengths, responsibilities, and the importance of clear leadership.
- Recognised the role of responsible and inclusive leadership in guiding teams toward shared goals.
- Developed an understanding of ethical decision-making within teams, including respect, fairness, and sustainability.
- Practised conflict management and consensus building, learning how disagreements can be resolved through dialogue and mutual understanding.
- Seen through real-life examples that strong teamwork, trust, and communication are essential for building meaningful and scalable enterprises.



Rationale for the Chapter

This chapter moves learners from thinking and planning to doing and learning. It introduces the real entrepreneurial journey, where ideas are tested in the real world, mistakes are expected, and improvement is continuous. The chapter emphasises learning before investing, understanding customers before building products, and focusing on progress rather than perfection. It helps learners avoid jumping to solutions without understanding users, learn how to reduce risk through small testing, develop systems thinking using the 5M framework, and build resilience by learning from feedback.

Core Focus of Chapter	Prototyping, testing, 5M Theory, iteration	
Aligned SDGs	SDG 8: Decent Work and Economic Growth By identifying real problems, testing ideas, and using the 5M framework, learners develop entrepreneurial thinking that supports sustainable economic activity. SDG 9: Industry, Innovation, and Infrastructure Prototyping, testing, and iteration encourage creative problem-solving at an early age. SDG 4: Quality Education The chapter promotes experiential learning, critical thinking, collaboration, and reflection—key outcomes of quality education.	
How the Chapter supports the SDGs	Encourages low-risk experimentation, efficient use of resources, and continuous improvement	
Alignment with NEP 2020	➤ Aligning with NEP 2020's emphasis on experiential and inquiry-based learning. ➤ Building 21st-century skills such as creativity, critical thinking, collaboration, and adaptability. ➤ Supporting early exposure to entrepreneurship and problem-solving across disciplines. ➤ Encouraging learning through projects, reflection, and real-world contexts, as recommended by NEP 2020.	

6.1 WHO IS MY CUSTOMER?

Objectives

- Understand that a good idea can fail if customer needs are ignored.
- Learn how entrepreneurs identify real problems through market research.
- Differentiate between assumptions and actual market needs.



Case Studies From Phone Calls to Smart Chats

Case 1: The Failed Idea

Focus Point

- The idea was good, but *misaligned with customer needs*.
- Sales did not increase because the features did not align with users' values.
- Riya improved sales by *listening before redesigning*.

Pause and Discuss

Expected Student Responses

- She simplified the product.
- She talked to users first.
- She identified different customer groups.

Concept 1: Market Needs and Market Research

Concept 1.1- Market Research

Focus Point: Emphasise that **market research means talking, observing, and listening** before building. Observing how real behaviour reveals real problems.

Case 2: The Bus Stop Problem

Focus Point

- The team observed people to understand daily difficulties.
- The real problem was shade, seating, and information, not entertainment.

Think-Pair-Share

Focus Point

How do we describe this concept of finding out about the problems people face?

Expected Student Responses

need, issue, problem

Concept 1.2- Market Needs

Focus Point

Market needs are real-life difficulties people face, not what businesses assume.

Case 3: The Making of Amul

Focus Point

Amul began with listening, not production.

Discussion Prompts

- Who was Amul's customer?
- Did Amul start with a product or a problem? Why?
- Why did farmers trust Amul?

Expected Student Responses

- Customer: Farmers
- Started with a problem, not a product
- Trust came from understanding and fairness

Concept 2: Knowing Your Customer

Focus Point

Successful ideas begin with deep customer understanding.

Think-Pair-Share

Focus Point

If we want our idea to succeed, who must we understand deeply?

Expected Student Responses

customer, user, people

Entrepreneurial Skills Developed

- **Customer empathy** – understanding real user needs, preferences, and pain points.
- **Observation skills** – noticing problems through watching and listening.
- **Market research skills** – gathering insights by asking relevant questions.
- **Problem-solution alignment** – ensuring ideas start from real problems, not assumptions.

Debrief

- Good ideas fail when entrepreneurs design solutions without understanding real users.
- Market research helps uncover actual needs, not assumptions.
- Talking to people, observing behaviour, and asking the right questions lead to better solutions.
- Successful ideas begin with listening to customers and identifying the real problem

6.2 Understanding Prototype

Objectives

- Learners should understand that prototypes reduce risk and save resources.
- Learners should test and try a prototype before actualizing the idea.

Case Studies

Case 4: The App That Never Launched

Mistake: Building without testing user readiness.

Discussion Prompts

Expected Student Responses

learners should conclude: They should have tested with drivers and parents earlier.

In your groups, discuss:

- What mistake did the team make?
- What should they have done before building the full app?

Expected Student Responses

testing, trying, checking, showing first

Concept 3: Prototype

A prototype is a simple trial version used to test ideas early.

Case 5: The School Canteen Queue

Focus Points

Guide learners to understand

- This was a service prototype.
- No product was built; only the process was tested.

Discussion Prompts

In your groups, discuss:

- Was this a product or a process?
- Did it involve a physical item?
- What exactly was tested?

Expected Student Responses

learners conclude: A service or system was tested.

Concept 4: Service Prototype

Used to test how a service works before full implementation.

