



दिल्ली सरकार

Class  
**10**

# New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

Students' 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

Students' Manual 2026-27

Class  
10



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

NEEEV Student Manual for Class 10

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**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.

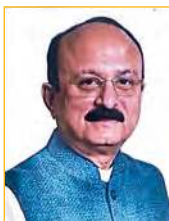
This Manual is a cornerstone in our efforts to empower our learners to turn learning spaces into hubs of innovation, where students are encouraged to ideate, explore, and take initiative.

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

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## **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 and 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)

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## 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 and 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 and 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



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**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 and 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 and 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

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No of Periods: 2

# NEEEV- The Start Up Journey Begins

**E**very big transformation begins with a simple idea. When learners observe their environment, ask meaningful questions, and apply their learning to real-life situations, education becomes purposeful. This chapter is designed to develop an entrepreneurial thinking and problem-solving mindset in the learners.

In today's technology and innovation-driven world, education goes beyond just marks and requires skills such as problem-solving, creativity, coordination, communication, critical thinking, financial literacy, digital literacy, legal literacy, and ethical thinking. Through real-life stories and hands-on activities, this chapter introduces entrepreneurship as a life skill and shows how ideas can be turned into action.

Aligned with National Education Policy (NEP) 2020 and National Curriculum Framework for Secondary Education (NCFSE) 2023, this chapter follows a **learning-by-doing approach** under the **NEEEV Scheme (Classes 8–12)** to help learners become self-reliant and future-ready change-makers.



**Let's read dialogues between a teacher and two students of the class.**



Good morning, everyone! I want to know if you have ever tried to find an easier way to finish your work?

Yes, ma'am. I have used internet to find information and complete my project faster.



That's a good example of thinking beyond the textbook. Today, we'll talk about how education is changing and why skills are important along with marks.



Ma'am, aren't marks the most important?

Marks matter, but think about this—if two students get the same marks, the one who can solve problems, work in a team, and think creatively has better chances of success in real life.



Yes ma'am, that's true.

India is growing as a **startup and innovation-driven economy**. Today, success is not only about knowing answers, but about finding solutions. Skills like creativity, teamwork, communication, and adaptability are very important.



Don't we already learn this in our subjects?

Sometime, we do but often learning focuses on memorising. Real learning happens when we use our knowledge in real situations.

That's why **NEP 2020 and NCFSE 2023** focus on **learning by doing**



What does learning by doing mean?

It means solving real problems. For example, if the school canteen creates a lot of waste, you think of ways to reduce it, discuss ideas, try solutions, and improve them.



Do students in other countries also learn like this?

Yes. In countries like **Finland, Singapore, and Israel**, students work on real projects and small ventures in schools.



Is this happening in India too?

Yes. In states like **Gujarat, Rajasthan, Kerala, Maharashtra**, and now in **Delhi**, school-level entrepreneurship programmes are growing.



Ma'am, does this mean we will have the opportunity to initiate our own small business projects at school?

Yes. In Delhi, the **NEEEV Scheme** has been introduced for **Classes 8 to 12** to bring these global best practices into schools.



How does NEEEV help us?



NEEEV helps you observe problems at home, in school, or in your neighbourhood and think of solutions. It builds confidence and encourages you to take initiative.

Does it go beyond the school as well ?



Yes. NEEEV aligns with NEP 2020 and the Sustainable Development Goals by promoting quality education, innovation, and decent work.

So this will help us in the future?



Exactly. By building skills early, NEEEV helps you become problem-solvers, job creators, and innovators of the future.

India's growing startup and innovation ecosystem demands skills beyond textbooks and examinations. In line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023, education today emphasises experiential and competency-based learning. This approach helps learners develop creativity, problem-solving ability, ethical thinking, adaptability, and collaboration—skills essential for future careers and meaningful participation in society.

Aligned with the Sustainable Development Goals (SDGs), the NEEEV Scheme bridges the gap between classroom learning and real-world needs by introducing entrepreneurial thinking from Classes 8 to 12. Through learning by doing, learners are encouraged to identify problems, explore solutions, and create value. NEEEV prepares learners not only to seek jobs, but also to generate opportunities, reduce joblessness, and become confident, responsible, and future-ready citizens.

### Acronym NEEEV stands for:

**N**

New

**E**

Era of

**E**

Entrepreneurial

**E**

Ecosystem and

**V**

Vision



The name reflects the scheme's aim to usher in a **evolving era of entrepreneurial thinking**, innovation, and value creation within school education.

## Objectives of NEEEV Scheme

- 🎯 To prepare learners as future-ready entrepreneurs with confidence, adaptability, and readiness for higher education, employment, and emerging pathways.
- 🎯 To build a strong school-based entrepreneurial ecosystem including community, mentors, investors, incubators, customers, government support, funding bodies, allied networks etc .
- 🎯 To nurture entrepreneurial thinking and 21st-century skills such as creativity, initiative, collaboration, leadership, critical thinking, problem-solving, and related competencies.
- 🎯 To attain startup development experience through funded prototyping, project-based learning, venture creation, and practical exposure.
- 🎯 To apply design thinking by identifying problems, ideating solutions, prototyping ideas, testing models, and continuous improvement.
- 🎯 To develop financial and business literacy through budgeting, costing, pricing, marketing, value creation, informed decisions etc.
- 🎯 To strengthen digital literacy and AI awareness through responsible use of technology, innovative practices, cyber safety, ethical digital behaviour in alignment with their entrepreneurial journey.

### 1.1 Introduction to NEEEV



#### Activity 1.1 What Would You Do?

##### Objective

To realize that everyday problems can become ideas when we think differently.

##### Instructions

- Read the situation carefully.
- Take 2–3 minutes to think quietly.
- Discuss your thoughts with one or two classmates sitting near you.
- Note down your ideas in your notebook in short points.

Imagine, it is a regular school day, and you have come to school as usual. Just before

your practical exam begins, you suddenly realise that you have forgotten your project file or notebook at home. Today is the final practical exam, and submission is compulsory. Going back home is not possible because the exam is about to start, and you do not have much time. You feel worried, confused, and stressed, but you must decide what to do next.

This situation is not uncommon, many learners face similar problems in school life. The question is not just *what went wrong*, but how you respond to the problem.

## Reflection Questions

1. How would you feel in this situation, and what would you do next?

.....

.....

2. Can this problem be solved without going back home?

.....

3. What things already exist around us that could help?

.....

.....

Most people stop at the problems, entrepreneurs look for possibilities.



## Story Time Turning a Small Problem into a Big Idea

### Instructions

To understand entrepreneurship better, read the story of a 13-year-old boy who faced a problem: his study material did not reach him on time before an exam.

### Tilak Mehta – a teenager who built an ecosystem before class 10

Tilak Mehta was only 13 years old when a delayed textbook delivery made him think deeply about everyday problems. Instead of feeling helpless, he asked a powerful question: *“If Mumbai’s dabbawalas can deliver thousands of lunchboxes on time every day, why can’t small parcels be delivered just as quickly?”*

Tilak began observing how the dabbawala system worked so efficiently. He realised that this trusted network could be used not only for lunchboxes, but also for delivering small parcels and documents within the city. With curiosity and determination, Tilak took several important steps:

- He studied city routes and basic logistics
- He learned how technology could be used to track deliveries
- He built partnerships with dabbawalas
- He gained the trust of mentors, investors, and customers

With support from his parents and guidance from experienced professionals, Tilak created a digital platform called **Papers N Parcels**, which offered same-day delivery services. Many people doubted him because of his young age. However, Tilak’s clear vision, strong values, and willingness to learn helped him overcome challenges. What started as a small problem faced by a school learner soon grew into a successful delivery company, providing employment to many people. Tilak Mehta’s journey shows that entrepreneurship begins with observing problems, asking the right questions, and having the courage to turn ideas into impact using the available resources.



Tilak Mehta





## The role of entrepreneurial ecosystem in Tilak Mehta's journey

| Ecosystem Player            | Role                                                 | Contribution                                                                                                                                                                                                                                                                                           |
|-----------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entrepreneur (Tilak)</b> | Identified problem, created solution, led the vision | He observed a real problem, imagined a solution, validated it, and took action. He led the project, built the product, and shaped the brand.                                                                                                                                                           |
| <b>Family (Parents)</b>     | Emotional support, guidance, and networks            | His father helped him understand logistics, introduced him to networks, gave emotional support, and treated his idea seriously, crucial for a teenage founder.                                                                                                                                         |
| <b>Mentors</b>              | Strategic advice, planning support                   | Experts guided him in <ul style="list-style-type: none"> <li>• Technology development</li> <li>• Delivery routing</li> <li>• Customer communication</li> <li>• Financial planning</li> <li>• Partnership building</li> <li>• Mentorship accelerated his learning curve.</li> </ul>                     |
| <b>Dabbawalas</b>           | Reliable delivery partners                           | The heart of the system is reliable, disciplined, and trusted. They <ul style="list-style-type: none"> <li>• Carried parcels along with tiffins</li> <li>• Ensured timely delivery</li> <li>• Provided local knowledge of every route</li> </ul> This converted an existing system into an innovation. |
| <b>Investors</b>            | Funding and scaling support                          | Funded the app, staff, and operations. They believed in the potential of the idea and helped to upscale the model                                                                                                                                                                                      |
| <b>Customers</b>            | Trust, feedback, and word-of-mouth                   | Their trust gave the company success. Word of mouth helped more users adopt the platform.                                                                                                                                                                                                              |

**This is how an ecosystem works:** Ideas grow when people connect, collaborate, and support a mission that is bigger than one individual.

### Reflection Questions

Q.1. What problem did Tilak Mehta face, and how did he turn it into a business idea?

.....

.....

.....



Q.2. Which player in Tilak's ecosystem do you think was most important, and why?

.....

.....

.....

Q.3. Think of a problem you face in your daily life—how could it become an opportunity if you had the right support?

.....

.....

.....

### Entrepreneurial insight

Tilak Mehta's story is not an exception- it is an example of what is possible when young minds are encouraged, guided, and supported. NEEEV exists to create such possibilities for every learner. Under NEEEV, *you* are not just a learner, you are a thinker, a problem-solver, and a future leader laying the foundation for tomorrow. This marks the beginning of our journey to explore new learning pathways and arenas under the NEEEV framework.

## 1.2 NEEEV- Vision, Mission, and Aim

NEEEV is a school-based initiative designed to develop entrepreneurial thinking, innovation, and leadership skills among learners. The scheme prepares learners to identify real-world problems, think creatively, and design responsible solutions that contribute to India's economic and social development.



### VISION

To build a generation of empowered, entrepreneurial, and socially conscious innovators capable of shaping India's economic future.



### MISSION

To nurture entrepreneurial skills, innovation, and real-world problem-solving abilities among school learners, while promoting inclusive and equitable learning opportunities.



### AIM

To create a future-ready entrepreneurial ecosystem in schools, empowering learners with practical skills, confidence, and leadership qualities.

## Key Components of the NEEEV Scheme



### NEEEV Curriculum

A structured curriculum that introduces learners to entrepreneurship concepts, innovation, financial literacy, and problem-solving through real-life contexts.

### NEEEV Dialogue

Interactive sessions with entrepreneurs, industry experts, and mentors to inspire learners and connect classroom learning with real-world experiences.



### Startup Stormers

A platform for learners to develop, present, and refine startup ideas, encouraging creativity, teamwork, and entrepreneurial confidence.

### Specialised Workshops

Skill-based workshops focusing on design thinking, business planning, communication, leadership, and digital skills.



### Industry/Incubation Cell Visit

Experiential learning opportunities where learners visit startups, industries, and innovation hubs to observe real business operations, understand workplace culture, and link theory with practical exposure.



Curiosity and Creativity



Collaboration and Community



Integrity and Ethics



Inclusion and Accessibility



Sustainability and Vision



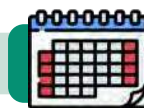
Lifelong learning

### 1.3 Structure of NEEEV



#### A three-level innovation support system

#### Spot – Question – Connect



#### Weekly Task

Look around your school, home, or neighbourhood. Think about one problem that keeps happening again and again. It can be a problem you face yourself or one that others face.

#### Write your answers

Q.1. What is the problem?

.....

.....

Q.2. Who faces this problem and how often does this problem happen?

.....

.....

Think Like an Entrepreneur

Now, ask one strong question about this problem. Your question must start with “Why” or “How”.

Q.1. Write your question

.....

.....

Q.2. How can this problem be solved easily or quickly?

.....

.....

Q.3. Is there any person, group, or service that takes care of a similar problem?

You may think about:

- Teachers or school monitors
- Bus services or transport
- Local shopkeepers or vendors
- Mobile apps or online services
- Community helpers

Write how they can help solve the problem in a better or new way:

.....

.....

.....

.....

Support for Your Idea

Finally, think about who can help you make your idea work.

Complete the table in your notebook by writing how each person or group can support your idea.

| Ecosystem Player<br>(person / group / service) | How could they help |
|------------------------------------------------|---------------------|
|                                                |                     |
|                                                |                     |
|                                                |                     |
|                                                |                     |
|                                                |                     |

Exploratory Task

Explore different domains of entrepreneurship using open sources or internet. Be ready to discuss in the next class.

.....



### ■ What is NEEEV?

New Era of Entrepreneurial Ecosystem and Vision (NEEEV) is an entrepreneurship education programme introduced in schools to help learners develop practical life skills. It focuses on learning by doing and encourages learners to think creatively, solve real-world problems, and take initiative.

### ■ What is the Purpose of NEEEV?

The purpose of NEEEV is to bridge the gap between classroom learning and real-life needs. It aims to:

- ❖ Build confidence and self-reliance among learners
- ❖ Develop entrepreneurial thinking, not just business knowledge
- ❖ Prepare learners for future careers in a changing economy
- ❖ Align learning with NEP 2020, NCFSE 2023, and the Sustainable Development Goals (SDGs)

### ■ How Does NEEEV Help Learners Grow?

NEEEV supports learner growth in multiple fields by developing essential skills:

- ❖ **Entrepreneurship and Innovation:** Identifying problems, creating solutions, and generating value
- ❖ **Career Readiness:** Skills like decision-making, teamwork, leadership, and adaptability
- ❖ **Financial and Economic Understanding:** basic financial literacy and economic awareness.
- ❖ **Social and Ethical Development:** Responsibility, ethical thinking, and contribution to society
- ❖ **Personal Growth:** Confidence, communication, creativity, and resilience

NEEEV empowers learners to think, act, and grow as confident problem-solvers who can create opportunities for themselves and others.

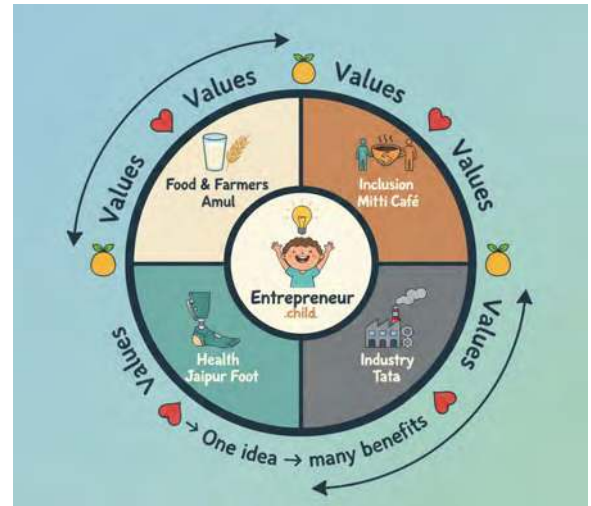


# Entrepreneurship and Society



No of Periods: 2

**E**ntrepreneurship is not only about starting a business—it is about creating positive change in society. Entrepreneurs identify problems, design solutions, and take responsibility for people, the planet, and profits. In this unit, students will explore how entrepreneurs impact communities, act ethically, and promote inclusive growth. Through real-life Indian stories such as **Amul** and **Mitti Café**, learners will discover how businesses can grow while remaining fair, responsible, and socially inclusive.



