SCERT

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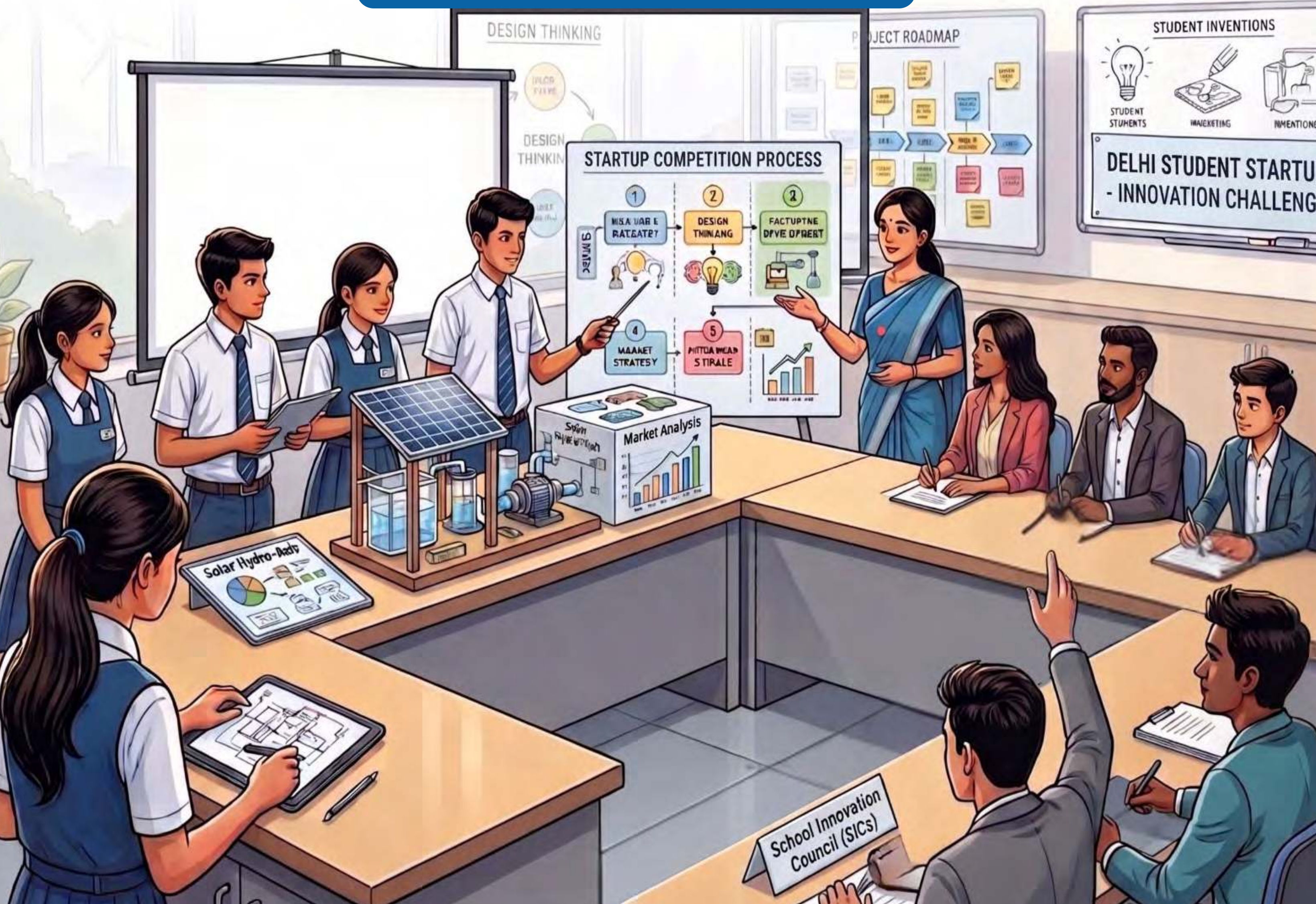
दिल्ली सरकार

Class 11

New Era of Entrepreneurial Ecosystem & Vision NEEEV

Teachers' Manual 2026-27



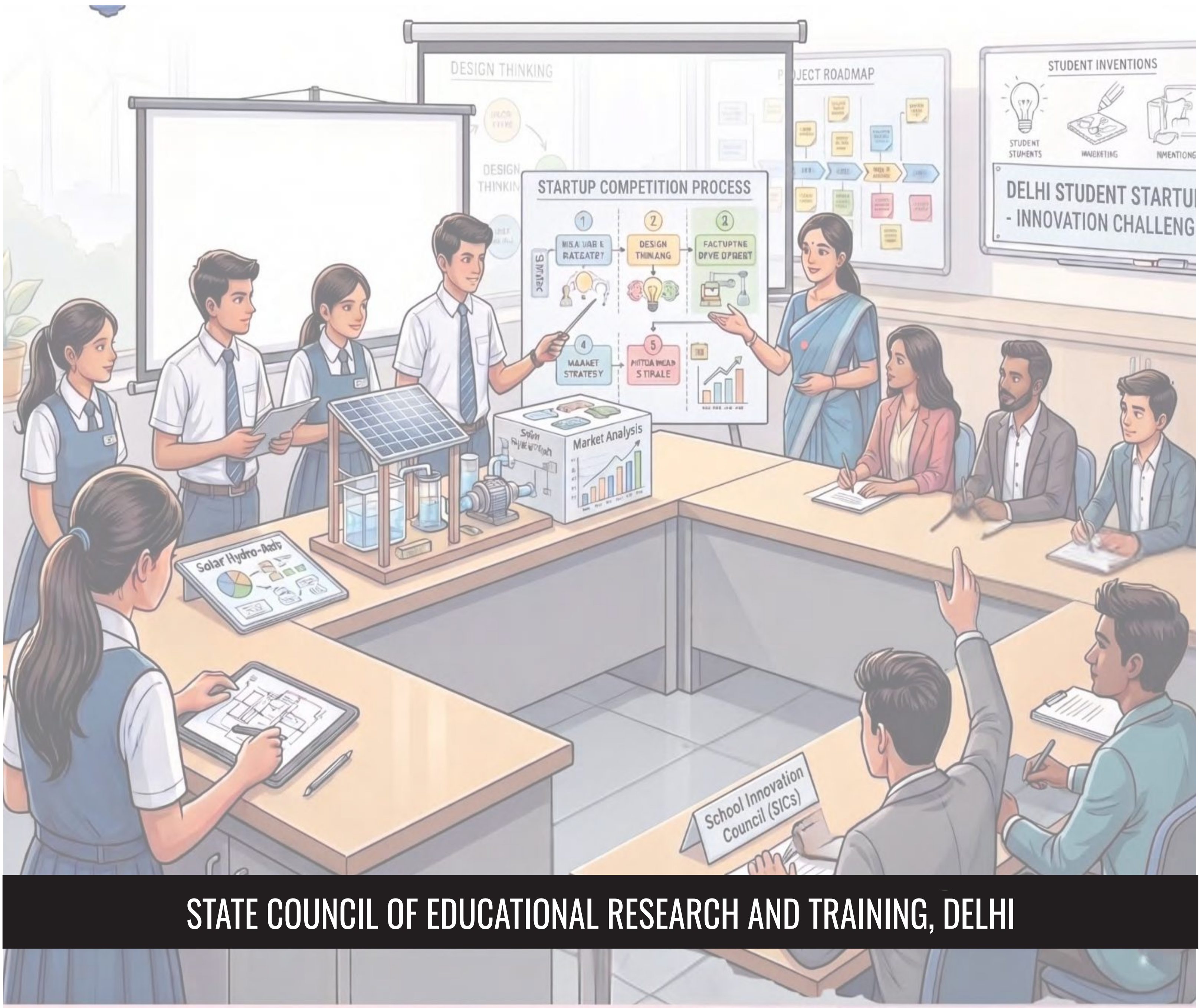
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