Entrepreneurial Skills Developed

- **Experimentation mindset** – testing ideas before full-scale development.
- **Risk management** – reducing loss by trying ideas on a small scale.
- **Learning through action** – improving understanding by doing, not guessing.
- **Open-mindedness** – accepting that first ideas may need change.

Debrief

- Building everything at once can lead to wasted effort and wrong decisions.
- Prototypes allow entrepreneurs to test ideas before full development.
- Prototypes can be products or services and do not always require technology.
- Trying an idea in a simple way reveals what users truly want.

Prototype Without Building



Weekly Task

Focus Points

Encourage role-play and imagination. No materials required.

6.3 The 5m Theory of Entrepreneurship

Objectives

- Help learners see entrepreneurship as a balance of resources, not just ideas.
- Practise identifying and managing available resources creatively.

Case Studies

Case 6: The Tea Stall Experiment

Focus Point

Small tests prevent big losses.

Discussion Prompts

In groups learners discuss:

- What did the tea seller avoid?
- What did he gain?
- Why was this smart?

Expected Student Responses

- Avoided financial risk
- Gained customer insight
- Learned when to sell

Concept 5: The 5M Theory

Why do innovators test ideas on a small scale first?

Expected Student Responses

- To avoid loss
- To learn
- To improve

Focus Point

- Explain each M with classroom examples.
- **Stress:** Weakness in one M affects the whole business.



Activity 6.1 Build Your 5M Web

Facilitator Tips

- Support realistic thinking
- Avoid perfection

Reflection guidance:

- Missing M = business struggle

Entrepreneurial Skills Developed

- **Resource planning** – identifying and organising people, money, materials, machines, and market.
- **Systems thinking** – understanding how different resources work together.
- **Feasibility analysis** – checking whether an idea can realistically work.

- **Decision-making** – recognising strengths and gaps in available resources.

Debrief

- Every business idea depends on five key resources: Man, Money, Material, Machine, and Market.
- Testing ideas on a small scale reduces risk and improves learning.
- Ignoring even one 'M' can weaken the entire business.
- Smart entrepreneurs balance resources creatively before expanding.

6.4 Building The Prototype

Objectives

- Understand that prototypes are learning tools.
- Connect prototypes to the 5Ms.

Recap Activity 6.2 – Spot the ‘M’

Facilitator Instructions

- Ask learners to listen carefully.
- Call out simple business-related actions one by one (e.g., buying raw materials, hiring a helper, finding customers).
- learners respond orally or by raising hands to identify the correct ‘M’ (Man, Money, Material, Machine, Market).

- Encourage quick responses—do not over-explain at this stage.

Facilitator Tip

- Accept answers confidently given by learners and briefly correct only if needed.
- Keep the pace fast and energetic.
- Recap about the prototype and its types.

Transition Line

‘Great! Now that we remember our 5Ms, let’s use them to make something real—our prototype.’



Activity 6.3 My First Model

Facilitator’s Instructions

- Divide learners into their startup groups and distribute simple or recycled materials.
- Explain that the aim is to create a basic model or drawing, not a perfect product.
- Ask groups to build or sketch their product idea and clearly label all five Ms on the model.
- Remind learners to connect each label to real decisions (who, what, how, for whom, and cost).
- Once models are ready, organise a ‘prototype walk’ where groups move around and observe others’ work.
- Conclude with a brief reflection discussion on what learners discovered by making the idea physical.

Entrepreneurial Skills Developed

- **Hands-on problem-solving** – turning ideas into tangible models.
- **Creativity with constraints** – using limited resources effectively.
- **Application of theory** – connecting the 5Ms to real product design.
- **Communication skills** – explaining ideas through models and visuals.

Debrief

- Prototypes turn ideas into visible and testable forms.
- Low-cost models help identify design gaps early.
- Linking the prototype to the 5Ms improves feasibility thinking.
- Building something physically provides insights that planning alone cannot.

6.5 Alpha and Beta Testing

Objectives

- Help learners distinguish **internal checking vs user testing**. (Alpha Vs. Beta)

Case Studies

Case 7: The School App Disaster

Focus Point

- The problem was testing, not the idea.

Concept 6: Alpha Testing

- Internal testing by creators to find errors early.

Case 8: The Canteen Menu Test

Concept 7: Beta Testing

Testing with real users on a small scale.

Case 9: The Broken Pencil Box

Concept 8: Iteration

Improving ideas repeatedly using feedback.



Activity 6.4 Test Before You Trust

Facilitator Instructions

1. Ask learners to sit in their existing business groups.
2. Instruct each group to recall their startup idea and write:
 - One thing they would check during Alpha testing (internal check),
 - Who their Beta users would be (real users),
 - One type of feedback they expect from users.
3. Give groups a few minutes to discuss and note their answers.

Facilitator Tip

Guide learners to

- Identify realistic testers
- Value feedback

Facilitator Instructions

Think-Pair-Share

1. Facilitate a Think-Pair-Share discussion using the guiding questions.
2. Invite 2–3 groups to share their responses with the class.

3. Reinforce key ideas through student responses.

Expected Student Responses

- Alpha finds mistakes.
- Beta improves usefulness.