## Learning Outcomes

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 approach (People, Planet, Profit) to identify ethical and socially responsible entrepreneurial practices using real-life examples

## 2.1 Role of Entrepreneurs in Society

Objectives

- Identify how Indian entrepreneurs have improved lives and created jobs.
- Recognize how entrepreneurship drives growth and well-being



### Activity 2.1

### The Entrepreneur's Dilemma: – Impact vs. Viable Business

#### Materials

Two large signs for the classroom floor/walls: '**HIGH IMPACT**' and '**VIABLE BUSINESS**'.



## Instructions

### Step 1: The Setup

Look at the two signs in the room:

- SIGN A: High Social/Environmental Impact
- SIGN B: Financially Viable & Scalable Business

Your task is to decide a business venture's primary focus. Stand under the sign you think best represents it.



### Step 2: Analyze & Move

Read a scenario. You have 15 seconds to decide. Then, move to your chosen sign (Sign A or Sign B).

#### Scenario 1: The Data-Driven Farmer's App

*KrishiConnect* is a free app for small farmers, giving them market prices and weather alerts. It makes money by selling anonymized farm data to large agriculture companies. Farmers get better prices but may not fully understand how their data is used.

#### Scenario 2: The Ethical Fast-Fashion Brand

*Desi Threads* sells affordable, trendy ethnic wear online. They employ local artisans at fair wages but use cheap synthetic fabrics to compete with big brands. They support craftsmanship but add to plastic pollution.

#### Scenario 3: The Circular Economy Startup

*ReCharkha* upcycles plastic waste into stylish bags, employing women from rural self-help groups. Their products are expensive, so they rely on CSR funds and niche buyers. They have high social/environmental goals but struggle to scale profitably.

**Step 3: Quick Sharing** 3-4 volunteers quickly share the reason for your choices. There's no single right answer.

### Entrepreneurs Build More than Businesses.

Entrepreneurs don't just start companies, they create change. They give people jobs, solve local problems, and help build a stronger nation. They connect ideas with action, turning challenges into opportunities.

### For Example

- A small bakery creates jobs for delivery workers, suppliers, and shop staff.
- A technology startup helps people pay bills faster, saving time and resources.



### Story Time

## The Farmer Who Beat the Bullies- The Story of Amul

Imagine working hard every single day, yet earning very little for your effort. That was the reality for milk farmers in Gujarat back in 1946. They woke up before sunrise, cared for their cattle, and collected milk but middlemen took most of the profit. The farmers had no power and no voice.



Dr. Verghese Kurien

Instead of giving up, they did something bold. A small group of farmers came together and asked a powerful question: *"What if we owned our own business?"* They formed a cooperative, a company owned and run by the farmers themselves. Every farmer mattered. Every drop of milk counted. With the guidance of Dr. Verghese Kurien, this small experiment grew into Amul, a name now found in almost every Indian kitchen. Amul was not just a brand, it was a movement.

The mission was clear: Fair prices for farmers and good-quality milk for consumers.

The vision was even bigger: Make India self-sufficient in milk and prove that rural communities can build world-class

businesses.

Milk from thousands of villages was collected, processed, and sold together. Profits were shared among the members, not taken away by middlemen. Women found new opportunities, local leaders emerged, and villages became stronger. Amul didn't stop at selling milk. It invested in innovation – milk powder, butter, cheese, and ice cream, all while remaining farmer-owned. What started as a small cooperative turned into a national transformation.

This incredible journey came to be known as the **"White Revolution"**, a revolution that showed how unity, leadership, and belief can change a nation.



*India's Place in the Sun Would Come from the Partnership Between Wisdom of its Rural People and Skill of its Professionals'*

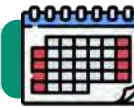
—Dr Verghese Kurien

***One simple idea.  
Millions of lives changed.***



### Pause and Reflect

1. How did Amul balance business and community development?
2. Why is cooperation important in entrepreneurship?
3. How did Amul's values lead to long-term success?



**Task: Choose to research about any one entrepreneur and find out:**

1. What problem does their business solve?
2. How does it help people around them?
3. What challenges do they face?

## 2.2 Ethical & Social Entrepreneurship

### Objectives

1. Identify how entrepreneurs can help people with different needs.
2. Learn from Indian companies that succeed responsibly.



### Activity 2.2 The Ethics Detective

Let's play a game and see how well you remember what we learned in Chapter 2. In this game, you will act like Ethics Detectives, spotting which business actions are ethical and which are not.

#### Instructions

1. Read aloud short 'business actions.'
2. Quickly respond by raising a green card/thumbs-up for ethical, or a red card/thumbs-down for unethical.
3. After each example, discuss why that action is (or isn't) ethical.

| Situation                                  | Ethical                  | Not Ethical              |
|--------------------------------------------|--------------------------|--------------------------|
| A company pays workers on time             | <input type="checkbox"/> | <input type="checkbox"/> |
| A factory dumps waste into a river         | <input type="checkbox"/> | <input type="checkbox"/> |
| A business engaging child labour           | <input type="checkbox"/> | <input type="checkbox"/> |
| A vendor sells at fair prices to customers | <input type="checkbox"/> | <input type="checkbox"/> |



### Pause and Reflect

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

*Brewing Inclusion, One Cup at a Time*

While studying in college, Alina Alam noticed something unfair around her. Many talented people with disabilities were being ignored when it came to jobs. They had skills, passion, and dreams yet society often saw only their disability. Alina chose to look differently. She didn't see limitation; she saw potential. With this belief, she started something small but powerful called 'Mitti Café.' It began as a single café and grew into a chain of restaurants run entirely by people with disabilities. The name 'Mitti', meaning earth, reminds us that all humans are equal and connected, no matter our abilities.



Alina Alam

At every Mitti Café, team members are trained in cooking, serving, and customer care. Their confidence, warmth, and enthusiasm leave a lasting impression on every customer. Today, Mitti Café has spread across India, changing mindsets and opening doors for thousands.



*"Sympathy is something that we should throw out; empathy is the 'IN' word!"*

—Alina Alam

***True entrepreneurship is not just about building businesses, but about building belief, inclusion, and self-respect.***



## Think and Discuss

Get into your groups and discuss:

1. Who is included?
2. What problem is solved?
3. How does dignity replace sympathy?
4. What kind of impact does inclusive employment create?
5. Is your business idea inclusive? What impact may it create?



## Pause and Reflect

From Amul and Mitti Cafe, what three things keep appearing again and again?



## Triple Bottom Line Approach: People, Planet and Profit.

Ethical entrepreneurship follows the Triple Bottom Line, which means balancing people, planet, and profit. An ethical entrepreneur treats workers, customers, and the community fairly by providing safe working conditions, honest products, and equal opportunities. At the same time, they care for the planet by saving resources, reducing pollution, or using eco-friendly methods.

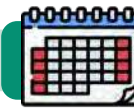
### Pause and Write:

Entrepreneurship helps society when .....

### Examples:

1. A product that makes school easier for visually impaired students.
2. A service that connects senior citizens to digital tools.

## Design for Inclusion



## Weekly Task

1. Work in groups and design one simple idea that helps someone in need.
2. Sketch the idea and name the startup.

### Concept Box



## Entrepreneurship & Society

### What is Social Entrepreneurship?



**Social entrepreneurship** is using business principles to solve social problems while also being financially sustainable. A social entrepreneur is a change-maker who combines empathy, innovation, and business skills to create scalable solutions that benefit communities.

### Inclusive Entrepreneurs...



- ✓ Create jobs for people who are often left out
- ✓ Build products that solve real social challenges
- ✓ Use innovation to make life easier for everyone.
- ✓ Show empathy and fairness in business decisions.

### What is Ethical Entrepreneurship?



#### Ethical Businesses. ...

- ✓ Treat workers, suppliers, and customers fairly
- ✓ Are honest in pricing, quality, and communication
- ✓ Show care for the planet and community
- ✓ Make decisions that protect both people and profits.

### The Triple Bottom Line (People–Planet–Profit)

This global framework helps businesses act responsibly:

1. **People** – Respect workers, ensure safety, support communities.
2. **Planet** – Reduce waste, save energy, protect natural resources.
3. **Profit** – Earn money in a clean, fair, and lawful way.

Responsible entrepreneurs balance all three, not just profit.



# Entrepreneurial Landscapes



No of Periods: 4

Entrepreneurs build different types of enterprise depending on the resources they possess, the goals they set, and the scale at which they wish to operate. Some enterprises begin as small, local ventures managed by individuals or families, while others grow into large organizations employing thousands of people and serving national or global markets. In this chapter, you will explore how enterprises are classified based on **size and ownership**. Through real-life examples like **Chai Point, Zerodha, Amul and Lijjat Papad**, you will understand the advantages and limitations of each type of enterprise. The chapter also encourages learners to reflect on successful businesses that are built not only on structure and scale, but also on strong values and responsible decision-making.



## Learning Outcomes

Learners will be able to

- 🎯 Classify Indian businesses based on their investment size, number of workers, and market reach.
- 🎯 Understand how the size of a business affects ownership, decision-making, and access to resources.
- 🎯 Tell the difference between cooperatives, companies and partnerships based on their purpose, ownership, and profit sharing.
- 🎯 Identify how a business grows and decide when its structure needs to change to support expansion.

## 3.1 How Big Is the Business?

### Objectives

- Analyse the journey of business as it grows from a small 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!

1. How can you guess the size of the business? What helps you in your decision?
2. Let's play a short guessing game and see how you decide the size of the business.

### Instructions

As you listen the names of the following businesses categorize them into Small, Medium and Large.

- a salon
- Local grocery store
- Reliance Industries
- Small tailoring shop



### Story Time

#### The Journey of Chai Point – Brewing Big Dreams

In 2010, Amuleek Singh Bijral, a young professional from Bengaluru, observed something most people overlooked. India is a nation of tea lovers, yet there were very few clean, quick, and modern places to enjoy a simple cup of chai. While coffee chains were becoming popular, the humble chai—a part of everyday Indian life—was being ignored.



Amuleek Singh Bijral

Instead of complaining, Amuleek decided to act. He started Chai Point with just a few small outlets near office areas, aiming to serve fresh, hygienic tea to busy professionals. His mission was to make quality tea easily available in modern spaces, and his vision was to take India's traditional chai culture into the digital age.

### Discuss

- Q.1. What helped you to categorize these businesses?
- Q. 2. Can the size of the space/shop/physical attributes tell us the size of the business? Give reason/s to support your answer.
- Q. 3. Does size determine success? Can a small business grow into a large one?

Come, let's understand the size of the business and understand what components helps to decide the size of the business.

### Understanding Business Size

Read the story 'The Journey of Chai Point–Brewing Big Dreams' carefully. Use the information to fill in the worksheet to get an insight on how businesses are categorized by their scale.

Amuleek used technology and innovation to manage orders, deliveries, and even tea vending machines in offices. As people trusted the brand for taste and cleanliness, Chai Point grew rapidly. It expanded to many cities, introduced eco-friendly cups, and created jobs for thousands.

From a small idea to a national chain, the story of Chai Point proves that with the right vision, innovation, and customer trust, even an everyday idea can grow into a big dream.



*An entrepreneur is not god. He is just a spark that can light the fire, he is not the fire.*

—Amuleek Singh Bijral

# WORKSHEET

## Decoding the Enterprise – The Story of Chai Point

### Part 1: The Spark (Understanding the Beginning)



1. When and where did Chai Point start?
2. What specific problem did Amuleek Singh Bijral identify in the market?
3. What was his initial mission and vision?

### Part 2: The Growth Journey (Tracing the Scale)



Based on the story, trace Chai Point's growth by filling in the blanks for each phase.



#### Phase 1: The Start-Up (Micro/Small Enterprise Characteristics)

- Initial Setup: It began with just a few small .....
- Target Market: It focused on serving customers in ..... areas.
- Core Offer: The main product was fresh, hygienic .....



#### Phase 2: The Expansion (Medium Enterprise Characteristics)

- Growth: It expanded to many .....
- Technology & Innovation: It started using technology for managing ..... , ..... , and installing .....
- Operations: Its market reach became ..... (local/ regional/national).
- Social/Environmental Step: It introduced .....
- Employment: It created jobs for .....

### Part 3: Connect and Conclude

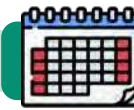
1. Relate the quote by Amuleek Singh Bijral—*"An entrepreneur is not god. He is just a spark that can light the fire, he is not the fire."*—to Chai Point's journey. What do you think is the "spark," and what became the "fire"?



- The Spark: .....
- The Fire: .....

2. Think Ahead: If Chai Point wanted to become a Large Enterprise, what are two strategic steps it might need to take next? (Hint: Think about market reach, technology, or product range).

## Spot the Size Around You



## Weekly Task

**Task:** Look around your neighborhood or locality and identify one business from each category:

- Micro / Small enterprise
- Medium enterprise
- Large enterprise (well-known brand)

For each business, write 4–5 lines answering the following:

- Name of the business
- Category (Small / Medium / Large)
- Number of people working (approximate)
- Area served (local, regional, national)



## Reflection Question

Can this business grow to the next level in the future? What might help it grow — money, ideas, technology, or values?

## 3.2 Who Owns the Business?

### Objectives

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



## Story Time

### Zerodha – Trust, Technology, and Teamwork

Let's read about the journey of Nitin and Nikhil Kamath. Use the information to complete the following tasks, which will guide you in understanding different forms of business ownership and why they matter.

In 2010, when brothers Nithin and Nikhil Kamath entered the world of stock trading, investing felt confusing and risky for most Indians. High fees, complicated systems, and lack of transparency kept many people away from the stock market. The brothers noticed this problem and saw an opportunity to make investing simple and fair.



Nitin and Nikhil Kamath

They started Zerodha as a small partnership firm with a clear mission: 'To make investing transparent, affordable, and accessible for all.' Instead of charging high brokerage fees, Zerodha reduced costs and built a simple, easy-to-use online platform. They chose not to spend money on flashy advertisements. Instead, they focused on earning people's



trust, letting satisfied customers spread the word. Their honest approach worked. Within just ten years, Zerodha grew into one of India's largest stockbrokers, serving millions of investors across the country.

The story of Zerodha proves that when partners work together with trust, transparency, and long-term thinking, even a small idea can grow into a powerful and successful enterprise.



*It's about having a purpose. When you have a purpose, it becomes less about you and more about the impact you are trying to create.*

—Nithin Kamath

## WORKSHEET

### Decoding Business Ownership – The Story of Zerodha

Work in groups of 4-5, discuss and fill in the following worksheet.

#### Part 1: The Foundation (Understanding the Start)

1. Who founded Zerodha, and what was their relationship?
2. What specific problem did they identify in the market before starting?
3. What was their core mission? (Quote it from the text.)
4. How did they primarily grow their business without spending heavily on ads?



#### Part 2: The Ownership Journey (Tracing the Structure)

Based on the story, analyze Zerodha's ownership structure by answering the following.





### **Phase 1: The Beginning (2010)**

- Zerodha started as 'a small partnership firm.'
- Who were the partners?
- Why do you think they chose a partnership instead of one person starting it alone (Sole Proprietorship)? List two possible reasons.