सोच से सृजन तक – उद्यमिता की उड़ान

Teachers' Manual 2026-27

Class 11



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

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

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

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सत्यमेव जयते

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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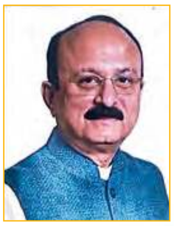

ASHISH SOOD
MINISTER OF HOME, POWER, URBAN DEVELOPMENT, EDUCATION,
HIGHER EDUCATION, TRAINING & TECHNICAL EDUCATION
GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI

MESSAGE

Dear students and teachers,

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

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

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

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

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

(Ashish Sood)

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

PANDURANG K. POLE, IAS
SECRETARY (Education)

सत्यमेव जयते

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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 & 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)

VEDITHA REDDY, IAS
Director, Education & Sports

सत्यमेव जयते

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MESSAGE

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

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

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

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

Veditha

(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 & Vision) scheme takes a significant step toward this goal by embedding entrepreneurial skills into school education. This manual aims to help our educators to nurture a generation of young entrepreneurs who are self-reliant, innovative, and socially responsible.

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

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

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

Dr. Rita Sharma.

PREFACE

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

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

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

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

Dr. Sapna Yadav
Assistant Professor / Chairperson NEEEV
SCERT, Delhi

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LET'S KNOW ABOUT NEEEV SCHEME

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

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

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

STRUCTURE OF NEEEV SCHEME

Each component is discussed in detail in the following sections.

In-CLASSROOM LEARNING

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

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

How to Use the Teacher's Manual Effectively

ACTIONS	DOs	DON'Ts
Refer to Student's Manual First	♦ Read the Student's Manual before class ♦ Understand stories, activities & weekly tasks ♦ Plan questions/prompts in advance ♦ Ensure continuity between previous & next class	♦ Don't repeat or dictate student content ♦ Don't start without understanding the given activities ♦ Don't treat Teacher's Manual as a script
Start with Experiences, Not Explanation	♦ Begin with activity/story/real-life example ♦ Let students think & respond first ♦ Encourage observation & participation	♦ Don't begin with definitions ♦ Don't give ready-made answers ♦ Don't dominate with long lectures
Facilitate Reflection & Thinking	♦ Ask open-ended questions ♦ Encourage multiple viewpoints ♦ Connect learning to real life ♦ Invite every student's voice	♦ Don't label answers as right/wrong ♦ Don't rush the reflection ♦ Don't ignore quieter students
Introduce Concepts After Exploration	♦ Explain concepts after discussion ♦ Use board for summary ♦ Refer to Concept Boxes for clarity	♦ Don't dictate definitions ♦ Don't convert activities into lectures ♦ Don't present concepts before experience
Support Entrepreneurial Skill Development	♦ Focus on critical thinking ♦ Encourage problem-solving ♦ Nurture creativity & innovation ♦ Build communication & collaboration ♦ Promote ethical reasoning & decision-making ♦ Build confidence	♦ Don't focus only on syllabus completion ♦ Don't prioritise perfection over learning ♦ Don't discourage unconventional ideas
Classroom Management Approach	♦ Maintain safe & respectful environment ♦ Encourage inclusive participation ♦ Promote peer learning ♦ Appreciate effort & improvement	♦ Don't compare students negatively ♦ Don't allow ridicule ♦ Don't prioritise speed over understanding
Using Weekly Tasks	♦ Explain purpose clearly ♦ Encourage creativity ♦ Use tasks for discussion ♦ Revisit tasks in next session ♦ Accept varied responses	♦ Don't treat as tests ♦ Don't expect uniform answers ♦ Don't grade harshly

NEEEV DIALOGUE

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

Objectives

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

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

SPECIALIZED SKILLS WORKSHOP

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

Objectives

- To develop practical and industry-relevant skills.
- To provide exposure to real-world tools and practices.

- To enhance employability and entrepreneurial readiness.
- To encourage experiential learning.
- To strengthen innovation and creativity.

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

INDUSTRY/INCUBATION CELL VISIT

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

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

Objectives

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

Places that can be explored	Entrepreneurial Skills Developed	Insights for students
♦ Manufacturing industries and factories ♦ Startups and small businesses ♦ Social enterprises and NGOs ♦ Incubation centres and innovation labs ♦ Technology companies and IT hubs ♦ Retail and service businesses	♦ Observation and analytical thinking ♦ Professional communication ♦ Industry awareness ♦ Career exploration and curiosity	♦ Understanding real-world business operations and team dynamics. ♦ Applying innovation and problem-solving in practical contexts. ♦ Gaining clarity on business models and customer engagement.
♦ Financial institutions and fintech startups ♦ Creative industries (design, media, marketing) ♦ Agri-business and sustainability startups ♦ and other related places	♦ Adaptability and real-world learning mindset	♦ Exploring the startup ecosystem, incubation, and support systems. ♦ Recognizing the importance of workplace ethics and professional conduct.

STARTUP STORMERS COMPETITION

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

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

Objectives

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

Startup Stormers as a Progression across classes

PHASE 1 ENTREPRENEURIAL FOUNDATION (Class 8)
Focus: Orientation to NEEEV and Opportunity Awareness
1. Conceptual understanding of the NEEEV framework 2. Developing an opportunity-seeking mindset 3. Identifying everyday problems and unmet needs 4. Creativity stimulation and exposure to inspiring startup journeys **Year-End Milestone-** Students cultivate curiosity, observational ability, and a value-creation orientation.