Entrepreneurial Skills Developed

- **Testing and validation skills** – checking ideas before launch.
- **Analytical thinking** – identifying errors and areas for improvement
- **User-centric thinking** – valuing feedback from real users.
- **Quality consciousness** – understanding the importance of staged testing.

Debrief

- Launching without testing can lead to failure, even if the idea is good.
- Alpha testing helps find errors internally before users are involved.
- Beta testing collects real user feedback to improve usefulness.
- Feedback is a tool for improvement, not a sign of failure.

6.6 Feedback and Iteration

Objectives

- Understand what iteration means.
- Use feedback to modify and improve the product.
- Appreciate the importance of persistence and learning.

Recap Activity 6.5

Two Stars and a Wish

Facilitator Instructions

- Ask students to observe any one prototype displayed in the class.

- Instruct each student to share **two positives (stars)** and **one suggestion for improvement (wish)** about that prototype.
- After feedback, briefly share the **Swiggy example** to show how real businesses improve through user responses.
- Conclude by reinforcing that **iteration means improving an idea repeatedly using feedback, and that feedback** helps ideas grow stronger.



Activity 6.6 Version 2.0 Challenge

Focus Point

- Feedback is not failure. It is progress.
- Customers come before products.
- Testing reduces risk.
- The 5Ms guide feasibility.
- Feedback leads to improvement.
- Innovation is a process, not an event.

Facilitator Tip

- Encourage reflection.
- Normalise changes.
- Avoid technical complexity.
- Focus on thinking, not business jargon.
- Encourage discussion over correct answers.

Entrepreneurial Skills Developed

- **Growth mindset** – viewing feedback as an opportunity to improve
- **Resilience and persistence** – continuing despite criticism or setbacks
- **Continuous improvement** – refining ideas step by step
- **Reflective thinking** – learning from experience to make better decisions

Debrief

- No first version is perfect; improvement happens through iteration.
- Feedback highlights strengths and areas for change.
- Iteration shows adaptability, persistence, and willingness to learn.
- Every version brings the product closer to meeting user needs.

Gaining Digital Edge



No of Periods: 5

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Explain how Artificial Intelligence (AI) and digital tools support business efficiency and improve customer experience.
- 🎯 Compare traditional (offline) business processes with AI-enabled and digital approaches using relatable examples.
- 🎯 Design and document a simple business prototype using visual presentation tools such as PowerPoint or Canva (simulated on paper where needed).
- 🎯 Record, organise, and analyse basic business data using spreadsheet logic (Excel).
- 🎯 Use digital tools (Google Forms, Sheets, Docs) to collect feedback, analyse information, and collaboratively present business ideas.

Connecting the Dots

In Class 9, learners have

- Understood why digital skills are essential for modern entrepreneurship, even in small and school-level ventures.
- Learned how basic digital tools (documents, spreadsheets and presentations) improve organisation, clarity, and professionalism.
- Recognised data as a decision-making tool, helping entrepreneurs track sales, costs, and customer preferences.
- Explored how technology supports business efficiency, from record-keeping to communication and planning.
- Developed an introductory understanding of Artificial Intelligence as a support tool, not a replacement for human thinking.
- Reflected on the responsible and ethical use of digital tools and AI, keeping human judgement and values at the centre.



Rationale for the Chapter

- In today's economy, digital literacy is a core entrepreneurial skill. This chapter helps learners bridge the gap between traditional business practices and modern digital methods and understand Artificial Intelligence as a support tool rather than a replacement for human

judgment. It also builds learners' confidence in using simple digital tools for planning, documentation, and decision-making, and prepares them for future workplaces and entrepreneurial ecosystems aligned with NEP 2020.

Core Focus of Chapter	Use of Artificial Intelligence and digital tools in business.
Aligned SDGs	SDG 9: Industry, Innovation, and Infrastructure Use of AI, digital tools, presentations, and spreadsheets introduces learners to technology-driven innovation. SDG 8: Decent Work and Economic Growth Digital tools enhance productivity, efficiency, and informed decision-making for modern businesses. SDG 4: Quality Education Builds digital literacy and responsible technology use, essential for lifelong learning.
How the Chapter supports the SDGs	Builds digital literacy and shows how technology improves efficiency and decision-making.
Alignment with NEP 2020	➤ Supporting digital literacy and technological integration across subjects. ➤ Encouraging multidisciplinary learning by combining entrepreneurship, technology, communication, and data skills. ➤ Promoting collaborative, project-based learning aligned with NEP's learner-centric approach. ➤ Emphasising the ethical and responsible use of technology, a key NEP priority.

7.1 Artificial Intelligence and its Use in Business

Objectives

- Explain how Artificial Intelligence tools like chatbots are used to improve efficiency and customer experience in small and local businesses.
- Compare offline business processes with AI-enabled approaches using a real-life case study.



Case Story From Phone Calls to Smart Chats

This case study explores how '**Ghar ka Swad**' moves from a **traditional offline food delivery system** to a **modern online chatbot-based approach**, helping us understand how technology is transforming small businesses.

Focus Point

Help learners understand Artificial Intelligence through **everyday business examples**, not technical definitions—Emphasise the comparison between offline and AI-enabled processes.



Activity 7.1 Think–Pair–Share

Instructions

- 👉 Ask learners to read the case of '*Ghar ka Swad silently*.'
- 👉 Allow 2 minutes for individual thinking.
- 👉 learners discuss answers with a partner.
- 👉 Invite 2–3 pairs to share responses with the class.