### **Phase 2: The Growth (Present Day)**

Zerodha is now one of India's largest stockbrokers, serving millions. While still privately held by the founders, its scale and complexity have increased massively.

- What key features from its partnership origins do you think helped it succeed? (e.g., shared ideas, responsibility).
- At such a large scale, what are two potential challenges of remaining a simple partnership that they might need to manage?

## **Part 3: Connect, Compare, and Conclude**



### **Types of Business Ownership**

#### **Sole Proprietorship**

A sole proprietorship is a business owned and managed by one person. The owner makes all decisions, enjoys all profits, and also bears all the risks and losses. It is easy to start and requires very little legal paperwork. Examples include a local grocery store, salon, or tailor shop. However, the business usually has limited funds and depends entirely on the owner.

#### **Partnership**

A partnership is owned by two or more people who share investment, work, profits, and risks. Partners bring different skills and ideas, which helps the business grow. Decisions are taken jointly. Examples include small restaurants, trading firms, or Zerodha (initially). The main challenge can be disagreements among partners.



### Private or Public Company

A company is a legally registered business owned by shareholders. It has a separate legal identity, meaning the company is treated as different from its owners. Companies can raise large funds and operate on a big scale. Examples include Infosys, Tata Motors, and Reliance Industries. Shareholders have limited liability, and the business is managed professionally.

### Limited Liability Partnership (LLP)

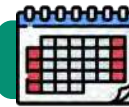
An LLP combines the features of a partnership and a company. It is owned by partners, but their personal assets are protected because liability is limited. LLPs are commonly used by consulting firms, law firms, and design studios. It allows flexibility in management with legal safety.

### Cooperative

A cooperative is owned and managed by a group of people who come together for a common benefit. Each member has an equal say, and profits are shared fairly. Cooperatives focus more on service than profit. Examples include Amul and IFFCO, which support farmers and promote social welfare.

1. **The Partnership Advantage:** The story credits 'partners work[ing] together' as a key to success. Compare this to a Sole Proprietorship. What one major advantage did the partnership form give Nithin and Nikhil that a single founder might lack?
2. **Scenario Analysis:** Imagine two software developers, Priya and Amar, want to start a mobile app development studio. They want to share profits equally but are worried about personal liability if a project fails or a client sues. Discuss:
  - a) Which form of ownership from the table would you recommend to them?
  - b) Why? (Mention at least one key feature of that form that solves their problem).

**Pause and Reflect:** Zerodha's mission was to make investing 'accessible for all.' If their primary goal was social welfare for a specific community of investors (like farmers or students) rather than profit, which form of ownership from the table might have been a better fit? Why?



- Choose your startup idea (from Chapter 2 or create a new one).
- Decide what type of ownership fits best — sole, partnership, company, or cooperative.
- Explain your choice in 5–6 lines, including:
  - Why you chose that form?
  - Benefits and challenges you may face.
- Prepare a short 'Ownership Pitch' to present in a next class.

## 3.3 Cooperatives and Companies – Working Together

### Objectives

- Explain how cooperatives and companies function.
- Compare their structure, ownership, and purpose.



### Story Time

#### Lijjat Papad: When Seven Women Rolled a Revolution

In 1959, in a tiny room on Mumbai's Girgaum Terrace, seven ordinary women dared to dream of an extraordinary future. They had no big money, no formal education in business, and no office—only a simple skill and strong determination. That skill was making papads, the crunchy snack loved in Indian homes.

Led by Jaswantiben Jamnadas Popat, the women pooled together just ₹80 and began rolling papads at home. They sold them in the local market, one packet at a time. But their goal was much



Jaswantiben Jamnadas

bigger than earning a living. They wanted to give women, especially those from low-income families: respect, independence, and dignified work.

What started as a small effort soon became a powerful example of self-reliance and teamwork. They formed a cooperative called Shri Mahila Griha Udyog Lijjat Papad, where every woman was an owner, not an employee. Profits were shared equally, and decisions were made together. Their guiding rule was simple yet powerful: "No charity, only self-help."



As years passed, Lijjat Papad became known for its quality and honesty. The pink packet with the smiling bunny reached kitchens across India. From just seven women, the cooperative grew to over 45,000 members, producing papads, masalas, detergents, and more.

*When people work together with trust and purpose, even the smallest idea can create a nationwide impact.*



### Activity 3.2 Cooperative vs. Company Analysis

Let's discuss and fill in the following worksheet in groups of 4-5.

## WORKSHEET

### Identifying the Business Form

Based on the story, Lijjat Papad is explicitly described as a specific type of organization.

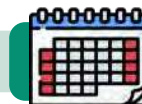
1. What is the legal/organizational form mentioned for Lijjat Papad? (Find the specific term in the text).
2. List two key features from the story that prove it belongs to this category.



### Pause and Reflect

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.

### Enterprise in My Community



### Weekly Task

**Task:** Identify a cooperative or company near your area (bank, dairy, factory, etc.)

- Find out:
  - Who owns it?
  - What it produces or sells?
  - How it helps people?
- Prepare a short poster or oral presentation.





# Business Size & Ownership

Two Business Models – One Economy

## Understanding Business Size

Number of Employees

**Revenue**  
(Earnings)

**Capital**  
(Investment)

**Scope:**  
Local - National



## Understanding Business Size

Number of Employees

**Revenue** (Earnings)

**Capital** (investment)

Local • National • Global

### SIZE OR SCALE

#### Micro or Small

- Locally owned
- Few employees:
- Minimal investment.

#### Medium Enterprises

- Regional scale
- More employees:
- Better equipment

#### Large Enterprises

- Operate nationally or globally.
- Large workforce & investment.

### SIZE or SCALE

## EXPLORING BUSINESS OWNERSHIP

Ownership tells us who **controls** a business, makes decisions, and shares profit or loss.

### Types of Business Ownership:

**Sole Proprietorship** One individual. Simple to start

**Partnership** 2 or more individuals. Shared resources & profits,

**Private or Public Company** Owned by shareholders.

**Limited Liability Partnership (LLP)** Limited legal liability



## WHY DOES OWNERSHIP MATTER?

**Decision-Making**



**Risk & Profit Sharing**



**Access to Funds**

The right ownership form helps build successful businesses by matching **vision, resources & values.**

### Cooperatives vs. Companies — A Quick Look

| Feature        | Cooperative (Amul)     | Company (Infosys)             |
|----------------|------------------------|-------------------------------|
| Ownership      | Members (farmers)      | Shareholders                  |
| Control        | Democratic voting      | Board of directors            |
| Profit Sharing | Equal share            | Dividends per share           |
| Focus          | Social & rural welfare | Technology & global expansion |
| Scale          | local                  | Can go Global                 |



# Create, Connect, and Collaborate



No of Periods: 4

In this chapter, you will learn how to work better with others by sharing ideas clearly, listening carefully, and respecting different opinions. You will explore how teams co-create ideas, build useful connections, and solve problems together. Through real stories of Indian startups and class activities, you will practise negotiation and conflict resolution.



## Learning Outcomes

Learners will be able to

-  Communicate ideas clearly, listen actively, and respond respectfully in group work.
-  Work with others by understanding different viewpoints to solve problems together.
-  Discuss and resolve differences to make fair and practical decisions.
-  Collaborate to create shared solutions using effective communication and teamwork skills.

## 4.1 Clear and Effective Communication

### Objectives

- Practise clear, polite, and precise questioning and instruction-giving to avoid misunderstandings.
- Connect effective communication to real-life entrepreneurship, showing how clarity builds trust and prevents failure in business ideas.



### Activity 4.1 Save The App!

#### Material Required:

- Sticky notes & markers.
- Prepared cards with 'Chaos Messages.'
- Timer/stopwatch.

## Setup

You are the founding team of a new hyper-local delivery app called 'ZapRun'. Your founder, Kabeer, started with a simple WhatsApp group. Your app is about to launch in Beta version tomorrow for 100 test users. But there's a crisis! The beta testers have sent in their first practice requests, and they are a messy, confusing disaster. If you can't solve these unclear requests, your app will get terrible reviews and fail on day one. Your mission is to decode, clarify, and execute these requests perfectly.

### Step 1: The Decoding Ring

- Get into groups of 6-7 students. Each team will get a message card.
- Task: Teams receive an 'Inbox of Chaos'.
- Each team will read a message from confused beta testers.



I left my stuff at my friend's house last weekend. Can you go grab it? I need it before Friday.

I need a gift delivered to my friend tomorrow.



Pick up my medicine. The usual one

It's my mom birthday today! Need a nice gift delivered to her office. Something thoughtful.



- Team Action: Each team will decode one message. You have 3 minutes to.
  - IDENTIFY the missing information (What, Where, When, Cost, Details).
  - REWRITE each message into a crystal-clear instruction on a large sticky note.



## Case Study

### Porter – Moving Things Made Easy

When people need to move goods like furniture, school materials, or business items, problems often happen due to confusion. Items may get delayed, damaged, or sent to the wrong place. The Porter app solved this problem by using **clear and simple communication**. Before booking, customers clearly mention:

- What item needs to be moved
- Pickup and drop location

- Time and vehicle size

Drivers receive all details before accepting the task.

Customers get updates like:

- "Driver is on the way"
- "Item picked up"
- "Delivery completed"

Because everyone understands each other, the work becomes smooth and trustworthy.



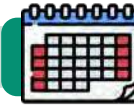
## Pause and Reflect

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

### Effective communication means:

- Saying your idea **clearly**
- **Listening** to others
- Giving **complete information**
- Responding politely and honestly

## Be A Porter Communicator



## Weekly Task

Imagine you are using the Porter app. Write a clear and polite message for each situation.

| Porter                                     |                                                                                       |
|--------------------------------------------|---------------------------------------------------------------------------------------|
| Situation                                  | Your Message                                                                          |
| Sending project materials to school        |    |
| Moving sports equipment for a school event |    |
| Delivering handmade products to a customer |  |

## 4.2 Co-Creation and Networking

### Objectives

- Identify the role of multiple stakeholders (customers, teams, partners) in shaping successful products or services.
- Recognize the importance of communication, trust, and shared ownership in building strong networks and collaborative solutions.



### Activity 4.2 Fix the Message

Read the message below:

*'Please manage this.'*

1. Rewrite the message so it becomes clear and useful:

(What? Who? When? Where?)

## 2. Compare with a partner and answer:

Tick ✓ the correct option(s):

- Our messages are exactly the same
- Our messages are slightly different
- Our messages are very different

## 3. Think and write (one line):

Why did two clear messages still turn out different?

If many people rewrite the same idea differently, **What could happen if they work together?**



## Story Time

### Zomato – An Idea That Grew by Connecting People

Every afternoon, Deepinder Goyal noticed the same thing in his office.

People waited. Not for food but for restaurant menus.

He scanned menus and uploaded them online.

That was it.

But then something unexpected happened.

Restaurants called:

- “Please update our prices.”

Customers wrote:

- “This place is good, that one isn’t.”

Delivery partners said:



- “Traffic is heavy here.”

Tech teams replied:

- “We’ll fix it.”

Zomato slowly became a place where:

- restaurants shared information
- customers shared opinions
- teams shared feedback

No one worked alone.

Everyone stayed **connected**.

The idea didn’t grow because one person worked harder, It grew because many people stayed in touch and helped each other.

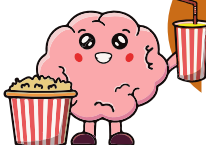
Zomato became more than a food app. It became a **network**.



## Pause & Reflect

- Name at least three groups connected through Zomato.
- What do we call it when success depends on strong connections between people?

## Brain Snack



Notice how one idea is not enough — people must connect for it to work. Hence, the importance of co-creation and networking.



## Activity 4.3 Create & Connect

### Instructions

Get into groups of 5–6. Choose one Prompt Card to work upon.

**Step 1:** Each student adds one improvement idea.

**Step 2:** Group lists people who must be connected for it to work.

#### PROMPT CARD A

##### Improve the School Morning Assembly

###### Your Challenge:

The school wants to make the morning assembly more engaging.

###### Think About:

- Who speaks?
- Who organises?
- Who supports behind the scenes?



###### Be Ready to Share:

- One best idea
- The people who need to work together

#### PROMPT CARD B

##### Make Group Projects Less Stressful

###### Your Challenge:

Many students feel group projects cause confusion and stress.

###### Think About:

- Roles
- Deadlines
- Guidance



###### Be Ready to Share:

- One improvement idea
- Who must stay connected

#### PROMPT CARD C

##### Homework often feels rushed, unclear, or overwhelming.

###### Your Challenge:

Homework often feels rushed, unclear, or overwhelming.

###### Think About:

- Instructions
- Time
- Support at home



###### Be Ready to Share:

- One solution
- One important connection

#### PROMPT CARD D

##### Your class is planning a small celebration or event.

###### Your Challenge:

Your class is planning a small celebration or event.

###### Think About:

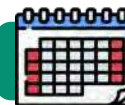
- Planning
- Execution
- Permissions



###### Be Ready to Share:

- One combined plan
- The network needed





### 1. Create Together

Work with 2–3 people (family or friends). Choose one situation:

- |                      |                          |                 |                          |
|----------------------|--------------------------|-----------------|--------------------------|
| ■ Choosing a TV show | <input type="checkbox"/> | ■ Deciding food | <input type="checkbox"/> |
| ■ Planning an outing | <input type="checkbox"/> | ■ Dividing work | <input type="checkbox"/> |
| ■ Any other: .....   |                          |                 |                          |

Who was involved?

### 2. Different Ideas

Write one idea from each person:

- Person 1: .....
- Person 2: .....
- Person 3 (if any): .....

### 3. Did Everyone Agree?

- |       |                          |      |                          |
|-------|--------------------------|------|--------------------------|
| ■ Yes | <input type="checkbox"/> | ■ No | <input type="checkbox"/> |
|-------|--------------------------|------|--------------------------|

If not, what was the main difference of opinion?

### 4. What Happened Next? (Tick ✓)

- |                           |                          |                                  |                          |
|---------------------------|--------------------------|----------------------------------|--------------------------|
| ■ People explained calmly | <input type="checkbox"/> | ■ People repeated their own idea | <input type="checkbox"/> |
| ■ Someone got upset       | <input type="checkbox"/> | ■ Everyone adjusted a little     | <input type="checkbox"/> |
| ■ Decision was not clear  |                          |                                  |                          |

### 5. Final Outcome

How was the decision made?

- |                      |                          |                    |                          |
|----------------------|--------------------------|--------------------|--------------------------|
| ■ One person decided | <input type="checkbox"/> | ■ Majority decided | <input type="checkbox"/> |
| ■ Everyone adjusted  | <input type="checkbox"/> | ■ Not decided      | <input type="checkbox"/> |

Was anyone unhappy? ☐ Yes ☐ No

### 6. Think Ahead

1. When people create together, disagreements are common.
2. How can teams handle them calmly and fairly?

## 4.3 Negotiation and Conflict Resolution

### Objectives

- Practise negotiation skills by listening, adjusting ideas, and reaching fair decisions through discussion.
- Apply conflict resolution strategies using empathy and respect to maintain teamwork and make better group decisions.



## Activity 4.4 Stand Where You Agree

### Instructions

- Read the statements aloud.
- Stand if you agree, stay seated if you disagree.



**'Everyone agreed easily when we decided together.'**



**'Someone had to give up their idea.'**



**We argued but finally found a solution.**



**The decision felt unfair to someone.**



## Story Time

### Byju's- Too Many Good Ideas

Byju Raveendran began as a passionate teacher who loved explaining math in simple ways.

When Byju's started growing, the team became larger- teachers, designers, animators, and tech experts.