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

PHASE 4: VENTURE DESIGN and MARKET EXECUTION (Class 11)	PHASE 5: INCUBATION and FUTURE TRANSITION (Class 12)
Focus: Business Planning, financial support (₹20,000) per team and Market Positioning	**Focus: Venture Strengthening and Ecosystem Engagement**
• Business model and value proposition development • Budgeting, costing, pricing, and financial planning • Marketing, branding, and operational strategy • Responsible utilization of ₹20,000 financial support	• Refining and stabilizing their startup model • Piloting or operating the venture in a real or simulated market setting • Showcasing ventures through demo days or investor-style presentations • Connecting with incubation centers, mentors, and startup networks

• Product refinement, market validation, and competitive positioning • Investor-style pitch presentation **Year-End Milestone**: Students demonstrate financial discipline, strategic planning, market readiness, and professional pitching competence.	• Exploring external competitions, funding avenues, and future pathways **Year-End Milestone**: Students demonstrate venture maturity, ecosystem awareness, and readiness to transition into incubation, higher education, employment, or independent entrepreneurship.

Facilitator Guidelines

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

QR-Enabled Learning Resource Framework

Student's Manual QR Code	Connecting the Dots QR Code
This allows the teacher to access corresponding chapters in the Student's Manual (Class XI). Ch-1 V4D9J1 Ch-5 G3E1P6 Ch-2 Y1Y6F4 Ch-6 J2J8V5 Ch-3 D5T4T3 Ch-7 D3G6D9 Ch-4 A5V9H6 Ch-8 I8J2Z3	A second QR code is placed at the beginning of the *Connecting the Dots* section. This enables teachers to refer to the relevant chapter from the previous Class (X) Student's Manual for continuity and deeper understanding.

Assessment

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

Types of Assessment

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

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

CHAPTER 01

Overview of NEEEV

N2V9P1

No. of Periods: 2

Learning Objectives

- To enable learners to understand the meaning and purpose of NEEEV (New Era of Entrepreneurial Ecosystem and Vision).
- To help learners recognise that entrepreneurship is a life skill connected to problem-solving, creativity, and initiative.
- To introduce learners to the vision, mission, aim, and key components of the NEEEV Scheme.
- To develop awareness of how everyday problems can become opportunities through observation and action.
- To familiarise learners with the SIC–ZIC–DIC innovation support structure under NEEEV.

Chapter Overview

This chapter introduces learners to a new way of learning that emphasises observation, questioning, and purposeful action. The unit explains the vision of the NEEEV Scheme and its alignment with NEP 2020, NCFSE 2023, and the Sustainable Development Goals. Through discussions and relatable examples, learners are introduced to entrepreneurial thinking, learning by doing, and the importance of values, innovation, and responsibility in today's fast-changing world.

Rationale

In today's fast-changing world, academic knowledge alone is not enough. Learners also need skills such as creativity, problem-solving, teamwork, communication, and initiative to succeed in real life. This unit helps learners understand the importance of learning beyond textbooks and applying knowledge to real-world situations.

Aligned with NEP 2020 and NCFSE 2023, the unit promotes experiential and competency-based learning through a learning-by-doing approach. Learners are encouraged to observe problems around them, think critically, and explore practical solutions.

Through the NEEEV Scheme, learners from Classes 8 to 12 develop an entrepreneurial mindset that prepares them not only for employment but also for opportunity creation.

The unit is also aligned with the Sustainable Development Goals (SDGs), nurturing responsible, confident, and future-ready citizens who can contribute meaningfully to society.

Ask learners to read the dialogue with their classmates and perform a role-play based on it.

Connecting with SDGs and NEP 2020

Connection to SDGs	Connection to NEP 2020
1. **SDG 4 – Quality Education** Promotes experiential, competency-based learning aligned with NEP 2020. 2. **SDG 8 – Decent Work and Economic Growth** Encourages entrepreneurial mindset and self-reliance. 3. **SDG 9 – Industry, Innovation and Infrastructure** Introduces innovation, technology, and startup ecosystem awareness.	This chapter supports NEP 2020 by ▪ Promoting experiential and inquiry-based learning. ▪ Encouraging creativity, adaptability, and critical thinking. ▪ Integrating life skills with academic content. ▪ Preparing learners for higher education, employment, and entrepreneurship.

1.1 Introduction to NEEEV

Objectives

1. Ask learners to read the case story carefully.
2. Guide them to identify the problem, the idea/solution, and the people who supported it.

Facilitator Guidelines

1. Introduce the fictional characters and begin with the Aman Tara's conversational style.
2. Ask
   a. Are marks enough for success?
   b. What happens if two learners get equal marks?
3. Encourage open discussion before giving explanations.
4. Avoid lecturing initially. Let learners reflect and respond.
5. For detailed concept boxes, case stories, activities, and weekly tasks mentioned in the Teacher's Manual, facilitators should refer to the same headings mentioned in the Teacher's Manual under the same chapter.

Activity 1 What Would You Do?

Present the scenario of forgetting a project file before a practical exam and ask students to write down their idea based on questions asked.

Case Story 1 Turning a Small Problem into a Big Idea

Instructions

1. Read the story of Devika Chandrasekharan.
2. Try to bring out key points through questions (not lecture).
3. Guide them to identify the problem, the idea/solution, and the people who supported it.
4. Discuss general questions like
    a. How would they feel?
    b. What could they do immediately?
    c. Can the problem be solved without going home?
5. Facilitate pair or small-group discussion on the reflection questions.
6. Invite learners to share one key learning from the case with the class.

Facilitator Tips

1. Emphasise- emotional response → decision → action.
2. Highlight that entrepreneurs focus on possibilities, not panic.
3. Reinforce that most people stop at the problem while entrepreneurs look for solutions.

Entrepreneurial Skills

1. **Opportunity Mindset**– Viewing problems as situations that can be improved rather than obstacles.
2. **Initiative**– Taking action independently instead of waiting for instructions.
3. **Confidence Building**– Developing belief in one's ability to handle real-life situations.
4. **Decision-Making**– Making timely and responsible choices in a challenging situation.
5. **Resourcefulness**– Using existing resources (friends, teachers, digital tools, nearby support) creatively.

Key Takeaways

Debrief the key takeaways as given in Aman and Tara's conversation form

- Devika Chandrasekharan's journey shows that entrepreneurship is not limited to a few exceptional individuals.
- When young minds are encouraged, guided, and supported, they can turn real problems into meaningful solutions.

Weekly Task Instructions

- Guide learners to complete the reflection questions answers given as class work about the case story. (if can't be completed in classroom)

1.2 NEEEV- Its Vision, Mission and Aim

Objectives

1. To enable learners to understand the vision, mission, and aim of NEEEV.
2. To help learners identify and describe the key components of the NEEEV scheme.
3. To introduce learners to the SIC–ZIC–DIC innovation structure and develop their understanding of how it supports idea generation and scaling within schools.