Discussion Prompts

- **Offline challenges:** time-consuming calls, order errors, limited working hours, and manual recordkeeping.
- **With chatbot:** faster order taking, 24×7 availability, reduced workload, better record keeping.
- **Growth support:** online/chatbot approach supports scalability, speed, and customer convenience.

Pause and Discuss

1. Would you recommend a chatbot for a small food business? Why?
2. Can offline service and chatbots work together? Give an example.

Focus Points

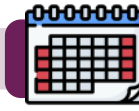
- Encourage balanced answers.
- Guide learners to recognise that **offline + digital together** often works best (hybrid model).

Entrepreneurial Skills Developed

- **Digital awareness** – understanding how Artificial Intelligence and digital tools support business efficiency.
- **Problem-solving with technology** – identifying tasks that can be improved using Artificial Intelligence tools.
- **Innovation mindset** – exploring new ways to serve customers through digital solutions.
- **Risk awareness** – recognising ethical concerns, limitations, and responsible use of AI.

Debrief

- Artificial Intelligence helps automate routine tasks and reduce human effort.
- Even small businesses can adopt simple Artificial Intelligence tools.
- Technology supports growth when used thoughtfully.



Weekly Task

Facilitator Tips

Task 1: Think Like an Entrepreneur

- 👉 Learners choose one task Artificial Intelligence can help with.
- 👉 They write one benefit and one risk.
- 👉 Encourage realistic thinking, not blind praise of AI.

Task 2: Design a Mini Chatbot

- 👉 learners draft a simple chatbot conversation.
- 👉 Focus on clarity, politeness, and usefulness.
- 👉 No technical coding required.

7.2 Designing and Documenting the Prototype

Objectives

- Understand the importance of documentation and visual presentation in clearly communicating a business idea.
- Create a structured visual plan of their business idea using paper-based presentation techniques.



Story Time

Canva India: Designing Made Easy

Focus Point

- Highlight documentation as **storytelling**, not decoration.
- Stress clarity over design perfection. Relate Canva's success to ease of use and accessibility for non-designers.



Activity 7.2 Paper Canva Board

Material:

3–4 blank A4 sheets or notebook pages, markers, coloured pencils, and sketches.

Facilitator Instructions

1. Divide the class into groups of 4–5.
2. Explain that each page equals one digital slide.
3. Guide groups through the four required pages.
4. Display pages in order and allow 1-minute presentations.
5. Guide students to reflect on 'How did designing their slides help them understand their own product better?'

Entrepreneurial Skills Developed

- **Visual communication** – presenting ideas clearly and attractively.
- **Documentation skills** – recording ideas, progress, and plans systematically.
- **Storytelling for business** – explaining problems and solutions in a structured way.
- **Creativity and design thinking** – using simple tools to make ideas professional and appealing.

Debrief

- A good idea needs clear communication to gain support from others.
- Documentation helps entrepreneurs explain their idea simply and visually.
- Designing slides on paper helps organise thoughts and clarify the product story.
- Visual presentation builds confidence and professionalism, even without digital tools.

7.3 PLANNING AND TRACKING BUSINESS PROGRESS

Objectives

- Record and organise basic business data on costs, sales, and profit using table formats.
- Analyse simple data using totals, averages, and basic charts to support business decisions.

Activity 7.3 (a & b)

Facilitator Instructions

1. Learners manually draw the business tracker table.
2. Discuss what information is already known.

Business Tracker Sheet

3. Introduce the idea of spreadsheet organisation.
4. Add sample data for 5 days.
5. Calculate profit, total profit, and average.
6. Draw a simple bar chart.

Focus Points

- Remove fear of numbers.
- Emphasise **logic over software**.
- Data helps answer business questions.
- Organisation improves accuracy.
- Charts show trends clearly.

Discussion Prompt

Which day gave you the most profit? What might explain that difference?

Facilitator Tip

Guide learners to link higher-profit days to the reasons such as demand, pricing and promotion.

Entrepreneurial Skills Developed

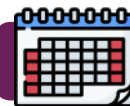
- **Data literacy** – recording and organising business information accurately.

- **Analytical thinking** – interpreting numbers to understand performance and trends.
- **Decision-making skills** – using data to improve pricing, sales, and planning.
- **Financial discipline** – developing habits of tracking costs, income, and profit.

Debrief

- Businesses grow by tracking numbers, not guessing outcomes.
- Recording costs, prices, and profits builds financial awareness.
- Excel thinking helps analyse performance, trends, and decision points.
- Data-based reflection supports smarter planning and improvement.

Product Launch Planning Using Google Tools



Weekly Task

Facilitator Instructions

- 👉 Explain tasks conceptually if devices are unavailable.
- 👉 Encourage teamwork and role division.
- 👉 Ensure learners understand survey ethics and the importance of honest data collection.

Facilitator Tips

- 👉 Use simple language; avoid technical jargon.
- 👉 Encourage ethical discussions about the use of Artificial Intelligence.
- 👉 Focus on thinking skills, not tool mastery.
- 👉 Allow flexibility based on the school's digital access.