And then came the conflicts.

- Teachers said:  
"Lessons must be detailed and slow."
- Designers said:



"Students will get bored."

- Tech teams said:  
"This will take too much time to build."
- Business teams said:  
"We must launch quickly."

Everyone had good reasons. Everyone believed they were right. Meetings became tense.

Instead of choosing one side, Byju asked:

- "What is best for the learner?"
- "What can we adjust?"
- "What must not be compromised?"

The team discussed, debated, and negotiated:

- Teachers shortened explanations but kept clarity.
- Designers added visuals without losing meaning.
- Tech teams simplified features for faster launch.

No one got everything they wanted. But everyone got something important.

That balance helped Byju's grow into one of India's largest ed-tech companies.



## Pause & Reflect

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



## Activity 4.5 The Learning App Decision

### Instructions

- Get into groups of 5-6 and fill in the following worksheet.
- As a team, work on the following situation where everyone has a different opinion.
- Solve the problem by following the steps of negotiation.

### Situation

Your team is designing a new learning app feature.

### Step 1: Different Views

| Team Member   | What they want       |
|---------------|----------------------|
| Teacher       | Detailed explanation |
| Designer      | Fun animations       |
| Tech expert   | Simple features      |
| Business lead | Quick launch         |

## Step 2: Decide Priorities

Circle two priorities as a group:

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Clarity | <input type="checkbox"/> Engagement |
| <input type="checkbox"/> Speed   | <input type="checkbox"/> Cost       |

## Step 3: Negotiate Adjustments

Write one adjustment each role can make:

- Teacher adjusts by:
- Designer adjusts by:

- Tech expert adjusts by:
- Business lead adjusts by:

## Step 4: Final Decision

Our negotiated solution:

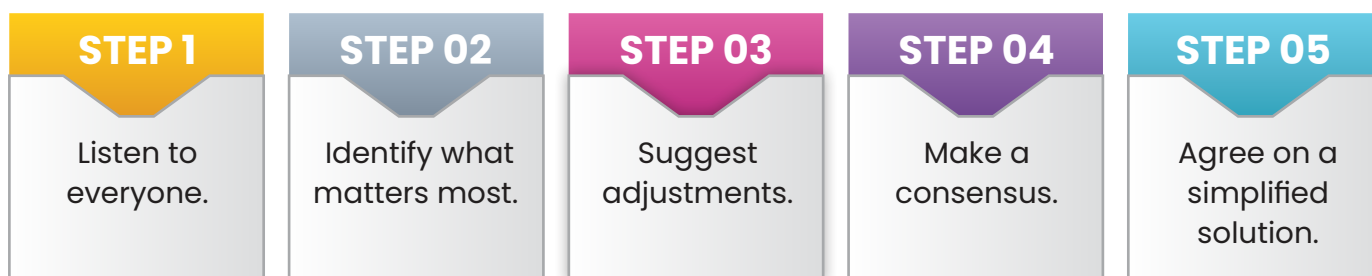
## Step 5: Group Share

### 1-2 group shares:

- What they compromised on?
- What they protected?

## Closing Reflection

Conflict becomes constructive when emotions are managed and perspectives are respected.



## Concept Box



### Clear & Effective Communication



Sharing ideas in a simple and easy-to-understand way to avoid confusion and mistakes.

### Co-Creation



Developing products and services together with customers and stakeholders.

### Networking



Building relationships with mentors, partners, investors, and clients.

## ENTREPRENEURSHIP

### Negotiation & Conflict Resolution



Managing disagreements calmly and finding solutions that strengthen teamwork.



# SMART Goals, Big Ideas



No of Periods: 3

In this chapter, you will learn how entrepreneurs think, set goals, and turn ideas into action. Through engaging stories of Indian startups and hands-on activities, you will practise developing innovative ideas and setting SMART goals for yourself and simple business ideas. This chapter will help you build confidence, think creatively, and plan your next steps clearly and purposefully.

## Learning Outcomes

Learners will be able to

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



## 5.1 From Vision to Action

### Objectives

- Differentiate between a vision and a goal by analysing Nykaa's journey and explaining how big dreams are converted into clear, actionable steps.
- Create SMART goals by applying the SMART framework to a given business scenario and justify how each goal supports a larger vision.



### Story Time

#### Nykaa in the Making

#### Read the story silently:

"Falguni Nayar was sitting in her office in 2012. She saw something missing. Indian women loved beauty but had to hunt for

authentic products or travel abroad. She felt they deserved better, a place that celebrated their beauty with trust and choice.



She left her banking job. Her first move wasn't 'to build a giant company.' It was: 'Launch a website with 100% genuine products by December 2012.'

Then: 'Get 50 luxury brands in 2 years.' 'Reach 1,000 orders a month.'

Each small win built toward her



*Falguni Nayar*

big vision: making Nykaa India's most trusted beauty destination. She didn't just dream, she built step by step.



### Think-Pair-Share

With your partner, discuss:

1. What was Falguni's big dream?
2. What were her first small steps?
3. How were those steps different from her big dream?



## Activity 5.1 Goal Detective

### Instructions:

- Get into groups of 5.
- Study the following table

| Vision                  | Goals                           |
|-------------------------|---------------------------------|
| Celebrate Indian beauty | Launch website by Dec 2012      |
| Build trust             | Get 50 luxury brands in 2 years |
| Create destination      | Reach 1,000 orders/month        |

- Each group gets 3 goal cards from Nykaa's journey:

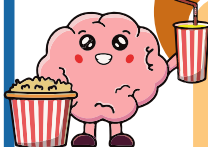
- 1 Launch website with 100% genuine products by December 2012.
- 2 Get 50 luxury brands within two years.
- 3 Achieve 1,000 orders per month in the first year.

- In your groups, analyze your assigned goal cards reflecting upon the following questions:

1. What's SPECIFIC about each goal? (What exactly will be done?)
2. How would you MEASURE if it succeeded?
3. Were they ACHIEVABLE with her resources? Why?
4. How does each goal RELATE to her big vision?
5. What's the TIME limit for each?

- Each team explains how their goal demonstrates one letter of SMART.

## Brain Snack



You just discovered that effective goals are SMART. Falguni's big vision (Column A) gave her direction. Her SMART goals (Column B) gave her the roadmap.

### Set Your SMART Goals

**Scenario:** You're launching 'GreenThread', a sustainable clothing brand that turns plastic bottles into fashionable wear.

**Your vision:** To make sustainable fashion cool and accessible for teens.

**Challenge:** Create your first SMART goal.

### Instructions:

- In your groups, fill in the following template.



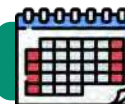
*A Goal is a clear decision about what you want to achieve and by when.*

| <b>S</b> | <b>M</b>   | <b>A</b>   | <b>R</b> | <b>T</b>   |
|----------|------------|------------|----------|------------|
| Specific | Measurable | Attainable | Relevant | Time-bound |
| <b>G</b> | <b>O</b>   | <b>A</b>   | <b>L</b> | <b>S</b>   |

- 2-3 teams share their SMART goals with the whole class.
- Class evaluates: Are they truly SMART? Why/Why not?

### Think and Reflect

- What's the difference between a big dream and a SMART goal?
- Why do entrepreneurs need both?
- What's one personal dream you have? what would be a SMART first step towards it?



# WORKSHEET

## From Idea to Direction

### 1. Pick One Idea

(Choose one idea/problem you have already worked on)

**My chosen idea/problem:**

### 2. Why I care about it:

### 3. Define the Opportunity

Complete the sentence:

This idea can help .....  
by .....

### 4. Reality Check

Tick (✓) what is needed to move ahead:

- ☐ Time
- ☐ Skills
- ☐ Support from others
- ☐ Money
- ☐ Clear steps

### 5. Biggest challenge (circle one):

Time / Skills / Support / Money / Steps

### 6. Where Am I Stuck?

Answer honestly:

- I know what to do next: ☐ Yes ☐ No

### 7. Why Do Goals Matter?

Complete the sentences:

- If I had a clear goal, I would first .....
- Without a goal, this idea may .....

(write possible answers in the TM)-  
done IN TM

### 8. Be Ready to Share

Prepare a **30-second explanation**:

- My idea: .....
- One challenge: .....
- One decision I need to make: .....

### Think Ahead

What kind of goal will help me move this idea forward?

## 5.2 Innovating Ideas

### Objectives

- Explain the concept of innovation by recognizing that a single goal can be achieved through multiple creative paths, using real-life examples such as the boAt story.

- Generate and justify innovative ideas by applying entrepreneurial thinking to redesign or improve ordinary objects based on identified needs and opportunities.

**“Innovation begins when we think of different ways to reach the same goal.”**



## Activity 5.2 One Goal, Many Paths

### Instructions:

1. Read the following statement:  
**‘Your goal is to carry water to the class.’**
2. Think how you will do it?
3. In pairs, discuss the following:

- “Did everyone choose the same solution?”
- “Was everyone’s goal the same?”



## Story Time

### boAt – Listening Before Building

Aman Gupta observed that young Indians loved listening to music, but most earphones available were either too expensive or broke very quickly. Instead of blindly copying international brands, he chose to listen to customers first. He asked a simple but powerful question: *‘What do young Indians actually want?’* The answer was clear, products that were affordable, stylish, and durable. With this insight, boAt focused on designing audio accessories that matched youth preferences and everyday use. The company did not invent music or new technology. It innovated by understanding real customer needs and delivering value through smart design, quality, and pricing.



2. **What Is Innovation?** In the light of the boAt story, think and share with the class:

### 3 Tips to Innovate



Try



Learn



Improve



### Pause and Reflect

1. What stayed the same for boAt?
2. What kept changing?



### Activity 5.3 Innovate the Ordinary

#### Instructions:

- Get into groups of 5.
- Discuss and fill in the following worksheet.
- Later, 1-2 groups share your ideas with the class.

## WORKSHEET

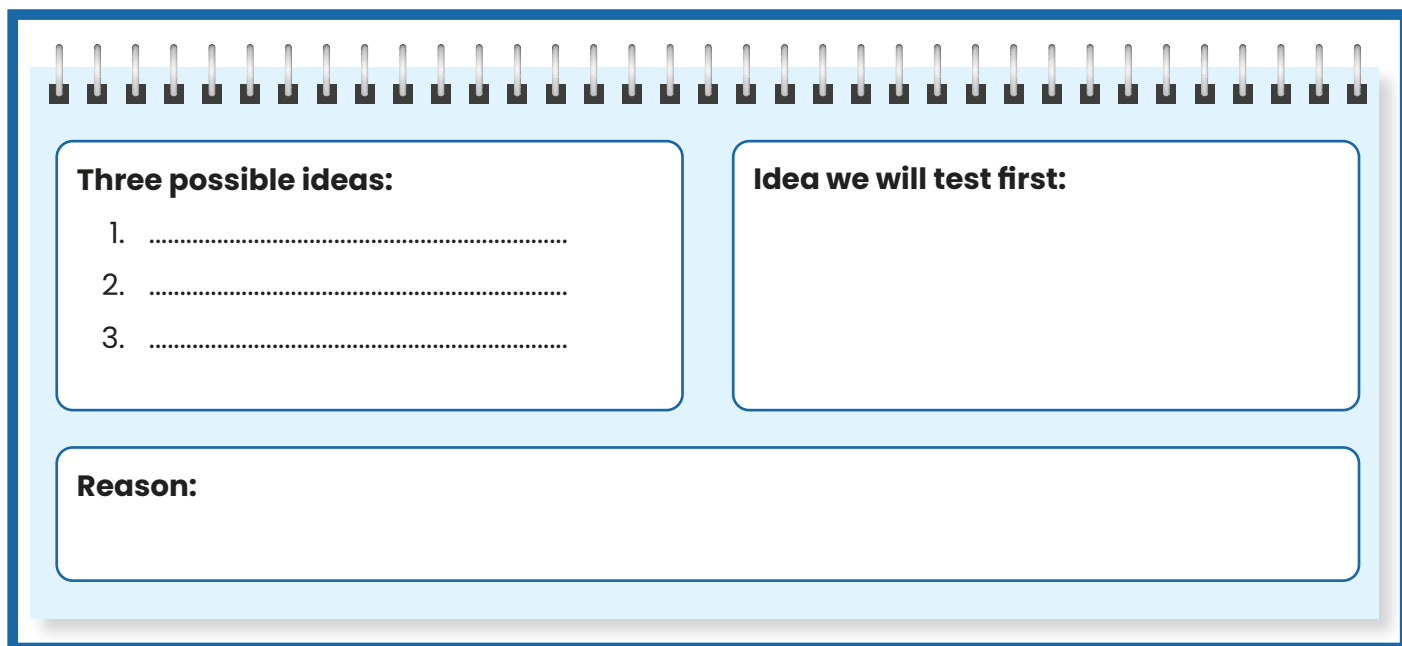
### Innovating Ideas-Try Before You Decide

#### Goal

To make carrying books to school easier.

#### Our main problem:





**Three possible ideas:**

1. ....
2. ....
3. ....

**Idea we will test first:**

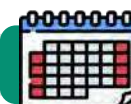
**Reason:**



### Pause and Reflect

Complete: Innovation is important because .....

## My Business Idea Sheet



## Weekly Task

During the week, work in your group and fill in the following worksheet:

### My Business Idea- Innovation & Goal Sheet

#### My Business Idea

#### One Innovative Improvement

## My User/Customer

Who:

.....

How it helps them:

.....

## My SMART Goal

I will

.....

by

.....

### Concept Box



## Vision vs Goal

### Understand the Difference

#### Vision



- Long-term dream
- Broad and inspiring
- Shows purpose

Example: Celebrate Indian beauty

VS.

#### Goal



- Short-term step
- Clear and specific
- Shows action

Example: Launch website by Dec 2012

### SMART Goals

Effective goals are **SMART**:



#### Specific:

Clearly states what needs to be done



#### Achievable:

Realistic with available resources



#### Relevant:

Directly supports the larger vision



#### Measurable:

Success can be counted or checked



#### Achievable:

Realistic with available resources



#### Time-bound:

Has a clear deadline



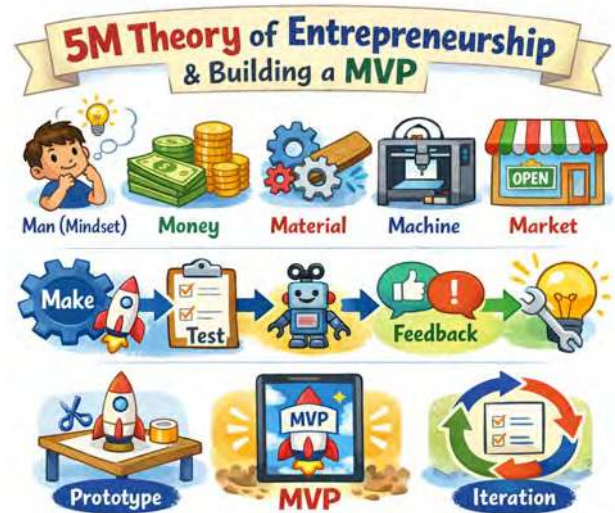
**Key Idea** A **vision** inspires. SMART goals make it happen. Entrepreneurs need both—a dream to aim for and goals to act on.

# Discovering your Customer



No of Periods: 6

In the previous chapters, you learned to think like entrepreneurs – observing problems, designing ideas, and setting goals. Now, you are ready to take the next step that is **turning your idea into action**. Every business grows through a process of **making, testing, improving, and managing**. In this chapter, you will learn about the **5M Theory of Entrepreneurship** – *Man (Mindset), Money, Material, Machine, and Market*– and connect it with the practical journey of building a **Minimum Viable Product (MVP)** through **prototyping, testing, feedback, and iteration**.