Facilitator Guidelines

1. Read each statement aloud slowly and ask learners to listen carefully.
2. Avoid explaining immediately. Instead, invite learners to interpret **Vision, Mission, and Aim** in their own words.
3. Guide the discussion using prompts.
4. Encourage learners to rephrase each statement in one simple sentence.
5. You may ask them to write their interpretations in notebooks and share responses in pairs or small groups.
6. Conclude by summarising that
   a. The Vision describes the long-term dream.
   b. The Mission explains how that dream will be achieved.
   c. The Aim focuses on the practical structure created in schools to support learners.
7. Explain briefly given components in same manner
   a. Classroom Curriculum
   b. NEEEV Dialogues
   c. Specialised Workshops

    d. Industry/Incubation Visits

    e. Startup Stormers

8. Explain the three-level system

    a. SIC (School Innovation Council) – Idea generation at school level

    b. ZIC (Zonal Innovation Council) – Collaboration and refinement

    c. DIC (District Innovation Council) – Scaling and exposure

Key Takeaways

- Decision-making becomes stronger when we analyse situations calmly.
- Critical thinking helps us choose wisely, not emotionally.
- Great entrepreneurs are great thinkers first and leaders next, they don't react blindly, they analyse, decide, and then guide others.

Weekly Task Instructions

Orient learners for weekly task (Spot – Question – Connect)

- Observe a small daily problem around them..
- Write short, clear answers.
- Ask one strong Why or How question.
- Think about existing systems or people who can help.
- Complete the ecosystem table honestly.

Expected Student Answers – *Short Examples*

Problem- Long canteen queues / water wastage / late buses

Who faces it- learners / teachers / staff

How often- Daily / often

Entrepreneurial Question

1. Why does this problem happen repeatedly?
2. How can it be solved faster or better?

Existing Support

- Teachers, school systems, transport services, digital apps

Ecosystem Table (Examples)

1. Family- Guidance and support
2. Teacher/Mentor- Advice and direction
3. Existing service- Tools or system
4. Users/learners- Feedback and use

CHAPTER 02

Entrepreneurial Journey: Aspiration to Action

G9S1B3

No. of Periods: 3

Learning Objectives

- To enable learners to explore spotting everyday problems and turn them into business opportunities like Tilak Mehta and Zepto founders.
- To develop entrepreneurial qualities like effort, risk-taking, and resilience – through real success stories.
- To enable learners to apply SWOC analysis to evaluate startup ideas and identify what makes them strong or risky.
- To encourage learners to think like entrepreneurs by observing carefully, overcoming challenges, and planning smart solutions.

Connecting the Dots

L3X9T3

In Class 10th, learners have

- Explored who entrepreneurs are and how they think, learning that entrepreneurs are ordinary people who act on ideas and learn from failure rather than being born lucky or rich.Practiced spotting real-life problems at home, in school, and in their neighbourhood, and understood that every problem hides an opportunity for a solution or venture.
- Studied how ideas become businesses by identifying needs, creating solutions, testing them with people, and improving through feedback.
- Connected local problems to larger opportunities and learnt the difference between a startup, a venture, and a business—all aiming to create value, generate income, and solve real-world problems.

Chapter Overview

This chapter builds directly on that foundation by showing how young entrepreneurs used the same skills of observation, problem-spotting, and persistence to build real ventures. Helping learners move from seeing a problem to analysing whether the idea built around that problem is strong, using SWOC analysis. This chapter is organised into three periods. First, learners learn to spot opportunities by reading stories like Tilak Mehta's Paper N Parcels and Zepto, then observing problems in their own surroundings and thinking of simple solutions.

Next, they explore effort, risk, and resilience through Aman Gupta's boAt story and connect it to times they did not give up. Finally, they use SWOC analysis as a health check-up for ideas, applying it to chapter stories and their own problem–solution ideas. Overall, the chapter trains learners to think like entrepreneurs and shows that age is no barrier if they observe carefully and act on their ideas.

Rationale

Many learners admire successful brands but only see the end result, not the thinking and struggle behind them, so they believe ideas just appear suddenly, success is about luck or money, and any exciting idea will work without analysis. This unit corrects those beliefs by using young, relatable founders to show that opportunities are hidden in small, everyday issues like forgotten books, delayed grocery deliveries, or unaffordable quality gadgets, and by making effort, risk-taking, and resilience visible through Aman Gupta's journey from rejection and losses to building a market-leading brand. It also introduces SWOC analysis so learners can think critically about what makes an idea strong, risky, or improvable, instead of blindly admiring every startup, and encourages them to see themselves as potential problem-spotters and idea-builders in their own surroundings.

Connecting with SDGs and NEP 2020

Connection to SDGs	Connection to NEP 2020
1. SDG 4: Quality Education The chapter builds observation, critical thinking, reflection, and structured analysis (SWOC) through real-life stories and tasks rather than rote content. **2. SDG 8: Decent Work and Economic Growth** By learning to spot opportunities, understand entrepreneurial effort, and evaluate ideas, learners develop mindsets that support future entrepreneurial activity and value creation. **3. SDG 9: Industry, Innovation & Infrastructure** Stories of app-based courier services, quick-commerce groceries, and boAt's product innovation show how simple ideas, combined with technology and persistence, can become modern businesses.	The chapter aligns with NEP 2020 by 1. Promoting experiential and inquiry-based learning through stories, guided questions, and weekly tasks that require observation and real-life application. 2. Building higher-order thinking by asking learners to analyse stories, identify patterns (problems → ideas → effort → resilience), and apply SWOC to real and imagined ideas. 3. Encouraging self-directed learning through weekly tasks where learners observe their surroundings, talk to family/ friends, and research entrepreneurs. 4. Developing social-emotional and ethical dimensions of entrepreneurship by focusing on perseverance, reflection, and responsible opportunity recognition rather than only profit.

2.1 Spotting Opportunities

Objectives

To enable learners to recognise and analyse specific problems and opportunities presented in the stories of Tilak Mehta and the founders of Zepto.

Facilitator Guidelines

1. For detailed concept boxes, case stories, activities, and weekly tasks mentioned in the Teacher's Manual, facilitators should refer to the same headings mentioned in the Student's Manual under the same chapter.
2. Tell the learners how young entrepreneurs spot opportunities by simply observing everyday life.
3. Do not define opportunity upfront; let learners discover that both stories start from a problem.
4. Encourage learners to first enjoy the stories before moving into structured questions.

Activity 1 Learning from Young Entrepreneurs' Stories

Story Facilitation: Tilak Mehta – Papers N Parcels	Story Facilitation: Zepto – 10 Minute Groceries
Key points to bring out through questions (not lecture) ☞ Tilak's personal problem- forgotten books at his uncle's house, urgent need before exams, lack of affordable same-day delivery. ☞ His thought- If I have this problem, others must have it too, moving from personal frustration to general opportunity. ☞ His connection to Mumbai's dabbawalas and insight that their trusted network could support parcel delivery.	Key points to bring out through questions (not lecture) ☞ Two 19-year-old learners noticed grocery delays and long queues during the COVID-19 pandemic. ☞ Their early effort 'KiranaKart' showed that customers greatly valued speed. ☞ They relaunched as Zepto with a clear promise, essentials delivered in about 10 minutes, and expanded to many cities.