Focus Points

- Quality of questions in Google Form.
- Logical calculations in Sheets.
- Clarity and structure in the Docs proposal.

Financial Matrix



No of Periods: 3

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Prepare a simple budget for their business or prototype idea by identifying income and expenses.
- 🎯 Create a basic Profit & Loss statement and interpret whether a business idea results in profit or loss.

Connecting the Dots

In Class 9, learners have

- Understood that good ideas need good financial planning, and that similar efforts can lead to different results based on money management.
- Learned the basic language of business finance, including revenue, expenses, profit, savings, and reinvestment.
- Practised planning before spending by identifying visible and hidden costs and preparing simple budgets.
- Recognised how budgeting helps control expenses, avoid waste, and improve decision-making in small ventures.
- Explored the role of banks in business, such as keeping money safe, maintaining records, and supporting growth.
- Connected financial planning with real-life situations, understanding how responsible money habits strengthen entrepreneurial success.



Rationale for the Chapter

- This chapter introduces learners to the basic financial thinking required for entrepreneurship. It helps learners understand that good ideas need careful money planning to survive and grow. Through simple and relatable activities, learners learn key concepts such as budgeting, income, expenses, profit, and loss. The focus is not on complex accounting but on building financial awareness, decision-making, and responsibility. Overall, the chapter prepares learners to think before spending, plan before starting, decide before saving, and measure before growing.

Core Focus of Chapter	Budgeting, profit & loss, money management.
Aligned SDGs	SDG 8: Decent Work and Economic Growth Financial planning, budgeting, and profit-loss analysis prepare learners for responsible economic participation. SDG 12: Responsible Consumption and Production Budgeting encourages mindful spending, efficient resource use, and waste reduction. SDG 1: No Poverty Financial literacy helps learners develop habits that support long-term financial stability and resilience.   
How the Chapter supports the SDGs	Develops financial literacy and responsible money management habits
Alignment with NEP 2020	➤ Directly supporting NEP 2020's emphasis on financial literacy as an essential life skill. ➤ Encouraging numeracy through real-life application rather than abstract calculation. ➤ Promoting decision-making, planning, and reflection to strengthen real-world readiness. ➤ Supporting holistic development by linking personal finance with entrepreneurship.

8.1 Understanding The Financial Matrix

Objectives

- Explain the concept and importance of budgeting by identifying income, fixed costs, and variable costs in everyday and business situations.
- Prepare a simple budget for a prototype or small business idea by estimating expenses and expected income.

Facilitator Preparation

- Ensure learners have notebooks, pencils, and calculators (optional).
- Keep a simple, real-life example ready (a lemonade stand, a canteen item, a handmade product).

Focus Points

- Learners should understand that budgeting is about planning and making choices, not just writing numbers.



Activity 8.1 Pocket Money Planner

Facilitator Instructions

- 👉 Ask learners to write their weekly pocket money and expenses individually.
- 👉 Encourage honesty; clarify that there are no right or wrong answers.

Discussion Prompts

1. How do you manage if you run out of pocket money before the week ends?
2. How do you plan your spending in advance so that the money lasts longer?
3. What is the key term used for planning our income and expenses?

Expected student responses

1. Learners may mention borrowing, skipping items, or asking parents when money runs out.
2. List expenses, Plan emergencies, Practice needs over wants, create a budget, set savings first.

3. Budget

Facilitator Tips

- Introduce the term budget as a plan for income and expenses.
- Reinforce that entrepreneurs must know where their money goes before they start.
- Use the lemonade stand example for explaining Fixed and Variable costs
 - Fixed costs: table, jug, glasses
 - Variable costs: lemons, sugar, water
 - Income: money earned from selling lemonade



Activity 8.2 Budget Worksheet

Facilitator Tips

- Guide learners to estimate realistically (not perfectly).
- Help groups differentiate between fixed and variable costs.

Discussion Prompts

1. Did your prototype idea make a profit or a loss?
2. Which costs could you reduce to improve your budget?
3. What did you find most difficult while preparing the budget?

Expected student responses

- Some ideas may show loss initially.

- Learners may struggle with estimating income.
- Estimating the correct cost of materials, deciding the right selling price, balancing expenses and profit, remembering to include all small costs.

Focus Points

- Budgeting is not just about writing numbers; it is also about making decisions and thinking ahead.
- A loss on paper is better than a loss in real life.
- Budgets help improve ideas before spending money.

Entrepreneurial Skills Developed

- **Financial planning** – estimating income and expenses before taking action.
- **Cost awareness** – identifying fixed and variable costs and understanding their impact.
- **Decision-making** – choosing where to spend, save, or reduce costs.
- **Resource management** – using limited money wisely to keep the business sustainable.

- **Risk awareness** – anticipating shortages and avoiding overspending.

Debrief

- Budgeting helps entrepreneurs plan income and expenses before starting a business.
- Differentiating between fixed and variable costs makes spending more controlled and realistic.
- Preparing a budget helps test whether an idea is practical and affordable.



Weekly Task

Facilitator Tips

Task 1: My Daily Expense and Income Diary

- Encourage regular recording, not perfection.
- Use reflection questions to build self-awareness.

Task 2: Buy and Sell

- Ensure safety and parental awareness.
- Emphasise learning, not profit amount.