## Learning Outcomes

Learners will be able to

- 🎯 Identify real customer problems by observing, questioning, and understanding people's needs in everyday situations.
- 🎯 Explain and select an appropriate type of prototype to test an idea on a small scale.
- 🎯 Apply the 5M Theory to evaluate the feasibility of an idea before developing a final product or service.
- 🎯 Build and test a prototype of their product.
- 🎯 Collect feedback from users and improve the design through iteration.

## 6.1 Who Is My Customer?

### Objectives

- *Explain* the importance of market research and identifying market needs using examples.
- *Use* simple observation and questioning techniques to identify the real needs of customers in a given situation.



## Case Studies

### Case 1: The Failed Idea

**Step 1:** A student named Riya designed a smart water bottle. It counted steps, tracked calories, and had Bluetooth.

She was excited. But after selling 20 bottles, her sale did not escalate.

#### Group Discussion

Discuss in your groups:

- Was Riya's idea bad/good? Give reasons to support your answer?
- Why didn't sales increase?
- What do you think she could have done to increase the sales?

Let's see what Riya did next.

### Step 2: The Turnaround

Riya went back and talked to people. She asked them:

- For how many times do you drink water in a day?
- How do you manage when you are outside your house?
- How do you carry water?
- What kind of bottle/carrier do you actually need to carry water?

She discovered:

- Office workers wanted reminders.
- Gym users wanted durability.
- Students wanted low cost.



### Think & Discuss

In your groups, discuss:

- What did Riya change?
- What did she do *before* making the product?
- Whom did she talk to and why?

She redesigned ONE simple bottle with reminders. She chose a durable material while maintaining the cost of the bottle.

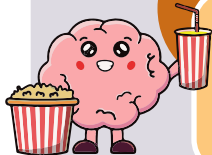
### Concept 1

#### Think-Pair-Share

'What do we call the process of talking to people to understand their problems before making a product?'

It is called **Market Research**.

### Brain Snack



Market research means understanding people and their problems before building a solution.

### Case 2: The Bus Stop Problem

In a small town, students waited long hours at a bus stop.

A startup team planned to install:

- Digital screens
- Music speakers
- Fancy benches

Before actualizing their idea, they stood at the bus stop for 3 days and observed:

- People were more worried about shade.
- Elderly needed seating.
- Students wanted bus timings.

## Think and discuss

In your groups, discuss:

- What was the purpose of the team to observe people at the bus stop?
- What may be the real problem? Give reason/s to support your answer.

*The real problem was different from what the team assumed.*

## Think-Pair-Share

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

It is called **Market Needs**

- Why do you lose money?

Farmers said:

- Middlemen take profits.
- No control over prices.

## Brain Snack

The solution was not milk production—it already existed.

- The solution was listening.
- That listening created Amul.



## Brain Snack

Market needs are the real difficulties people face in daily life.



## Concept 2

### Think-Pair-Share

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

**Our Customer.**

## Case 3: The Making of Amul

Long ago, farmers produced milk but earned very little.

A group asked farmers:

- What troubles you most?

## Brain Snack

Discovering your customer means knowing who faces the problem and what matters to them.



## Think & Discuss

In your groups, discuss:

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

## 6.2 Understanding Prototype

### Objectives

- Explain the purpose of prototypes and service prototypes.
- Create a simple product or service prototype to test an idea before actualizing it.





## Case Studies

### Case 4: The App That Never Launched

A group of students planned a school bus tracking app.

They spent:

- Weeks designing features.
- Hours making posters.
- Time preparing presentations.

But before launch, they asked drivers and parents.

The drivers said:

'We don't know how to use apps.'

Parents said:

'We just want a simple SMS update.'

The app was never launched.



### Think & Discuss

In your groups, discuss:

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

### Concept 3

#### Think- Pair -Share

What do we call a sample or trial version of an idea that helps us test before building?

It is called a **Prototype**.

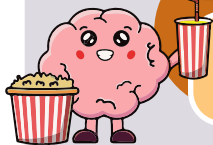
- Orders were written on a board
- Tokens were given
- Food was collected later

No technology.

Only a new way of doing things.

Queues reduced.

### Brain Snack



A prototype is a simple trial version used to test an idea.

### Concept 4

When we test a way of delivering a service instead of a product, what should we call it?

We call it a **Service Prototype**.

### Case 5: The School Canteen Queue

Students complained about long queues in the canteen.

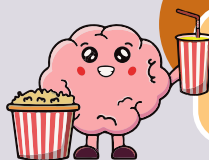
An idea came:

'Let's make an online ordering system.'

Instead of an app, they tried this:

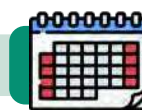
- One student acted as 'order taker'

### Brain Snack



A service prototype tests how a service works before it is fully implemented

## Prototype Without Building



## Weekly Task

### Instructions:

Work in pairs.

**Step 1:** Choose one problem from Chapter 1

## Step 2: Decide:

- Is it a **product** or a **service**?
- How can you *pretend* or *act it out*?

## Think and Reflect

- Why is trying better than assuming?
- How does a prototype save time and money?

## 6.3 The 5M Theory of Entrepreneurship

### Objectives

- Understand the five essential factors behind every successful enterprise.
- Relate the 5Ms to your own business idea.
- Practise identifying and managing available resources creatively.



### Case Studies

#### Case 6: The Tea Stall Experiment

A roadside tea seller wanted to add **lemon tea** in his menu.

Instead of changing everything:

- He made lemon tea for **one day only**.
- Charged the same price.

- Watched customer reactions.

He noticed:

- Office workers liked it.
- Evening customers didn't.

He adjusted the timing.



### Think & Discuss

In your groups, discuss:

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

### Concept 5

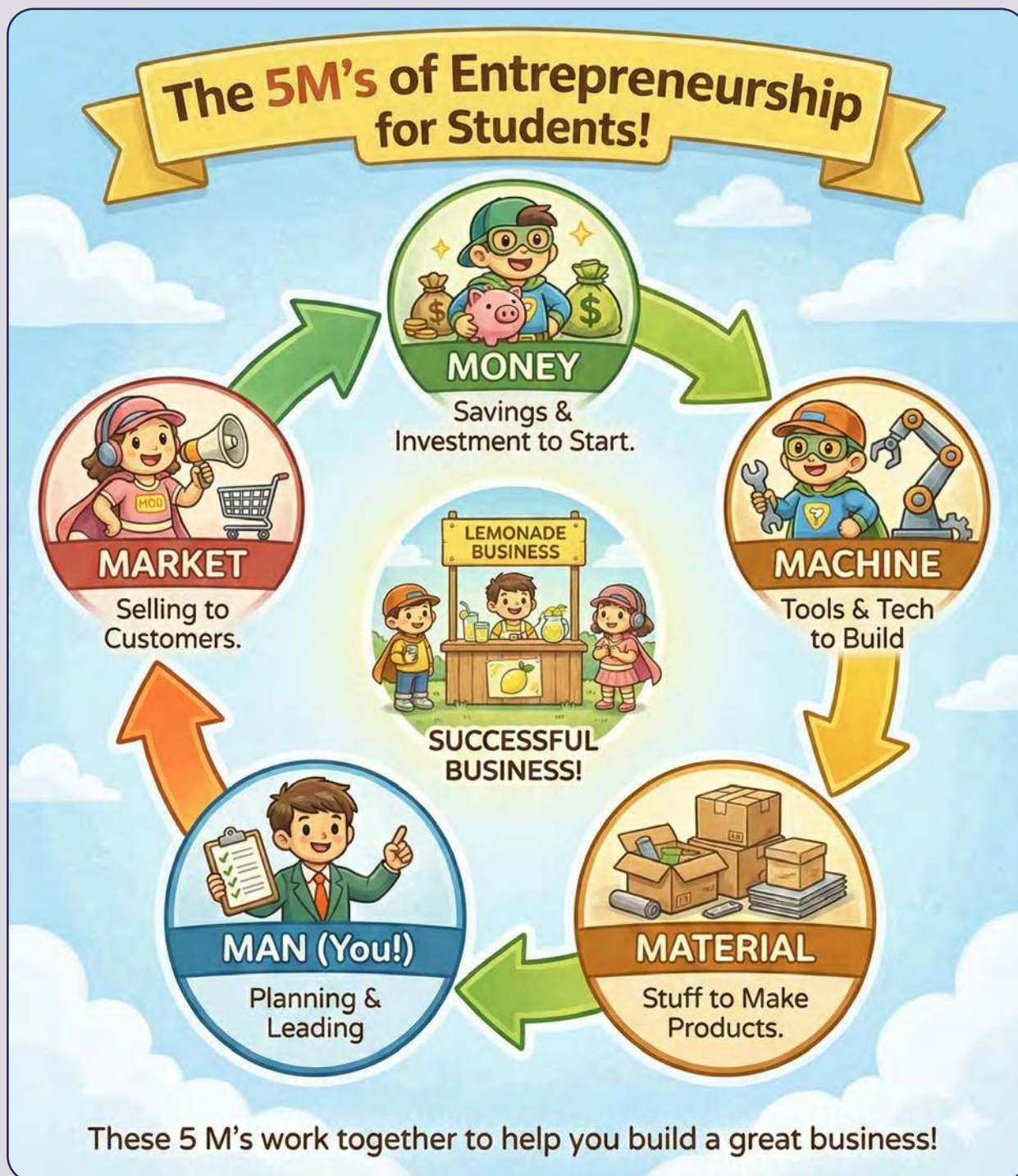
Why do innovators test ideas on a small scale first?

### The 5M Theory

Entrepreneurship requires balancing five key resources, known as the 5Ms:

| M                          | Meaning                   | Role in Business                                    |
|----------------------------|---------------------------|-----------------------------------------------------|
| Man (Mindset & Management) | The entrepreneur and team | Skill, creativity, and leadership                   |
| Money                      | Financial resources       | Needed for raw materials, production, and marketing |

|          |                           |                                                |
|----------|---------------------------|------------------------------------------------|
| Material | Raw inputs                | Physical resources used to make the product    |
| Machine  | Tools and technology      | Helps increase production and efficiency       |
| Market   | Customers and competitors | Determines demand, pricing, and sales strategy |





## Activity 6.1 Build Your 5M Web

### Objective:

Identify the 5Ms for your business idea.

### Instructions:

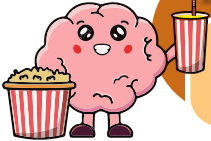
1. Draw a large circle in your notebook labelled with your business name.
2. Around it, draw five smaller circles labelled: Man, Money, Material, Machine, Market.
3. Fill each with specific details for your idea.
  - **Man:** Who will manage your startup? What skills are needed?

- **Money:** How much do you need to start?
  - **Material:** What are the main inputs?
  - **Machine:** Any tools or technology required?
  - **Market:** Who are your customers?
4. Share your 5M web with your group.
  5. Discuss: Which M is your strongest and which needs more planning?

### Reflection:

If one of your 5Ms was missing, how would it affect your business?

### Brain Snack



The 5Ms are the building blocks of every enterprise. Successful entrepreneurs balance all five – human effort, money, material, machine, and market.

## 6.4 Building The Prototype

### Objectives

- Understand what a prototype is and why it is important.
- Create a low-cost model or sketch of your idea using available materials.
- Relate the prototype design to the 5Ms.

### What Is a Prototype?

A **prototype** is the first working model of your idea.

It helps you to:

- Check if your idea can actually work.
- Show others what your product will look like.
- Gather early feedback before mass production.

### Types of Prototypes:

1. **Paper Prototype:** Drawings or labelled diagrams.
2. **Physical Prototype:** Made with simple materials like cardboard, clay, or fabric.
3. **Service Prototype:** A short skit or demonstration showing how a service will work.

### Recap Activity 6.2 : Spot the 'M'

Teacher calls out examples and you have to identify the 'M':

- Buying raw materials.
- Hiring a helper.
- Finding customers.

Now, let's use our 5Ms to make something real, our first prototype.



### Example:

If your idea is a solar-powered bag, your prototype could be a paper model showing the solar strip and USB port.



## Activity 6.3 My First Model!

### Instructions:

1. Use recycled or simple materials (paper, cardboard, clay).
2. Build or draw your product idea.
3. Label the 5Ms on your prototype:
  - Who makes it? (Man)
  - What materials used? (Material)
  - Which tools used? (Machine)
  - Who will buy it? (Market)
  - How much will it cost? (Money)
3. Display prototypes around the room for a 'Prototype Walk.'

### Reflection:

What did you learn about your product by building it physically?

### Concept Box

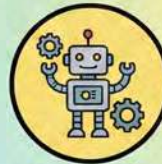


# What is a Prototype?

A prototype is a simple, early model of your idea to test it before making the real thing!



**1. Sketches & Drawings:** Hand-drawn visuals to plan ideas.



**5. Functional Prototype:** A model that actually works!



**2. Paper Prototype:** Paper models to test shapes or layouts.



**6. 3D Printed Prototype:** Printed physical model for fit testing.



**3. Digital Prototype / Wireframe:** Computer mock-ups of screens.



**7. Minimum Viable Product (MVP):** Basic version for real user feedback.



**Why Prototypes Matter:** They help you test ideas, save money, and make sure your product is ready for the market, using the 5Ms!





## 6.5: Alpha and Beta Testing

### Objectives

- **Differentiate** between Alpha testing and Beta testing.
- **Plan** a basic testing strategy by deciding what to check internally (Alpha) and what feedback to collect from real users (Beta) for a given idea.



### Case Studies

#### Case 7: The School App Disaster

A school launched a new attendance app.

On Day 1:

- App crashed.

- Names were missing.

- Teachers were confused.

By Day 3, the app stopped.



#### Think & Discuss

In your groups, discuss:

- Was the idea wrong?
- What may be the problem?

#### What Went Wrong?

Later, the IT team reflected and realised:

- They never checked if buttons worked.
- They didn't test it with teachers.

- They assumed everything was fine.

They decided:

- First, test it inside the IT room.
- Then, test it with 2 classes only.



#### Think & Discuss

In your groups, discuss:

- Why are two stages of testing suggested?
- Why not involve everyone at once?
- What may be the purpose of each stage?

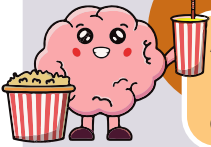
## Concept 6

### Think-Pair-Share

What do we call testing a product internally to find mistakes before users see it?

It is called **Alpha Testing**.

### Brain Snack



Alpha testing is checking a product by the makers to find errors early.

### Case 8: The Canteen Menu Test (Beta Testing)

The school canteen planned a healthy snacks menu.

Instead of changing everything:

- They introduced it for Class 6 only.
- Asked students what they liked.
- Noted wastage and sales.

After observing, canteen:

- Removed some items.
- Improved the others.

And then, menu was extended to all classes.



### Think & Discuss

In your groups, discuss:

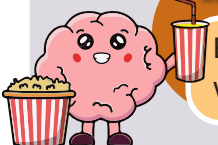
- Who tested the menu this time?
- Were they experts or real users?
- What kind of feedback was useful?

## Concept 7

What do we call testing an idea with real users on a small scale?

It is called **Beta testing**.

### Brain Snack



Beta testing is trying an idea with real users to improve it.

### Case 9: The Broken Pencil Box

A student made a new pencil box design.

- Friends liked the idea.
- But the lock broke easily.
- Some said it was too heavy.

The student:

- Didn't get angry.
- Changed the material.
- Reduced weight

The final box was strong.