Instructions

1. Ask learners to answer individually and read the questions given in the student's manual.
2. Then ask them to observe and answer
   (i) Write down problems they see in school, at home, or in their neighbourhood.
3. Ask them to fill the table and help them if needed.
4. Ask them to share ideas in pairs or small groups, focusing on clarity, not feasibility.

Facilitator Tips

1. Ask probing questions like, Who faces this problem?, How often? and, What is the worst part of it?
2. Avoid labelling any problem as "too small"; the point is to build opportunity-sensitive thinking.
3. Specially highlight that age is not a limitation, Tilak was just 13 years old, Zepto founders were under 20.
4. Help and support them in reflection questions (if needed).

Entrepreneurial Skills Developed

1. **Observation skills**– closely noticing routines, delays, and frustrations.
2. **Problem identification**– clearly stating the real issue, not just complaining.
3. **Opportunity recognition**– seeing problems as potential business ideas.
4. **Curiosity**– asking why something works the way it does and how it could be improved.

Key Takeaways

Debrief the key takeaways as given in Aman and Tara's conversation form.

- Opportunities are everywhere; entrepreneurs see what others miss.
- Small daily problems, like slow parcel delivery or delayed groceries, can become big ideas.
- Being an entrepreneur starts with looking around, noticing what is missing, and asking How can I fix this?

Weekly Task Instructions

- Guide learners to complete the Spot the Opportunity worksheet.

2.2 EFFORT, RISK, AND RESILIENCE

Objective

To help learners understand that entrepreneurial success emerges from identifying everyday problems and applying effort, risk-taking, resilience, and critical thinking through SWOC analysis.

Facilitator Guidelines

1. Begin with the Aman–Tara style introduction from the student's manual, keeping it conversational.

2. Explore and discuss three important qualities that help entrepreneurs succeed, i.e. effort, risk, and resilience.

3. First write these words on black board and then clarify in simple language (after learners attempt definitions)

   a. Effort- the everyday hard work to make an idea real—building products, talking to customers, learning new skills.

   b. Risk- acting despite uncertainty—spending money, time, or reputation when success is not guaranteed.

   c. Resilience- continuing after failure or rejection, learning from mistakes, and trying again.

4. Highlight the Pause and think box, and ask them to discuss and reflect if time allows.

Activity 2 Growing through Challenges

Instructions

1. Ask learners to read the case story and highlight the key points to bring out through questions.
2. Highlight Aman Gupta's efforts, risk taken and resilience.
3. Ask learners to think and write answers in their notebooks given after the story. Guide them if needed.
4. Ask learners to fill the given table and after that motivate them to share their story in group or class.

▶ Facilitator Tips

1. Normalize failure by stating that even big entrepreneurs faced many rejections and losses.
2. Celebrate small examples of resilience (revising after poor marks, practising a skill, helping at home despite difficulty).
3. Keep the environment safe and avoid comparing learners' struggles.

▶ Entrepreneurial Skills Developed

1. **Resilience**– continuing after setbacks and criticism.
2. **Risk-awareness**– recognizing where risks were taken and why they mattered.
3. **Self-reflection**– connecting lessons from a famous entrepreneur to one's own life.
4. **Growth mindset**– seeing mistakes and failures as steps towards improvement.

Key Takeaways

- Success does not come overnight; it involves repeated effort, risk, and resilience.
- Every failure or rejection can be a lesson if one chooses to learn and try again.
- These qualities can be practised daily in schoolwork, sports, hobbies, and relationships, not only in startups.

Weekly Task Instructions

- Guide learners to try something new that feels challenging and note down their experience.

2.2 SWOC ANALYSIS

Objectives

To enable learners to understand how to use SWOC analysis to examine an idea's strengths, weaknesses, opportunities, and challenges, and to guide them in reflecting on ways to improve the idea based on this structured evaluation.

Facilitator Guidelines

1. Use Aman and Tara's conversation dialogue to recap what we have done in the previous period and introduce the concept.
2. Write SWOC on the blackboard and discuss the possible meaning of each letter.
3. Write the right meaning of each letter and explain in simple language

   Strengths- What is good about the idea? What advantages does it have?

   Weaknesses- What could make it difficult for the idea to succeed?

   Opportunities- What chances in the market or environment can this idea use?

   Challenges- What challenges or competition might stop it from working?

Activity 3 Exploring SWOC

Instructions

1. Ask learners to choose any one story, either Papers N Parcels or Zepto (from section 2.1)
2. Ask learners to fill the SWOC table of their journey, in their book. (Guide them with such example, if needed)

   Strengths– e.g., clear problem, fast service, use of existing networks, strong customer need.

   Weaknesses– e.g., limited geography at start, operational complexity, dependence on delivery networks or technology.

Opportunities– e.g., urban growth, increasing need for fast delivery, digital adoption.

Challenges– e.g., big competitors, traffic/operational risks, regulations, changing customer expectations.

3. Discuss the factor, strength, weakness, opportunity, or challenge as a most important factor for an entrepreneur's success.
4. Ask learners to write the answers of reflection questions.
5. In the next step, ask learners to do SWOC analysis of their ideas.
   A. Take the problem and solution they chose in 2.1.
   B. Now, choose your idea and fill a simple S-W-O-C for your own idea.

      Prompts

      S- What is good or unique about my idea?

      W- What is difficult or missing (skills, money, time, support)?

      O- What external chances support my idea (needs around me, trends)?

      C- What could stop it (rules, competition, lack of time/money)?
6. Then, instruct them to share their SWOC with their classmates.

▶ Facilitator Tips

1. Encourage honesty, and explain that weaknesses and challenges are not marks of failure.
2. Ask what can they change or learn to reduce this weakness rather than why is their idea weak?
3. Emphasise that SWOC is a planning tool to think ahead, not a judgement of the Learner.

▶ Entrepreneurial Skills Developed

1. **Analytical thinking**– examining an idea from multiple angles (S, W, O, C).
2. **Decision-making**– deciding whether to proceed, modify, or pause an idea.
3. **Strategic thinking**– planning how to improve strengths and reduce weaknesses/ Challenges.
4. **Self-awareness**– understanding one's own capabilities and limits in relation to an idea.

Key Takeaways

Debrief the key takeaways as given in Aman and Tara's conversation form.

- SWOC helps entrepreneurs understand both the strong and risky parts of an idea.
- Knowing weaknesses and challenges early allows for better planning and improvement.
- Analysing ideas is as important as generating them, smart entrepreneurs think before they leap.

Weekly Task Instructions

- Guide learners to do the Mini Research project given.
- Give them some examples to choose one entrepreneur (Indian or global) such as Ritesh Agarwal, Kiran Mazumdar Shaw, Falguni Nayar, Elon Musk, Byju Raveendran, or Steve Jobs, and write half a page on-
  a. Their early life and what problem they solved.
  b. How their business idea started.
  c. One challenge they faced and how they overcame it.
  d. One personal lesson the Learner learnt from this story.