8.2 Profit and Loss

Objectives

- Calculate profit or loss by comparing income and expenses using simple formulas.
- Create and interpret a basic Profit & Loss

statement to judge the financial outcome of a business idea.

Focus Point

- Profit and loss help entrepreneurs measure success and make improvements.



Activity 8.3 (a) Decoding Profit and Loss

Facilitator Instructions

- Invite volunteers to share profit or loss outcomes.
- Normalise both profit and loss as learning outcomes.
- Use simple board examples to demonstrate formulas.

- Key Terms to Reinforce

- Cost Price (CP)
- Selling Price (SP)
- Profit = $SP - CP$
- Loss = $CP - SP$



Activity 8.3 (b) Decoding Profit and Loss

Facilitator Tips

- Help learners transfer data from their budget worksheet.
- Ensure they understand each line item.

Discussion Prompt

Whether your prototype idea made a profit or a loss?

Facilitator Tip

Encourage clear statements like:

- 'Our prototype made a profit of ₹ ____.'
- 'Our prototype made a loss of ₹ ____.'

Facilitator Tip

Think-Pair-Share

- If you made a loss, what changes can you make to reduce your expenses or increase your selling price?
- If you made a profit, what steps can you take to increase your profit further?

Focus Point

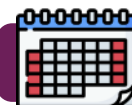
- Guide discussion toward improvement strategies rather than judgment.

Entrepreneurial Skills Developed

- **Financial analysis** – comparing income and expenses to determine profit or loss.
- **Numerical literacy** – applying basic calculations accurately.
- **Performance evaluation** – judging whether a business idea is working financially.
- **Improvement mindset** – identifying changes needed to increase profit or reduce loss.
- **Accountability** – taking responsibility for financial outcomes and learning from results.

Debrief

- Profit and loss show whether a business idea is working or needs improvement.
- Comparing income and expenses helps entrepreneurs measure success clearly.
- A simple Profit & Loss statement builds confidence in financial decision-making.
- Saving habits and reflection strengthen long-term financial responsibility.



Weekly Task

Facilitator Tips

Task 1: My Savings Jar Challenge

- 👉 Reinforce habit-building over the amount saved.
- 👉 Encourage learners to share experiences, not comparisons.

Task 2: Family Financial Decision Interview

- 👉 Clarify this is for understanding, not evaluation.
- 👉 Accept varied saving methods and viewpoints.

Focus Points

Facilitators may observe:

- Ability to classify income and expenses.
- Correct calculation of profit or loss.
- Participation in reflection and discussion.
- Practical understanding of budgeting decisions.



No of Periods: 3

Entrepreneurship Through Legal Lens

Learning Objectives

By the end of this chapter, learners will be able to

- 🎯 Understand the importance and benefits of registering a business.
- 🎯 Recognise trademarks and explain how they protect brand identity.
- 🎯 Understand copyright in simple terms and why it protects creative work.
- 🎯 Develop basic ethical awareness about respecting others' work and safeguarding their own.
- 🎯 Explain the importance of labour laws and identify fundamental rights and duties of employers and employees.

Connecting the Dots

In Class 9, learners have

- Understood that businesses operate within rules and laws that protect consumers, workers, and entrepreneurs.
- Learned the idea of fair trade and honest practices, such as clear pricing, issuing receipts, and maintaining transparency.
- Recognised the importance of protecting people and ideas, including respect for originality and others' work.
- Explored how following basic business rules builds trust and confidence among customers and the community.
- Developed awareness that legal practices support long-term business success, not just short-term profit.
- Begun to view laws as guidelines for responsible entrepreneurship, linking ethics, fairness, and sustainability in business decisions



Rationale for the Chapter

This chapter empowers learners with the basic legal awareness required for entrepreneurship. It helps them understand that good ideas and businesses need legal protection to grow safely and responsibly. Learners explore why business registration is important, how trademarks protect brand identity, how copyright safeguards creative work, and why labour laws ensure fairness at the workplace. The chapter builds ethical awareness, respect for others' work, and a sense of responsibility towards employees. Overall, it prepares learners to run their entrepreneurial ideas with confidence, trust, and legal responsibility.

Core Focus of Chapter	Business registration, IP, and labour laws.
Aligned SDGs	SDG 16: Peace, Justice, and Strong Institutions Understanding registration, trademarks, copyright, and labour laws promotes respect for the rule of law and fairness. SDG 8: Decent Work and Economic Growth Legal awareness supports ethical entrepreneurship, fair employment, and sustainable business practices. SDG 9: Industry, Innovation, and Infrastructure Protection of ideas and creative work encourages innovation and responsible enterprise growth.   
How the Chapter supports the SDGs	Builds legal awareness, ethical conduct, and respect for rights and responsibilities.
Alignment with NEP 2020	➤ Supporting citizenship education and ethical awareness, as emphasised by NEP 2020. ➤ Building an understanding of rights, duties, and responsibilities in economic and social life. ➤ Encouraging value-based education with a focus on fairness, trust, and respect for others' work. ➤ Preparing learners to become law-aware, responsible entrepreneurs and citizens.

9.1 Business Registration and Trademark

Objectives

- Help learners understand why registering a business is important.
- Enable learners to recognise trademarks and explain how they protect brand identity.