## Think & Discuss

In your groups, discuss:

- Why was feedback important?
- What would happen if feedback was ignored?
- Is feedback failure or help?

### Concept 8

What do we call changing an idea again and again based on feedback?

It is called **Iteration**.



### Brain Snack

Iteration means improving an idea step by step using feedback.



## Activity 6.4 Test Before You Trust

### Group Activity

Sit in your business groups and recall your startup idea. Discuss and write about:

1. One thing you would check in Alpha testing.
2. Who would be your Beta users.
3. What would you do after getting feedback?



## Pause and Reflect

- Why is launching without testing risky?
- Which test protects the idea?
- Which test improves the idea?

*"It's important to have a feedback loop, where you're constantly thinking about what you've done and how you could be doing better"*

**– Elon Musk**



# What Is Product Testing?

Product testing is checking if a product works correctly, is safe, and satisfies customer needs. It's the first working model of your idea!



## Why Product Testing Is Important



**Ensures Quality:**  
Confirms the product works well and is safe.



**Identifies Flaws Early:**  
Detects and fixes problems before mass production.



**Enhances Customer Satisfaction:**  
Builds trust and loyalty by creating reliable products.



**Supports Innovation:**  
Prevents safety issues and bad product with feedback.



## Alpha and Beta Testing: The two key types of testing



**Alpha Testing (1st stage):**  
Testing done internally by the team. Finds errors, bugs, design flaws.



**Beta Testing (2nd stage):**  
Testing with a small group of real users. Collects feedback on usefulness & satisfaction.



Alpha finds mistakes; Beta improves the product with real user feedback.



## 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

- Each student gives two positives and one wish (improvement) for a random prototype.

That's feedback in action — now let's use it to improve our products.

Swiggy's founders improved their app multiple times after users complained about

late deliveries. Each new version solved one problem and added one new feature.

#### Think-Pair-Share

1. How can taking feedback from the real users helps the business?
2. What is this process known as?



## What Is Iteration?

**Iteration** means improving your product again and again based on testing and feedback.

It is the cycle of growth every successful startup follows:

Build → Test → Learn → Improve → Build Again

## Why Iteration Matters:

- Helps fix errors before launch.
- Builds a better understanding of user needs.
- Shows adaptability, a key entrepreneurial skill.



### Activity 6.6 Version 2.0 Challenge

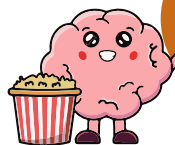
#### Instructions:

1. Review your feedback cards from Chapter 3.
2. Select 2–3 realistic suggestions.
3. Modify your prototype (draw or physically adjust it).
3. Label it '**Version 2.0**'.
4. Present before-and-after versions to the class and explain what changed and why.

#### Reflection

What did your second version improve? How did user feedback help in improvement?

#### Brain Snack



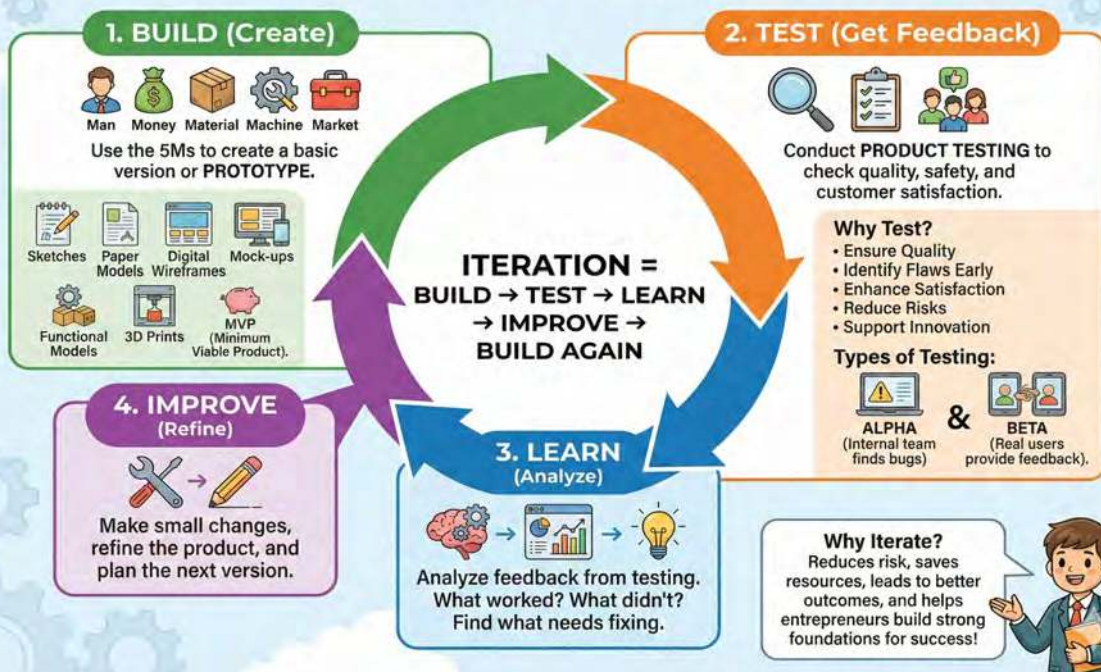
Every great product is the result of many versions — change is progress.

### Concept Box



## THE ITERATIVE PROCESS IN ENTREPRENEURSHIP: BUILD, TEST, LEARN, & GROW!

A cycle of continuous improvement for 10th-grade students to turn ideas into successful ventures.





# Gaining Digital Edge



P116P6

No of Periods: 5

**G**aining Digital Edge, introduces students to the role of digital tools and Artificial Intelligence in modern entrepreneurship. Through real-life case studies, hands-on activities, and simple digital simulations, students learn how technology supports business decision-making, communication, planning, and growth. The chapter connects traditional business practices with modern tools such as AI chatbots, presentation software, spreadsheets, and google tools. By exploring examples from small and local businesses, learners understand that digital tools are not only for large companies but are powerful enablers for startups and student entrepreneurs to work smarter, collaborate better, and make data-driven decisions.



## Learning Outcomes

Learners will be able to

- 🎯 Explain the role of Artificial Intelligence and digital tools in improving business efficiency and customer experience.
- 🎯 Compare offline business processes with AI-enabled and digital approaches using real-life examples.
- 🎯 Design and document a business prototype using visual presentation tools.
- 🎯 Record, organise, and analyse basic business data using spreadsheets.
- 🎯 Use digital tools to collect feedback, analyse information, and collaboratively present business ideas.

## 7.1 Artificial Intelligence and Its Use in Business

### Objectives

- Identify different uses of AI in business, especially in small and local enterprises such as food delivery.
- Differentiate between offline and AI-enabled business approaches by analysing a real-life case study.



### Case Study From Phone Calls to Smart Chats

Every afternoon after school, Meena would help her father at their small food outlet, '**Ghar ka Swad**.' The smell of fresh, homemade food filled the air as phones rang nonstop with customers placing lunch orders. Orders were written in a notebook, payments were in cash, and everything depended on memory, pen, and paper.

But times were changing. As Meena watched people use smartphones for almost



everything, from chatting to shopping, she wondered, "*Why can't our food orders be smart too?*" While learning about chatbots in school, she realised that technology could help answer customer questions, take orders, and save time—even when the shop was closed.

With this idea, Meena suggested using a **chatbot** for their food delivery service.



### Activity 7.1 Think-Pair- Share

1. What challenges do you notice in the way orders were handled at "Ghar ka Swad" before Meena suggested using a chatbot? (*Think about time, effort, accuracy, and working hours.*)
2. How could using a chatbot change the experience for both the customers and Meena's family? (*Consider order taking, payments, record keeping, and availability.*)
3. If 'Ghar ka Swad' wants to grow and serve more customers, which approach—offline or online—would support this better? Why?  
(*Link your answer to technology, speed, and customer convenience.*)



# G Traditional vs Technology-Enabled Food Delivery

## Offline Approach vs Online Approach



### Offline Approach

Traditional Food Delivery

### Food Delivery

Using Chatbot

| Features                                | Advantages                              | Challenges                          | Aspect                                     |
|-----------------------------------------|-----------------------------------------|-------------------------------------|--------------------------------------------|
| Face-to-face interaction or phone calls | Face-to-face interaction or phone calls | Automated chat responses            | Automated chat responses                   |
| Working Hours                           | Limited to shop timings                 | Stored digitally and automatically  | Available 24×7                             |
| Payment Mode                            | Mostly cash payments                    | Digital payments (UPI / online)     | Digital payments (UPI / online)            |
| Speed of Service                        | Slower during busy hours                | Faster and efficient order handling | Faster and efficient order handling        |
| Customer Interaction                    | Personal and direct                     | Quick and instant replies           | Quick and instant replies                  |
| Effort Required                         | High manual effort                      | Less manual effort                  | Less manual effort                         |
| Scalability                             | Suitable only for small orders          | No internet or digital tools needed | Requires internet and basic digital skills |
| Cost                                    | Low operating cost                      | Initial setup may need guidance     | Chatbot can answer only pre-set questions  |

### Student-Friendly Takeaway ➡

- Offline approach is simple and personal but limited in growth.
- Online approach uses technology to save time, reduce errors, and expand business.
- Best choice depends on customer needs, business size, and resources.

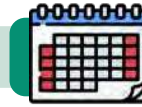




## Pause and Reflect

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

## 1. Think Like an Entrepreneur



## Weekly Task

Imagine you are the owner of this business.

1. One task that a chatbot or AI tool can help with:

- ☐ Taking orders
- ☐ Answering customer questions

☐ Giving timings / menu / prices

☐ Tracking orders or payments

(Write one and explain why?)

2. One benefit of using AI for this business.
3. One challenge or risk of using AI.

## 2. Design a Mini Chatbot

Write a short chatbot conversation for the business you chose.

Example starter:

Customer: Hi

Chatbot: Hello! Welcome to ..... How can I help?

## Concept Box



**Artificial Intelligence (AI)** refers to computer systems that can think, learn, and respond in a way similar to humans. In business, AI helps automate routine tasks, answer customer queries, analyse data, and support better decision-making.

### Examples of AI in Business

- Recommendation systems (Amazon/ Flipkart suggesting products)
- Voice assistants (Google Assistant, Alexa for reminders and searches)
- Fraud detection in banking and UPI payments
- Sales and demand forecasting using data analysis

### AI in Small Businesses

AI is not only for big companies. Even small startups and local shops can use simple AI tools like chatbots, digital payment systems, and order-tracking software to improve efficiency and customer experience.

### Misuse and Risks of AI

- Spreading misinformation
- Privacy violation
- Overdependence on AI
- Bias in AI systems

### Chatbots

A chatbot is an AI-powered tool that can chat with customers, take orders, answer



common questions, and provide updates—anytime, day or night. It follows pre-set rules and helps businesses save time and effort.

#### Examples of Chatbots

- **Food ordering chatbots** on WhatsApp or websites (like Ghar ka Swad)
- **Customer support chatbots** on Zomato, Swiggy, or Amazon
- **Banking chatbots** that check balance or transaction status
- **School or college chatbots** for admissions and fee queries

## 7.2 Designing and Documenting The Prototype

### Objectives

- Understand how to present your business idea clearly and attractively.
- Learn the basic structure of a PowerPoint or Canva presentation.
- Create a paper-based version of a digital presentation.



### Story Time

#### Canva India: Designing Made Easy

When **Melanie Perkins**, a young design student from Australia, struggled to make school posters and presentations, she realised others had the same problem, graphic design tools were too complex. She imagined an app where anyone could design easily with drag-and-drop options.



*Melanie Perkins*



Years later, her idea became **Canva**, a platform that lets users create presentations, posters, and business cards in minutes. Canva entered India in 2019 and quickly became popular among startups, schools, and small businesses for its ready templates and free access.

Indian entrepreneurs, especially small business owners and students, began using Canva to design logos, flyers, and investor decks. It helped them look professional without needing a designer or expensive software.

### Why Documentation Matters?

Entrepreneurs need to communicate their ideas to others: investors, customers, mentors, or partners.

A presentation (like PowerPoint or Canva) is a visual story of your business idea. It helps to:

- Explain your idea simply.
- Record your progress and plans.
- Inspire others to support or invest in you.



# CANVA



Canva is an easy-to-use online design tool that helps create presentations, posters, flyers, logos, resumes, and social media posts without advanced design skills.



## Helps Create Visual Projects!

Design attractive PPTs, posters, and social media posts.



## Saves Time & Cost

Use free templates, icons, photos, & tools. Make logos, brochures, business cards and pitch decks.



## Make Ideas Shine

Create professional and engaging designs.

## Save Time & Design Like a Pro!

◆ Sign Up for Free ◆ Pick a Template ◆ Customize & Edit

### One-stop platform for designing anything!

Sign Up for Free ➤ Pick a Template ➤ Customize & Edit



## Activity 7.2 Paper Canva Board

### Objective:

- To create your startup's first visual presentation on paper.
- To learn to make a storyboard of your business idea on paper.

### Material:

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

### Steps:

- The whole class divides into groups of 4–5 students each.

- Groups prepare their presentation, each page representing one digital 'slide'.

**Page 1:** Business name and logo.

**Page 2:** The problem and your solution.

**Page 3:** Sketch or collage of your prototype.

**Page 4:** Tagline or customer message.

- Stick or pin the 'slides' on the board in sequence (like a slideshow).
- One representative from each group presents for 1 minute.

## Pause and Reflect

How did designing your slides help you understand your own product?







# Designing & Documenting a Prototype



Planning, creating, and clearly explaining a model of a product or service before it is fully developed.



- Explain ideas to investors, customers, mentors, and judges
- Improve the product through feedback
- Track changes and progress
- Reduce mistakes before final production



## PPT PowerPoint (PPT):

- A digital **slide-based** presentation tool used for structured, visual business ideas.



- Explains business ideas and startup concepts
- Shares progress and data using slides with text, images, and charts

## Canva Canva:

- An easy-to-use **online design** tool that lets users create presentations, posters, and more.
- Helps create attractive PPTs, flyers, and pitch decks.
- Provides free templates for logos and social posts.
- Makes ideas look professional without advanced design skills.



**Key Idea.** Strong ideas gain value when well-documented and visually presented. Visual storytelling turns imagination into understanding and interest into support.

## 7.3 Planning and Tracking Business Progress

### Objectives

- Understand how businesses track sales, expenses, and profit.
- Simulate Excel functions (Sum, Average, Graphs) on paper.
- Practise recording and analysing basic data manually.



### Activity 7.3(a) Business Tracker Sheet

- Get into your groups and draw a following table in your notebook:

| DATE | PRODUCT | QUANTITY | COST (₹) | SELLING PRICE (₹) | PROFIT (₹) |
|------|---------|----------|----------|-------------------|------------|
|      |         |          |          |                   |            |

- Discuss: What numbers do you already know about your business idea?

Let's learn how to organise these numbers like Excel does.

#### What Excel does for entrepreneurs?

Excel is a digital spreadsheet that helps businesses record, calculate, and analyse data. It answers questions like:

- How much did I sell this week?
- What is my total profit?

- Which product sells best?

Common Excel Features are:

- Rows & Columns – for organising data.
- Formulas – to calculate totals or averages.
- Charts – to see trends visually.

Even without computers, you can draw tables manually to practise Excel's logic.



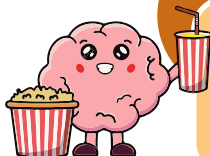
### Activity 7.3 (b) Business Tracker Sheet

- In the table you have drawn, add sample data for 5 days (invent realistic numbers).
- Calculate Profit = Selling Price – Cost for each day.
- At the bottom, find:
  1. Total Profit (SUM)
  2. Average Profit = Total ÷ 5
- Sketch a simple bar chart showing your profit for 5 days.