Points to Ponder

- Begin each period with a story, conversation, or activity, not a definition. Let key ideas (opportunity, effort, resilience, SWOC) emerge from discussion.
- Avoid moral lectures; let values (hard work, not giving up, responsible opportunity-spotting) be discovered through stories and learners' reflections.
- Use local and relatable examples alongside the given stories whenever learners struggle to connect.
- Keep assessment continuous and observational, look for participation, clarity of explanation, reflection, and connection to real life rather than right/wrong answers.
- Reinforce that everyone can think like an entrepreneur in their own way by noticing problems, caring about solutions, and learning from setbacks.

CHAPTER 03

Act Like an Entrepreneur

JBX8H2

No. of Periods: 5

Learning Objectives

- To enable learners to apply critical thinking skills to analyze startup crises and identify the core problem before taking action.
- To help learners demonstrate decision-making skills by comparing alternatives, assessing risks, and selecting suitable responses.
- To introduce learners to different leadership styles and guide them in selecting and justifying appropriate styles for varied entrepreneurial situations.
- To develop learners' ability to create simple and compelling brand stories using relatable situations and emotional connections.
- To enable learners to practise ethical sales skills by clearly explaining value and building customer trust without using pressure tactics.
- To help learners develop and deliver short, well-structured startup pitches with clarity and confidence.
- To encourage learners to practise active listening and provide constructive feedback to peers in order to improve team pitches and presentations.

Connecting the Dots

- In Class 10, learners have explored that entrepreneurship is not only about big ideas but also about handling people and situations, by practising negotiation, conflict resolution, and networking.
- They know that trial and error, making mistakes, learning from them, and trying are the parts of entrepreneurial journeys.

B8T3Q2

Chapter Overview

This chapter shifts learners from merely knowing entrepreneurial concepts to actually behaving and deciding like founders in real-world situations. It shows that many startups fail not due to weak ideas but because of poor thinking, leadership, and communication, and therefore trains learners in critical thinking, decision-making, and situational leadership through realistic crises such as supplier shutdowns, cash crunches, and social media backlash. By adding storytelling and ethical sales, the chapter ensures that learners learn to understand customer needs, communicate value through relatable, emotion-rich narratives, and build trust instead of using pressure or exaggeration. Finally, its focus on pitching skills and simple pitch decks prepares learners to explain their ideas clearly and confidently in a few minutes, work in teams, and use feedback to improve—abilities that mirror real entrepreneurial practice and are equally valuable for higher education, careers, and responsible participation in society.

Rationale

Many learners understand entrepreneurial concepts but struggle to apply them in real situations. They may believe that startup failure is mainly due to weak ideas, overlooking the role of poor thinking, ineffective leadership, and weak communication. This chapter addresses that gap by placing learners in realistic crisis situations such as supplier shutdowns, cash shortages, and social media backlash to strengthen critical thinking, decision-making, and situational leadership. It integrates storytelling and ethical sales to help learners understand customer needs, communicate value meaningfully, and build trust rather than rely on pressure tactics. By emphasising pitching skills and simple pitch decks, the chapter prepares learners to present ideas clearly, collaborate effectively, and improve through feedback skills essential not only for entrepreneurship but also for higher education, careers, and responsible participation in society.

Connecting with SDGs and NEP 2020

Connection to SDGs

1. **SDG 4: Quality Education**

   This chapter uses experiential activities, reflection, and peer feedback to build higher-order skills such as critical thinking, problem-solving, communication, and teamwork, going beyond rote content.

2. **SDG 8: Decent Work and Economic Growth**

   By practising leadership, ethical sales, customer-centric thinking, and pitching, learners develop core entrepreneurial competencies that support employability, self-employment, and responsible participation in the economy.

3. **SDG 9: Industry, Innovation and Infrastructure** –

   Crisis scenarios, storytelling for new ideas, and pitch-building all encourage innovation mindsets—seeing

Connection to NEP 2020

The chapter aligns with NEP 2020 by

1. **Experiential and competency-based learning-** The chapter aligns with NEP's shift from rote memorisation to competency-based education by using simulations, role-plays, and real-life-like scenarios (crises, sales conversations, pitches) to build practical skills rather than only theoretical knowledge.
2. **21st-century skills-** It directly supports NEP's emphasis on critical thinking, creativity, collaboration, communication, and problem-solving by integrating them into every activity, analysing crises, crafting stories, selling ethically, and pitching in teams.
3. **Holistic development and life skills-** By focusing on leadership, ethical

problems as opportunities, experimenting with solutions, and communicating them in ways that can attract support and resources.

4. **SDG 16: Peace, Justice and Strong Institutions**

   The focus on ethical selling, honest communication, constructive feedback, and responsible leadership nurtures values of fairness, trust, and accountability that are essential for just and trustworthy institutions and enterprises.

behaviour, resilience under pressure, and reflective thinking about one's strengths and areas of growth, the chapter contributes to holistic development and socio-emotional learning, not just business knowledge.

4. **Flexibility, multiple pathways, and Learner voice-** The design encourages multiple valid responses (different leadership styles, different brand stories, different pitch ideas), supports Learner choice of startup ideas, and values peer feedback, thus aligning with NEP's vision of flexible learning paths and strong Learner agency

5. **Integration of vocational and entrepreneurial education-** The chapter embeds entrepreneurship as a practical, applied discipline within the school curriculum, as recommended by NEP 2020, preparing learners for both higher education and real-world entrepreneurial opportunities.

3.1 Critical Thinking, Decision-Making, and Leadership

Objectives

To enable learners to recognise and analyse specific problems and opportunities presented in the stories of Tilak Mehta and the founders of Zepto.

Facilitator Guidelines

1. Use Aman-Tara's conversation to connect critical thinking → decision-making → leadership as a chain.
2. Show that leadership is situational, style changes with the crisis.
3. Write three mini-definitions in simple bullets while discussing (based on their text).
   a. Critical Thinking – it means asking why, analysing instead of reacting, comparing options and consequences, making logical and creative decisions.
   b. Decision-Making – it means choosing the best option, evaluating risks and consequences, taking responsibility.
   c. Leadership – it means guiding the team, listening, motivating people, owning decisions.
4. Emphasize that Leadership is not possible without decision-making, and decision-making becomes weak without critical thinking.

5. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the Student's Manual.
6. After the activity, explain the qualities and the concept of types of leadership.