Focus Points

- Registration gives a business a legal identity.
- Trademarks protect a name, logo, or symbol that represents a brand.
- Protection builds trust and prevents misuse or copying.

Warm-Up

Facilitator Instruction

- **Begin with the question:** Imagine you open a food stall, and someone copies your name and menu the next day. How would you feel?
- Allow emotional responses. Then connect feelings to the need for legal protection.
- **The Facilitator explains:** This is why we need business registration and trademarks.



Activity 9.1

Simulated Registration Role Play

Facilitator Instructions

- Divide learners into pairs.
- Assign roles: Entrepreneur and Registration Officer.
- Display the three guiding questions on the board.
- Encourage polite, formal interaction.

- End the activity with a symbolic stamp or tick.

Focus Points

- Emphasise the confidence and ownership that come with registration.
- learners experience what it means to make a business official.



Activity 9.2

Trademark Hunt

Facilitator Instructions

- Draw or display the symbols.
- Ask learners to justify why something is a trademark.
- Reinforce that trademarks are linked to brands and trust, not decoration.
- Ask learners to write 2–3 lines. Walk around and observe responses.

Focus Points

- Registering a business and using trademarks is like locking your house, it keeps your hard work safe.
- Help learners distinguish between general symbols and trademarks.

Entrepreneurial Skills Developed

- **Legal awareness** – understanding the need for business registration and brand protection.

- **Risk management** – recognising risks of operating without legal safeguards.
- **Brand-building skills** – identifying and protecting a unique business identity.
- **Decision-making** – choosing appropriate legal steps to secure a startup.
- **Professional responsibility** – valuing trust, authenticity, and legitimacy in business.

Debrief

- Legal identity protects a business from copying and misuse.
- Registration builds customer trust and makes a business official.
- Trademarks help customers recognise and remember a brand.
- Protecting a brand is as important as creating it.



Weekly Task

Facilitator Tips

Task 1: Logo Sketch

- Encourage originality in logo sketches.
- Accept hand-drawn, simple designs.

Task 2: Observation Walk

- For the observation walk, emphasise conscious seeing rather than memorising brands.

9.2 Understanding Copyright

Objectives

- Enable learners to explain copyright in simple words.
- Help learners identify examples of copyright use and violation.

Focus Point

- Copyright protects **creative work**.
- Copying without permission is both **illegal and unethical**.

- Giving credit and asking permission are good habits.

Warm-Up

Facilitator Instruction

- **Ask:** If you made a poster for your startup, can someone else use it without asking?
- Link student responses directly to the idea of ownership and fairness.
- **The Facilitator explains:** 'That's exactly what copyright protects — your creative work.'



Activity 9.3 Copyright Spotting Game

Focus Point

- learners identify protected creative work and violations.

Facilitator Instruction

- Provide examples orally or on chart paper.
- Focus the discussion on why protection is needed.
- Avoid legal punishment details; focus on ethics and respect.

Discuss in your groups: Why is copyright important in each case?

Expected student responses

- It protects the hard work and creativity of the person who made it.

- It ensures the creator gets credit for their work.
- It prevents others from copying or using the work without permission.
- It helps creators earn money from their ideas and efforts.
- It encourages people to create original content without fear of theft.
- It is unfair to copy someone else's work without asking.
- Copyright helps avoid legal trouble and conflicts.
- It builds respect for others' ideas and creativity.



Activity 9.4 Application to Startup Idea

Focus Point

- Connect copyright to learners' own entrepreneurial ideas.

Facilitator Tips

- Encourage realistic answers.
- Reinforce that even small ideas deserve protection.

Discussion Prompts

1. Why is copyright important for a startup?
2. How will you ensure your work is not copied without permission?

Expected Student Responses

1. It protects our logo, design, or content from being copied, It helps us keep ownership of our creative work., It prevents others from misusing our ideas and earning from them.
2. I will register my work legally if possible, I will put my name or brand on all my designs and content, I will not share original files publicly without protection.

Entrepreneurial Skills Developed

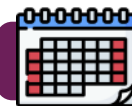
- **Ethical thinking** – respecting others' creative work and intellectual property.

- **Originality and creativity** – valuing and protecting one's own ideas and content.
- **Legal literacy** – understanding basic copyright rights and violations.
- **Responsible usage** – learning when and how to seek permission or give credit.
- **Digital citizenship** – behaving ethically in online and media spaces.

Debrief

- Creative work has value and deserves protection.
- Copyright prevents unauthorised copying and misuse of original ideas.
- Ethical use of others' work builds honesty and respect in business.
- Protecting creative assets strengthens a startup's identity and credibility.

Trademark & Copyright Awareness Walk



Weekly Task

Facilitator Tips

- 👉 Accept examples from TV, mobile apps, packaging, and posters.
- 👉 Focus on awareness, not on the law's accuracy.

9.3 Employment and Labour Laws

Objectives

- Help learners understand why labour laws are essential for businesses.
- Enable learners to identify basic rights and duties of workers and employers.

Focus Point

- Businesses run with people, not machines alone.
- Fair treatment builds trust, loyalty, and productivity.
- Labour laws protect both workers and businesses.



Case Study Priya's Café

Facilitator Instructions

- Read the story slowly.
- Encourage empathy for both employer and worker.
- Guide discussion toward fairness and clarity.