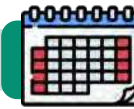
#### Reflection:

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

#### Brain Snack



1. Data helps you make smarter decisions.
2. Excel thinking builds habits of accuracy and analysis.
3. You can practise it with pen, paper, and curiosity.



### Step 1:

Create a Google Form titled: "Survey for New Product Launch"

Product idea examples:

- Healthy snack
- Eco-friendly stationery
- Homemade candles

Include questions like:

- Would you buy this product? (Yes/No)
- Preferred price range
- How often would you buy it?
- Where should it be sold? (Online/Offline)
- Any suggestions?

Collect 5–10 responses.

### Step 2: Google Sheets – Cost & Demand Planning

In Google Sheets, create a table with:

- Expected cost per unit
- Suggested selling price
- Estimated demand (from survey)
- Estimated profit (Selling Price – Cost)

Add:

- Total expected profit
- One simple bar chart (cost vs price)

### Step 3: Google Docs – Business Proposal

Prepare a one-page proposal with:

- Product description
- Target customers
- Survey results summary
- Pricing and profit idea
- Team roles

## Concept Box



Google Sheets **vs.** X Microsoft Excel



## Google Sheets vs. Microsoft Excel

A comparison of spreadsheet tools used by students, entrepreneurs, and businesses.

### Key Differences

| Aspect               | Google Sheets                            | Microsoft Excel                    |
|----------------------|------------------------------------------|------------------------------------|
| Platform             | Web-based                                | Desktop software (also webversion) |
| Cost                 | Free with a Google account               | Paid (part of Microsoft Office)    |
| Internet Requirement | Internet needed (offline mode available) | Works fully offline                |



|                          |                                    |                                                  |
|--------------------------|------------------------------------|--------------------------------------------------|
| <b>Collaboration</b>     | Real-time collaboration by default | Collaboration available but less seamless.       |
| <b>Auto-save</b>         | Auto-saves automatically           | <b>Manual save</b> (auto-save in newer versions) |
| <b>Storage</b>           | Stored on Google Drive (cloud)     | Stored on computer or OneDrive                   |
| <b>Ease of Use</b>       | Simple and beginner-friendly       | More advanced features, steeper learning curve   |
| <b>Advanced Features</b> | Limited advanced data tools        | Powerful tools (macros, VBA, advanced analytics) |

### Similarities

- ✓ Both use rows and columns to organize data
- ✓ Both support formulas and functions (SUM, AVERAGE, IF, etc.)
- ✓ Both can create charts and graphs
- ✓ Both are used for tracking sales, expenses, profits, and surveys
- ✓ Both help in data analysis and decision-making
- ✓ Both are useful for students, startups, and businesses



### Which One to Choose?



**Google Sheets** is ideal for students, beginners, teamwork, and small businesses



**Microsoft Excel** is better for large datasets, advanced calculations, and professional data analysis

# Financial Matrix



No of Periods: 3

**M**oney is the fuel that keeps a business running. In this chapter, you will learn how entrepreneurs **plan, spend, save, and manage money wisely**. You will begin by preparing a simple budget for your prototype and then calculate income, expenses, profit, and loss. You will also learn how to prepare a basic Profit & Loss statement. These financial skills will help you make smart decisions, avoid waste, and build a strong foundation for your business idea.



## Learning Outcomes

Learners will be able to

- 🎯 Prepare a simple budget for their business idea.
- 🎯 Create a basic Profit & Loss statement.

## 8.1 Understanding the Financial Matrix

### Objectives

- Explain the meaning and importance of a budget in entrepreneurship.
- Prepare a simple budget for your prototype by identifying income and expenses.



### Activity 8.1 Pocket Money Planner

Write down in your notebook how much money you usually receive in a week and list all the things on which you spend it, such as food, stationery, gifts etc.



## Think and Discuss

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?

A budget is a simple plan that helps us manage our money better. It helps you plan your income and expenses, control overspending, and decide if your idea is practical.

Imagine you want to start a lemonade stand.

- The fixed costs are the things you buy once or pay regularly, such as the table, jug, and glasses.
- The variable costs are the items that change depending on how many glasses of lemonade you sell, such as lemons, sugar, and water.
- The income is the money you earn from selling lemonade.

## Key Terms

- **A budget** is a plan of income and expenses.
- **Income** is the money you earn from selling your product or service.
- **Expenses** are the money you spend on making or running your business.
- **Fixed costs** are expenses that stay the same, no matter how much you produce.
- **Variable costs** are expenses that increase or decrease depending on how much you produce.

Preparing a budget allows an entrepreneur to check if the business idea is possible and to avoid running out of money.



## Activity 8.2 Budget Worksheet

Work in your groups on your prototype idea.

1. **Name of Prototype/Idea:** .....
1. **Group Members:** .....

### Step 1: List Your Expenses

Fill in your fixed and variable costs.

| Type of Cost | Item  | Estimated Cost (₹) |
|--------------|-------|--------------------|
| Fixed Cost   | ..... | .....              |
| Fixed Cost   | ..... | .....              |

|               |       |       |
|---------------|-------|-------|
| Variable Cost | ..... | ..... |
| Variable Cost | ..... | ..... |
| Variable Cost | ..... | ..... |

**Total Expenses (Fixed + Variable): ₹** .....

### Step 2: Estimate Your Income

| Item Sold | Selling Price per Unit (₹) | Number of Units | Total Income (₹) |
|-----------|----------------------------|-----------------|------------------|
| .....     | .....                      | .....           | .....            |

**Total Income: ₹** .....

### Step 3: Compare Income and Expenses

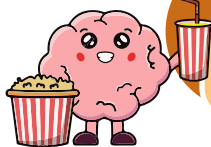
- Total Income: ₹ .....
- Total Expenses: ₹ .....
- Balance (Income – Expenses): ₹ .....



### Pause and Reflect

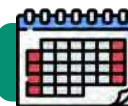
- Did your prototype idea make a profit or a loss?
- Which costs could you reduce to improve your budget?
- What did you find most difficult while preparing the budget?

### Brain Snack



Budgeting is like a map. It guides your money and shows you where your business is heading.

### My Budget Sheet



### Weekly Task

#### Task 1: My Daily Expense and Income Diary

Recording Sheet 1:

Month: ..... Week: .....

| Day    | Income | Expenses | Balance (Income Expenses) | Notes (What i spent on/ saved) |
|--------|--------|----------|---------------------------|--------------------------------|
| Monday |        |          |                           |                                |



|           |  |  |  |  |
|-----------|--|--|--|--|
| Tuesday   |  |  |  |  |
| Wednesday |  |  |  |  |
| Thursday  |  |  |  |  |
| Friday    |  |  |  |  |
| Saturday  |  |  |  |  |
| Sunday    |  |  |  |  |



## Pause and Reflect

1. On which day did I save the most?
2. On which day did I overspend?
3. What change can I make to save more??

## Task 2 : Buy and Sell

### Instructions:

1. Choose a simple item you can buy and resell (For example: pencils, homemade bookmarks, packets of biscuits, fruits etc.).
2. Try selling to friends, neighbours, or family members (even if it is just a small number of units).

### Recording Sheet 2:

**Name:** ..... **Item Chosen:** .....

#### Step 1: Record Costs and Sales

| Item | cost price (cp)<br>per unit (₹) | Selling Price<br>(SP) unit (₹) | Units Brought | Units Sold |
|------|---------------------------------|--------------------------------|---------------|------------|
|      |                                 |                                |               |            |
|      |                                 |                                |               |            |
|      |                                 |                                |               |            |

#### Step 2: Calculate Totals

- Total Expenses (CP × Units Bought): ₹ .....
- Total Income (SP × Units Sold): ₹ .....
- Profit or Loss (Income – Expenses): ₹ .....



## Pause and Reflect

1. Did I make a profit or a loss?
2. What was my biggest challenge in selling?
3. What can I change to increase profit next time?

## 8.2 Profit and Loss

### Objectives

1. Calculate profit or loss by comparing income and expenses.
2. Prepare a simple Profit and Loss statement for your prototype idea.



### Activity 8.3(a) Decoding Profit and Loss

#### Instructions:

- Open your *Recording Sheet 1 & 2* that you completed at home.
- Write down whether you ended the week with more money (profit) or less money (loss).
- Volunteer to share your findings with the class.

The following key terms to be understood in simple words:

- **Cost Price (CP):** The price at which you buy or make a product.
- **Selling Price (SP):** The price at which you sell the product.

- **Profit:** The extra money earned when the selling price is more than the cost price.
- **Loss:** The money lost when the cost price is more than the selling price.

So we can deduce the formulas:

- **Profit = SP – CP**
- **Loss = CP – SP**



### Activity 8.3(b)

#### Instructions:

Work in your groups and take out the Budget Worksheet you completed in Period 1. Use the numbers from the sheet to calculate the following:

#### Profit and Loss Statement Template

| Particulars    | Amount (₹) |
|----------------|------------|
| Total Income   |            |
| Total Expenses |            |
| Profit/Loss    |            |

### Reflect and Share:

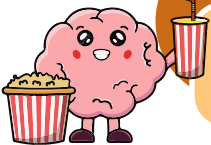
Whether your prototype idea made a profit or a loss?

Share your result with the class by saying, 'Our prototype made a profit of ₹' or 'Our prototype made a loss of ₹'.

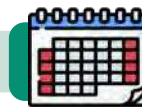
### Think-Pair-Share:

- "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?"

### Brain Snack



"Profit and loss are like the heartbeat of a business. By learning to calculate them, you can measure the success of your idea and plan better for the future."



### Weekly Task

#### Task 1: My Savings Jar Challenge

##### Instructions:

1. Take any jar, box, or envelope and label it as 'My Savings Jar'.
2. Every day, put in a small fixed amount (for example: ₹5 or ₹10) or the change left from your pocket money.
3. Write the date and the amount saved in your notebook daily.
4. At the end of the week, count the total saved amount.
5. Reflect on:
  - Was it easy or difficult to save every day? Why?
  - Did you avoid buying anything to save money? What and Why?
  - How does it feel to see your savings grow?

#### Recording Sheet 1: My Savings Jar Challenge

Month: ..... Week: .....

| Day       | Income | Expenses | Balance (Income<br>Expenses) | Notes (What i spent<br>on/ saved) |
|-----------|--------|----------|------------------------------|-----------------------------------|
| Monday    |        |          |                              |                                   |
| Tuesday   |        |          |                              |                                   |
| Wednesday |        |          |                              |                                   |
| Thursday  |        |          |                              |                                   |
| Friday    |        |          |                              |                                   |
| Saturday  |        |          |                              |                                   |
| Sunday    |        |          |                              |                                   |



## Pause and Reflect

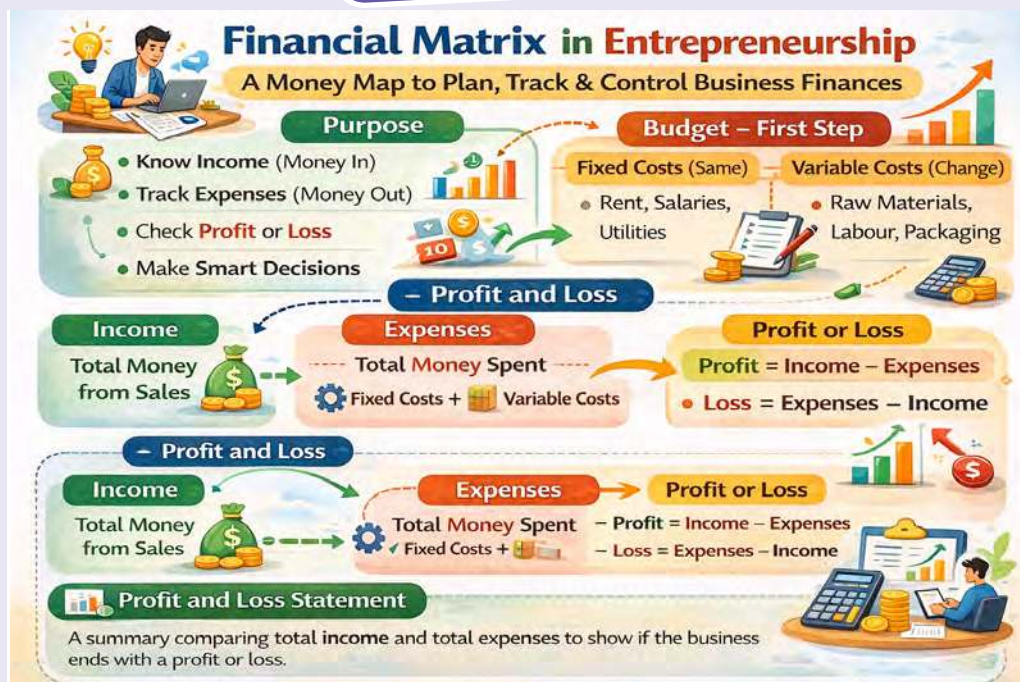
- Was it easy or difficult to save daily?
- What habits can help me save more regularly?

## Task 2: Family Financial Decision Interview

### Instructions:

1. Ask your parents, grandparents, or guardians the following questions:
  - Do you save money every month? If yes, how do you save it? (For example: bank savings account, fixed deposit, gold, post office schemes, mutual funds, etc.)
  - Why do you prefer this method of saving?
  - What goals do you save for? (For example: education, emergencies, future purchases, travel, etc.)
2. Write down their answers in your notebook in complete sentences.
3. At the end of the week, reflect and write:
  - Which saving instrument did I hear most about in my family?
  - Which reason for saving did I find most important?

## Concept Box





# Entrepreneurship Through Legal Lens



No of Periods: 3

Every business idea needs protection. If a startup does not have a legal identity, others may copy the idea or misuse the work. In this chapter, you will learn the basics of protecting a business through legal means. You will understand why registering a startup is important, how trademarks help safeguard a brand, and how copyright protects creative work. Together, these concepts form the foundation of legal awareness and help entrepreneurs run their startups safely, responsibly, and with confidence. These are the building blocks of legal awareness that will help you run your startup safely and responsibly.



## Learning Outcomes

Learners will be able to

- 🎯 Understand the importance and benefits of registering a business.
- 🎯 Recognize what a trademark is and how it protects brand identity.
- 🎯 Understand copyright in simple terms and know why it protects creative work.
- 🎯 Develop basic ethical awareness about respecting others' work and safeguarding your own.

## 9.1 Business Registration & Trademarks

### Objectives

- Explain why registering a business is important.
- Identify risks of not registering a business.
- Recognize trademarks and explain how they protect brand identity.

## Warm-up

1. Imagine you opened a food stall and someone else copies your name and menu the next day. How would you feel?



### Activity 9.1 Simulated Registration Role Play

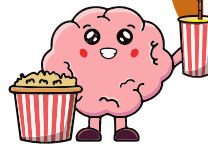
- Form pairs. One plays the 'entrepreneur', the other the 'registration officer'.
  - Entrepreneurs share their business ideas (e.g., food stall, clothing line, stationery shop).
  - Registration officer asks 3 basic questions:
    1. What is your business name?
    2. What product or service will you offer?
    3. Why should customers trust you?
  - The officer then pretends to approve the registration with a tick mark or stamp.
- Students experience what it feels like to make their business official.



### Activity 9.2 Trademark Hunt

- Here are 4 symbols:
  1. Nike swoosh ✓ 
  2. A simple circle 
  3. Amul girl ✓ 
  4. A star ★
- Mark which ones are trademarks and which are general symbols.