Activity 1 Critical Thinking leading to Smart Decisions

Instructions

Ask learners to

1. Imagine that they are running a small lemonade stall at a fair. Today, they received two complaints
   - Complaint A: 'Too sour!' (due to which 2 customers left)
   - Complaint B: 'Too much sugar!' (due to which 3 customers left)
   - Make them realise that reducing sugar and lemon immediately will be a quick decision. So, if they react without thinking, they might just change the recipe quickly and discuss why being too quick is not good here.
2. Ask learners to discuss with 8 classmates (act as customers) and write 3 possible solutions and the benefits and risks associated with the best three shortlisted solutions.
3. Ask them to circle their best decision and write one sentence

   'My choice is ____ because ____.'
4. Invite 3 volunteers to share their decision and reasoning. Do not say right/wrong; ask, Why did they choose that?

Facilitator Tips

1. Provide sufficient time to learners to discuss and write their answers.
2. You may conduct this activity by allowing learners to meet other students who will be acting like customers.

Concept continued

Leadership Styles (Facilitator Instructions Talk + Quick Examples)

1. Now connect to leadership after explaining the importance of leadership and focus on that, their decision is one part and how they lead their team to follow that decision is another. That is where leadership style comes in.
2. Briefly introduce the styles using the given examples.

You don't need to lecture; use quick situational prompts for each style, like

1. Imagine Zepto app crashes during a festival sale. The founder gives very clear, strict instructions to each team and sets a one-hour timeline. Which style is this? (Autocratic)
2. Imagine Papers N Parcels discussing routes with dabbawalas, drivers, and office staff, then voting on top routes. Which style? (Democratic)
3. Imagine boAt's founder inspiring the team with a bold vision of stylish Indian earphones for youth. Which style? (Transformational)
4. Imagine a leader promising extra incentives for perfect pitch practice and clear penalties for missing practice. Which style? (Transactional)
5. Imagine a founder driving with delivery staff, arranging food and rest for them during festival peaks. Which style? (Servant)
6. Imagine a founder trusting the social media team completely to handle a viral complaint video. Which style? (Laissez-faire)

Point to ponder

- There is no single 'best' style. Situational leadership means choosing the right style for the situation.
- Provide them various examples where different leadership styles may equally fit well.

Activity 2 Crisis and Leadership Challenge

Instructions

1. Organises learners into teams of 4–5 and be ready with some printed scenario cards if possible, otherwise these can be assigned directly from the student's manual.
2. Distributes one crisis scenario card to each team (e.g., supplier shutdown, social media backlash, cash-flow crunch, key employee resignation, competitive threat, technology failure).
3. Instruct teams to analyse the crisis and decide-
   a. What is the main problem?
   b. Which leadership style should the founder use?
   c. Why is this style appropriate?
4. Writes the response format on the board-
   a. Main problem ________________________________
   b. Leadership style chosen ________________________________
   c. Why this style fits ________________________________
5. Asks learners to underline clues on their cards (budget limits, customer expectations, team stress, etc.).
6. Reminds learners to use critical thinking by considering risks, stakeholders, and consequences.
7. Invites 3–4 groups to present their analysis (about 2 minutes each).
8. After each presentation, ask probing questions such as
   a. Which clue made them choose this style?
   b. Could another style also work? How would it change the outcome?
9. Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Do not declare winners; focus on reasoning.
2. Do not rush to correct learners' first answers in the lemonade activity; let them see for themselves how quick reactions can be incomplete.

3. While introducing leadership styles, use short, concrete examples (Zepto crash, Papers N Parcels routes, boAt vision, etc.) so learners can remember situations, not labels.
4. Watch for learners who dominate group work; gently invite quieter learners to share their view of the crisis and the leadership style.

Entrepreneurial Skills Developed

1. **Critical thinking**- Analysing startup crises, questioning assumptions, spotting the real problem instead of reacting emotionally.
2. **Decision-making**- Comparing alternatives, evaluating risks and consequences, choosing a course of action and owning it.
3. **Situational leadership**- Selecting leadership styles (autocratic, democratic, transformational, transactional, servant, laissez-faire) based on the situation.
4. **Crisis management**- Staying calm under pressure and structuring responses to supplier issues, cash-flow crunch, social-media backlash, etc.

Key Takeaways

- Decision-making becomes stronger when we analyse situations calmly.
- Critical thinking helps us choose wisely, not emotionally.
- Great entrepreneurs are great thinkers first and leaders next. They don't react blindly, they analyse, decide, and then guide others.

Weekly Task Instructions

- Guide learners to read case story carefully.
- Instruct learners to write answers in their notebooks in the given space. (short answers)

3.2 Storytelling and Sales Skills

Objectives

To understand the value of good storytelling in business and sales.

Facilitator Guidelines

1. Use the Aman Tara's conversation for recap and introduction of the new concept.
2. Shift the focus from, thinking and leading inside the team, to communicating with customers.
3. Help learners see that stories and ethical sales create trust rather than manipulation.
4. Asks the learners about the importance of storytelling in entrepreneurship.
5. Invites 2–3 Students to share their responses.
6. Now, summarise that, today we'll see how storytelling and sales skills help people understand and believe in an idea and then, introduce the concept "What is storytelling in entrepreneurship?"

a. Writes on the board

i. Storytelling means

1. Explaining a product using real-life situations.
2. Making customers feel that, this is made for me.
3. Connecting emotions with solutions.

7. Ask the class, which ad do they still remember and why?. Was it because of the product detail or because of the story/feeling?

a. Listen to 3–4 answers.

b. Emphasis that people remember feelings longer than facts.

Activity 3 Create Your Brand Story – "Why This Idea"?

Instructions

1. Ask learners to think of an idea or product they'd like to create, maybe something they already thought about in earlier chapters, or something from their daily life.
2. Instruct learners to not to write an advertisement. Write a story using the given template in their notebook or in the space provided.

   <u>The situation (inspiration)</u> - Where or how did they notice something?

   <u>The problem</u>- What difficulty or gap did they see?

   <u>The idea</u>- What solution came to their mind?

   <u>The feeling</u>- What emotion or value do they want users to feel (comfort, safety, confidence, ease, care)?
3. Give some time to think and give prompt if needed
   - Is their situation real and specific?
   - Are they explaining what they observed, not just what they want to sell?

Sales Skills- helping not forcing (continue the concept)

1. Explain about Ethical Sales Skills (Surf Excel/Daag Acche Hain)

   Explain briefly about the Sales skills, like it means
   - Listening carefully
   - Understanding needs
   - Explaining value clearly
   - Building trust without pressure

Quote the Surf Excel example

They sell detergent, but what they really sell is the value that getting dirty while helping is a good thing. They turn the problem (stains) into a positive story of kindness and care.

Activity 4 Sell Without Selling but use SPF (Situation–Problem–Feeling)

Instructions

1. Ask learners to silently choose one everyday product or service they use regularly and not tell anyone what it is.
2. Instructs learners to describe only three things in their notebooks.
   a. Situation – When or where it is needed.
   b. Problem – What difficulty the person faces.
   c. Feeling – How they feel after using it.
3. Gives learners 2-3 minutes to write.
4. Before they start or while they write, give one clear oral example (e.g., the waterproof school bag example) so learners understand the Situation–Problem–Feeling (SPF) pattern.
5. Then ask students to guess the product name.
   a. Invite 4–5 learners one by one.
   b. Each learner reads only their SPF description, without mentioning the product name, brand, features, or price.
   c. The rest of the class guesses the product.