Activity 9.5 If I Were the Boss...

Focus Point

- learners practise fair decision-making as employers.

Facilitator Instruction

- Set the Context Clearly: Briefly explain the scenario.
- Facilitate Reflection: During sharing, encourage students to justify their rules

and identify whether each rule benefits the worker, the business, or both, linking responses to the concept of labour laws and fairness.

- Ensure each group discusses all five components—type of work, working hours, payment, safety, and actions in case of unfair treatment—before finalising their agreement.



Activity 9.6 Small Research

While looking at the agreements the class created, learners may identify common rules that appear in almost every group's list, such as on-time payment, a safe workplace, and clear hours.

Facilitator Tip

- Help learners connect their agreements to fundamental labour laws.
- Connect to reality that: Laws make common-sense fairness official.



Activity 9.7 Quick Self-Check

Facilitator Instructions

- Conduct as a whole-class activity.
- Discuss incorrect statements briefly.
- Reinforce shared responsibility for safety and trust.

Entrepreneurial Skills Developed

- **Leadership skills** – understanding

employer responsibilities and fair management.

- **Ethical leadership** – practising fairness, dignity, and respect at the workplace.
- **People management** – recognising workers' rights and employer duties.
- **Decision-making** – creating fair work rules and agreements.

- **Social responsibility** – building trust and long-term relationships with workers.

Debrief

- Hiring workers brings responsibility along with opportunity.

- Labour laws ensure fairness, safety, and dignity at the workplace.
- Clear rules build trust between employers and employees.
- Fair treatment of workers supports long-term business growth.

Disclaimer

All stories in this NEEEV (Teacher's Manual) are related to the events of real people. In some cases, timelines or other elements may be slightly different from the actual experiences of entrepreneurs of the featured. The stories have been chosen for educational purposes only and should not be seen as an endorsement for any entrepreneur or their venture. The State Council of Educational Research and Training (SCERT) may not be held responsible for condoning any legal issues, defaults, or controversial work by an entrepreneur or their company. Considering the objectives of the curriculum, intentionally, simple conversational language is used. Readers are requested to not pay attention to the conformity to standard from of the language.

NEEEV Facilitator Assessment Checklist

(To be recorded twice in a year)

April to September /October to March

Academic Year:_____ Student Name: _____

Class & Section: _____

Weekly Tasks(for all classes)	Ideation (for all classes, specifically class 9) Also, in classroom activities across all classes	Teamwork (for all classes)
☐ All tasks completed on time	☐ Generated creative ideas	☐ Shared responsibilities fairly
☐ Consistent submission	☐ Contributed regularly	☐ Cooperated effectively
☐ Met deadlines	☐ Built on team ideas	☐ Positive group behaviour

Prototype Progress(specifically for class 10 and 11)	Presentation/Pitching(specifically for class 11 and 12) Applicable to other classes in classroom activities	Overall Growth
☐ Contributed to design	☐ Clear, confident delivery	☐ Accepted feedback well
☐ Tested iterations	☐ Handled Q&A effectively	☐ Showed steady improvement
☐ Met milestones	☐ Team support provided	☐ Resilient to challenges

Key Strengths: _____

Areas for Improvement: _____

Teacher Signature: _____ **Date:** _____

Advisors

Mr. Pandurang K. Pole, Secretary Education, Govt. of NCT of Delhi
Ms. Veditha Reddy, Director of Education, Govt. of NCT of Delhi
Dr. Rita Sharma, Director SCERT, Govt. of NCT of Delhi

Guidance

Dr. Mukesh Yadav, Secretary, SCERT, Delhi

Editors

Dr. Sapna Yadav, Assistant Professor & Chairperson NEEEV, SCERT, Delhi
Dr. Samir Gokarn, Assistant Professor, Netaji Subhas University of Technology, Delhi

Contributors

Dr. Sapna Yadav, Assistant Professor & Chairperson NEEEV, SCERT, Delhi
Dr. Rakesh Kumar Gupta, Assistant Professor, Dr. B.R. Ambedkar University, Delhi
Ms. Neha Gupta, Principal Consultant and Trainer, ICAI
Ms. Divya Gupta, TGT English, GGSSS No.1, Tagore Garden, Delhi
Mr. Vivek Bharadwaj, Lecturer English, GBSSS, Chirag Delhi, Delhi
Ms. Minakshi Chaudhry, PGT Commerce, Tagore International School,
East of Kailash, Delhi
Ms. Mansi, Freelancer
Ms. Meenu Gupta, Assistant Professor, SCERT, Delhi
Mr. Kishan Kumar, Assistant Professor, SCERT, Delhi

Vetting Experts

Ms. Nimmy Rose Jacob, Assistant Professor, Jesus and Mary College,
University of Delhi
Dr. Dharmender Dagar, Principal, SV Ghumanhera, Delhi

SCERT-NEEEV Team

Mr. Firdous Ahmad, BRP, SCERT, Delhi
Ms. Sonam Yadav, BRP, SCERT, Delhi

Publication Team

Sh. Dinesh Kumar Sharma, A.S.O., SCERT, Delhi
Ms. Fouzia, BRP, SCERT, Delhi



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi-110024