#### Brain Snack



Registering your business and protecting your brand with a trademark is like locking your door, it keeps your hard work safe and trusted.



### Think and Discuss

1. What may happen, if you don't register your business or protect your brand?

### Business Registration

When you start a business, one of the first things to think about is its legal identity.

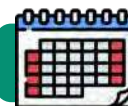
Registration makes your business official and gives it protection. Without registration, your idea can be copied, and you may face

problems in running it. Another important part of legal protection is a trademark. A trademark can be a logo, word, or design that makes your brand different from others. Famous examples include the Nike swoosh and the Amul girl. In this lesson, you will learn why registration and trademarks matter and how they can help your startup.

- Registration gives your business a legal identity.
- It builds trust with customers.
- Protects your idea from being misused.
- Makes it possible to pay taxes properly.

### Trademarks

- A trademark is a special word, logo, or design that represents a business.
- Trademarks protect your brand identity and build customer trust.



### Weekly Task

#### Task 1: Logo Sketch

- Design a logo for your startup idea in your notebook.
- Underneath, write: *“Is this a general symbol or a trademark? Why?”*

#### Task 2: Observation Walk

- Over the week, note 5 trademarks you see in daily life (on packets, posters, shops).
- Make a small list in your notebook and write down its importance.
  - Example: *Pepsi logo – cold drink brand – protects its bottle design.*

## 9.2 Understanding Copyright

### Objectives

- Explain copyright in simple words.
- Identify examples of copyright use and violation.

### Warm-Up

- *If you made a poster for your startup, can someone else use it without asking you? Give reason/s to support your answer.*
- *Share your thoughts with the class.*



## Activity 9.3 Copyright Spotting Game

### Instructions

1. Here are examples of creative work:



2. Identify:
  - Which of these are protected by copyright and which are violations?
3. Discuss in your groups:
  - *Why is copyright important in each case?*

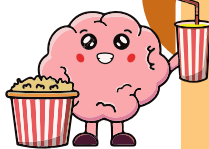
### What is Copyright?

Copyright is a law that protects original creative work. It makes sure that no one copies your work without your permission. In this lesson, you will learn what copyright is, why it matters, and how to use it ethically for your startup.

- Copyright is the legal right a creator has over their work.
- It applies to creative work such as:
  - Logos and posters
  - Taglines and slogans
  - Written content, photographs, videos, music
  - Software and apps
- Copyright means no one can copy or use your work without your permission.

### Real-Life Examples

- A song copied without permission → copyright violation → legal penalty.
- A company copying a logo → trademark and copyright violation. → legal penalty.
- Sharing pirated movies or apps → copyright violation. → legal penalty.



### Brain Snack

1. Using someone else's work without permission is unfair and morally incorrect.
2. Always give credit and ask permission before using someone's work.





## Activity 9.4 Application to Your Startup Idea

### Instructions

Think about your own startup idea and what creative work you might produce (logo, tagline, poster, product design, video).

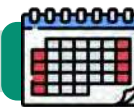
- Write in your notebook:

1. What creative work will you produce? (logo, tagline, etc.)
2. How will you protect it?



### Pause and Reflect

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



### Weekly Task

#### Task 1: Trademark & Copyright Awareness Walk

- Over the week, notice at least 5 examples of trademarks and copyright work in your surroundings (shops, ads, posters, packaging, media).
- Record in your notebook:

| Example Seen | Type (Trademark/Copyright) | Why it is Protected       |
|--------------|----------------------------|---------------------------|
| Nike swoosh  | Trademark                  | Represents brand identity |

## 9.3 Employment and Labour Laws

### Objectives

- Explain why labour laws are important for businesses.
- Identify basic rights and duties of workers and employers.



### Case Study

#### Priya's Cafe

You're waiting at a small café and notice something interesting. The owner, Priya, seems rushed while serving customers.

Next week, you see a young helper, Rohan, assisting her. Priya now focuses on baking while Rohan serves and cleans.



## Think and Discuss

- How do you think hiring Rohan changes Priya's work?
- What should have Priya told Rohan about his work, hours, and pay?
- What should Rohan expect from Priya as his employer?



## Activity 9.5 If I Were the Boss...

### Scenario

You run a small online gift store. You need two helpers for packing and delivery.

### Instructions

Work in your groups and create a 'Fair Work Agreement' with

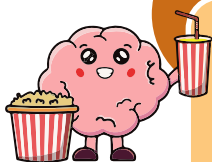
|          | Type of Work | Working hours | Payment details | Safety measures | What happens if someone is treated unfairly? |
|----------|--------------|---------------|-----------------|-----------------|----------------------------------------------|
| Helper 1 |              |               |                 |                 |                                              |
| Helper 2 |              |               |                 |                 |                                              |

### Reflect and Share

Share your agreement with the class and discuss:

- Why did you choose these rules?
- Who benefits from each rule: the worker, the business, or both?

### Brain Snack



1. An employer is the person/business who hires and pays for work.  
*Example: Priya, the café owner.*
2. An employee is a person who works for an employer.  
*Example: Rohan, the helper.*
3. Labour Laws are the government rules that ensure fairness, safety, and timely payment at work.

## What Are Labour Laws?

Employment and labour laws are rules that guide how employers and workers should treat each other. They are made by the government to:

- Protect workers from unfair treatment
- Ensure proper wages and safe working conditions
- Set clear rules for employers and employees

### These laws apply to:

- Shops
- Startups
- Factories
- Offices

Why Are Labour Laws Important for Entrepreneurs?

### Labour laws help entrepreneurs to:

- Build trust with workers
- Create a positive work culture
- Improve productivity

## Worker Rights & Employer Duties: A Quick Checklist

### Workers have the right to:

- Fair wages
- Safe environment
- Reasonable hours
- Respectful treatment

### Employers must:

- Pay on time
- Ensure safety
- Treat workers fairly
- Follow labour laws



### Activity 9.6 Small Research

Look at the agreements your class created. Which rules appeared in almost every group's list?



### Activity 9.7 Quick Self-Check

**Instructions:** Mark ✓ (Right) or ✗ (Wrong)

1. Workers should be paid only when the employer has extra money.
2. Safe workplaces are a shared responsibility.
3. Labour laws protect only workers.
4. Clear work rules help build trust.



## Think and Discuss

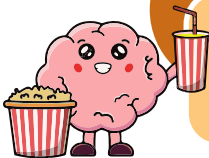
Recall the case study and your group agreement and discuss:

- Why should an entrepreneur follow labour laws—even in a small business?
- How can treating workers fairly help a business grow in the long run?

## One Promise To yourself

“As an entrepreneur, I will treat my workers fairly by \_\_\_\_\_.”

## Brain Snack



Good businesses are built with people, not just products.

Fairness isn't just a rule—it's the foundation of trust, respect, and lasting success.

## Concept Box



## Entrepreneurship Through Legal Lens:

### Business Registration & Trademarks



Register your business to give it a legal identity. Protect your brand with trademarks.

### Copyright Protection



Safeguard your creative work from being copied.

### Labour Laws



Ensure fair treatment and safe conditions for workers.

- Laws protect your business.
- Trademarks and copyright secure your ideas.
- Labour laws ensure fair treatment.
- Legal knowledge supports responsible growth.



# Glossary

**Alpha Testing** Testing a product or prototype internally to identify errors or issues before presenting it to users.

**Artificial Intelligence (AI)** Technology that enables machines or software to think, learn, and make decisions like humans.

**Beta Testing** Testing a product with real users to understand its usefulness and gather feedback for improvement.

**Budget** A simple plan showing how much money will be earned and how it will be spent.

**Business Registration** The process of officially registering a business to give it legal identity and protection.

**Chatbot** A computer program that automatically answers customer questions using text or voice.

**Co-creation** Working together with others to create ideas, products, or solutions.

**Cooperative** A business owned and managed by a group of people who share profits and responsibilities.

**Copyright** A legal right that protects original creative work from being copied without permission.

**Cost Price (CP)** The amount spent to make or buy a product.

**Customer** A person who buys or uses a product or service.

**Entrepreneur** A person who identifies problems, takes risks, and creates solutions through a business.

**Entrepreneurial Skills** Skills such as creativity, problem-solving, decision-making, teamwork, and leadership are used to build a business.

**Ethical Entrepreneurship** Running a business honestly and responsibly while caring for people and the environment.

**Expenses** Money spent to run a business or produce a product.

**Feedback** Suggestions or opinions given by users to improve a product or idea.

**Fixed Costs** Expenses that remain the same regardless of how much is produced (e.g., rent, tools).

**Income** Money earned by selling products or services.

**Inclusion** Ensuring everyone gets equal opportunity regardless of background or ability.

**Iteration** Improving a product by making changes based on feedback.

**Labour Laws** Government rules that protect workers' rights and ensure fair working conditions.

**Loss** When expenses are more than income.

**Market** People who are willing and able to buy a product or service.

**MVP (Minimum Viable Product)** The first basic version of a product used for testing ideas.

**Negotiation** A discussion aimed at reaching an agreement between people with different views.

**Opportunity Recognition** Identifying chances to solve problems through business ideas.

**People–Planet–Profit (Triple Bottom Line)** A framework that balances social impact, environmental care, and business profit.

**Profit** Extra money earned when income is more than expenses.

**Prototype** A sample or model of a product used for testing and improvement.

**Selling Price (SP)** The price at which a product is sold.

**SMART Goals** Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.

**Social Entrepreneurship** Using business ideas to solve social problems while remaining financially sustainable.

**Stakeholders** People affected by a business, such as customers, workers, and the community.

**Trademark** A logo, symbol, or name that legally protects a brand.

**Variable Costs** Expenses that change based on production quantity (e.g., raw materials).

**Vision** A clear idea of what an entrepreneur wants to achieve in the future.

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## Disclaimer

All stories in this NEEEV (Student'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 purpose of these stories and activities is to highlight specific aspects of their journey by which the students get motivated and inspired. 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 – Multi-Peer Assessment Sheet / समूह मूल्यांकन तालिका

## Entrepreneurship is a Journey / उद्यमिता एक यात्रा है

Name / नाम: \_\_\_\_\_ Class / कक्षा: \_\_\_\_\_ Date / दिनांक: \_\_\_\_\_

### Rating Scale / रेटिंग पैमाना:

- **5 – Excellent (उत्कृष्ट):** Always contributes; a role model. / हमेशा योगदान देता है; एक आदर्श साथी।
- **4 – Very Good (बहुत अच्छा):** Consistent and highly engaged. / निरंतर और अत्यधिक जुड़ावा।
- **3 – Good (अच्छा):** Performs tasks well most of the time. / अधिकांश समय कार्यों को अच्छी तरह से करता है।
- **2 – Developing (विकासशील):** Needs more consistency or effort. / और अधिक निरंतरता या प्रयास की आवश्यकता है।
- **1 – Emerging (नवोदित):** Minimal contribution; needs guidance. / न्यूनतम योगदान; मार्गदर्शन की आवश्यकता है।

### Assessment Table / मूल्यांकन तालिका

Rate your Peer on a scale of 1 to 5 for each category.

प्रत्येक श्रेणी के लिए अपने साथियों को 1 से 5 के पैमाने पर रेट करें।

| Parameters / मापदंड                                                                                                | Peer<br>Classmate A | Peer<br>Classmate B |
|--------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|
| 1. Responsibility & Contribution (On-time work, dependability)<br>जिम्मेदारी और योगदान (समय पर कार्य, विश्वसनीयता) |                     |                     |
| 2. Teamwork & Behavior (Listening, cooperation, respect)<br>टीमवर्क और व्यवहार (सुनना, सहयोग, सम्मान)              |                     |                     |
| 3. Thinking & Effort (Ideas, problem-solving, curiosity)<br>सोच और प्रयास (विचार, समस्या-समाधान, जिज्ञासा)         |                     |                     |
| 4. Communication (Active participation, clear speaking)<br>संचार (सक्रिय भागीदारी, स्पष्ट बोलना)                   |                     |                     |
| 5. Growth & Attitude (Accepting feedback, taking initiative)<br>विकास और दृष्टिकोण (फीडबैक स्वीकारना, पहल करना)    |                     |                     |
| TOTAL SCORE / कुल अंक                                                                                              | /25                 | /25                 |

### Feedback / फीडबैक

One strength or suggestion for peer / प्रत्येक साथी के लिए एक खूबी या सुधार का सुझाव:

- Peer Classmate A \_\_\_\_\_
- Peer Classmate B \_\_\_\_\_

**Note to Students:** Be fair, honest, and respectful. Feedback helps us grow together!

छात्रों के लिए नोट: निष्पक्ष, ईमानदार और सम्मानजनक रहें। फीडबैक हमें एक साथ बढ़ने में मदद करता है।



# NEEEV – Self-Assessment Checklist / स्वयं मूल्यांकन चेकलिस्ट

Name / नाम: \_\_\_\_\_ Class / कक्षा: \_\_\_\_\_ Date / दिनांक: \_\_\_\_\_

Rating Scale / रेटिंग पैमाना:

5: Excellent (Always/नेतृत्व) | 4: Very Good (Consistent/निरंतर) | 3: Good (Mostly/अक्सर) | 2: Developing (Needs Practice/अभ्यास की जरूरत) | 1: Emerging (Just Started/प्रारंभिक स्तर)

| Pillars of Assessment /<br>मूल्यांकन के स्तंभ | Description (English & Hindi) /<br>विवरण                                                                                             | Score<br>(1-5) |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1. Responsibility<br>जिम्मेदारी               | Completing tasks on time and taking ownership of work.<br>कार्यों को समय पर पूरा करना और काम की जिम्मेदारी लेना।                     |                |
| 2. Participation<br>भागीदारी                  | Being active in discussions and staying attentive.<br>चर्चाओं में सक्रिय भाग लेना और एकाग्र/सजग रहना।                                |                |
| 3. Teamwork<br>टीमवर्क                        | Respecting peers, supporting teammates, and including everyone.<br>साथियों का सम्मान करना, टीम का समर्थन करना और सबको साथ लेकर चलना। |                |
| 4. Problem-Solving<br>समस्या समाधान           | Sharing creative ideas and showing curiosity to find solutions.<br>रचनात्मक विचार साझा करना और समाधान खोजने की जिज्ञासा दिखाना।      |                |
| 5. Communication<br>संचार                     | Expressing ideas clearly and listening respectfully to others.<br>विचारों को स्पष्ट व्यक्त करना और दूसरों को सम्मान से सुनना।        |                |
| 6. Leadership<br>नेतृत्व                      | Volunteering for tasks and encouraging others to participate.<br>कार्यों के लिए स्वयं पहल करना और दूसरों को प्रोत्साहित करना।        |                |
| 7. Personal Growth<br>व्यक्तिगत विकास         | Learning from mistakes and accepting feedback positively.<br>अपनी गलतियों से सीखना और फीडबैक को सकारात्मक रूप से स्वीकारना।          |                |
| TOTAL SCORE                                   | Out of 35 / कुल अंक (35 में से)                                                                                                      | /35            |

## Reflection Questions / चिंतन प्रश्न

1. One skill I improved this year (एक कौशल जिसमें मैंने इस वर्ष सुधार किया): \_\_\_\_\_
2. One challenge I overcame (एक चुनौती जिसका मैंने सामना किया): \_\_\_\_\_
3. One area I still want to improve (एक क्षेत्र जिसमें मैं अभी भी सुधार करना चाहता/चाहती हूँ): \_\_\_\_\_

Student Signature / छात्र-छात्रा के हस्ताक्षर: \_\_\_\_\_

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