▶ Facilitator Tips

1. Shift the lens from 'How entrepreneurs think inside' to 'How they communicate with customers'.
2. Emphasise that storytelling is about real situations, real problems, and real feelings, not about slogans or exaggeration.
3. Help learners understand ethical sales. Selling is helping people understand value, not forcing or tricking them. Encourage learners to use the SPF (Situation–Problem–Feeling) pattern naturally in their stories.
4. Keep activities light but reflective. Learners should realise that they remember ads because of stories and emotions, not product specs.
5. Use class sharing to show diversity and different learners will pick different emotions (safety, pride, care, fun); all are valid if rooted in a clear situation.
6. Be careful with examples, choose ads and products that are age-appropriate and culturally familiar to their class. Use Surf Excel "Daag Acche Hain" and similar examples to show how a brand can reframe a problem (stains, effort) into a positive value (care, goodness).

Entrepreneurial Skills Developed

1. **Storytelling**- Explaining an idea or product using relatable situations, problems, and emotions (SPF – Situation, Problem, Feeling).
2. **Customer-centric thinking**- Seeing products from the customer's point of view and designing communication around their needs and feelings.
3. **Ethical selling**- Communicating value honestly, avoiding exaggeration and pressure, focusing on helping rather than pushing.
4. **Value-based selling**- Selling benefits, solutions, and experiences (e.g., safety, confidence, care) rather than only features or price.
5. **Active listening**- Paying attention to others' stories and SPF descriptions to understand hidden needs and emotions.
6. **Empathy**- Understanding what customers feel before and after using a product or service.

Key Takeaways

- Entrepreneurs don't push products.
- A good story opens the doors for selling a product.
- Storytelling attracts attention, and honest sales skills build long-term relationships.

Weekly Task Instructions

- Guide learners to look for some story and feeling in daily advertisements and complete the task assigned.

3.3 Pitching Skills and Pitch Deck

Objectives

Understand the importance of good Pitching Skills and Pitch Deck.

Facilitator Guidelines

1. Use the Aman Tara's conversation at the start of the class.
2. Integrate leadership thinking + storytelling + sales into a short, structured pitch.
3. Emphasise simple language, teamwork, and constructive feedback.
4. Ask, What do we need when we stand in front of investors?
5. Lead learners to the following points
   a. We need pitching skills—clear, short, focused explanation under time pressure.
   b. They can refer briefly to any pitching show that they have seen.

6. Introduce concept by asking
    1. What is a Pitch?
    2. What is a Pitch Deck?
    3. Explain simply by giving an example of Pitching TV show that

       A pitch is a short and clear explanation of their business idea, what problem they solve, for whom, how they solve it, what is special about it, and what they want from their audience.

       A pitch deck is a small set of slides or points that support their pitch and keep their thoughts organised.
    4. Write the four core questions on the board
        a. What problem are they solving?
        b. Who is it for?
        c. Why is their solution special?
        d. What do they want from their audience?

Share the stationery-box example given in their text as a model pitch.

Activity 5 Pitch Creation and Presentation

Instructions

1. Form groups of 4–5 learners and named them as their startup team.
2. Ask them to choose one startup idea they want to present at school level. It can be something they have already worked on, or a fresh idea.
3. Ask them to fill the Pitch Builder Sheet in their book/notebook covering,
    a. Problem Statement (1–2 lines)
    b. Target Customer (1 line)
    c. Solution/Product (1–2 lines)
    d. Unique Value/Benefit (1 line)
    e. Call to Action / Ask (1 line – what they want from audience)
4. Give some time to teams to discuss and write. Walk around and support.
5. Pitch Presentation-
    a. Each group will get 60–90 seconds to present. Every member of the group must speak at least once.
    b. Remind them to stand straight, maintain eye contact, and speak slowly and clearly.

6. Peer Feedback- Ask one or two other groups to give feedback using this format.
    a. One thing they did well
    b. Another strength
    c. One suggestion for improvement
7. Guide them to be specific and kind, e.g.,
    a. Their problem statement was very clear.
    b. You could improve by explaining the target customer more simply.
8. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Show learners that a pitch is simply their story + problem + solution + ask, arranged clearly in a short time.
2. Reduce anxiety by breaking the pitch into small parts (problem, customer, solution, uniqueness, ask) so learners don't feel overwhelmed.
3. If some learners are very shy, allow them to take smaller roles (introducing the team, stating the problem, summarising the task) so they can still participate.
4. Stop any mocking or harsh comments immediately.
5. Emphasise clarity over performance, use simple words, steady pace, and clear structure.
6. Help learners see that pitch decks are just organised notes or slides; even neat drawings on paper are acceptable.

▶ Entrepreneurial Skills Developed

1. **Pitching**- Explaining a business idea briefly and clearly (problem, customer, solution, uniqueness, ask).
2. **Structuring ideas**- Using a pitch builder template and pitch deck points to organise thoughts logically.
3. **Public speaking and confidence-** Presenting a 60–90 second pitch with eye contact, clear voice, and calm body language.
4. **Team pitching**- Sharing roles so each member contributes to the presentation, showing coordination and shared ownership.
5. **Constructive feedback**- Giving 'Two Stars and One Wish' to peers and using feedback to improve.

Key Takeaways

Debrief the key takeaways as given in Aman and Tara's conversation form.

- A good pitch is about clarity, not show-off. Structure reduces stress when they know what to say next.

Weekly Task Instructions

- Guide learners to prepare a 5–6 slide pitch deck for their startup idea.
- Instruct learners to draw the slides on paper, or use PPT/digital app focusing on the given points.

  a. Problem

  b. Target customer

  c. Their solution

  d. Why it's special

  e. How they will reach customers

CHAPTER 04

Build Your Venture

K5T4W8

No. of Periods: 7

Learning Objectives

- To enable learners to understand different business models i.e., Product-Based, Service-Based, Subscription, Marketplace, On-Demand, Freemium, Aggregator, and Franchise, through relevant real-life examples.
- To help learners analyse how and why startups pivot from one business model to another in response to competition, customer needs, and changing market conditions.
- To guide learners in identifying and categorising key resources like Human, Financial, Physical, and Intellectual, for a chosen business idea, and to introduce the concept of bootstrapping.
- To develop learners' ability to use the Business Model Canvas (BMC) to connect customers, value propositions, activities, resources, partners, costs, and revenue streams in a structured one-page format.
- To help learners create a basic launch plan and checklist with defined steps, roles, timelines, and trial sales to minimise launch risks.
- To enable learners to define a target audience, select appropriate marketing channels, and craft simple promotional messages.

Connecting the Dots

In Class 10th , learners learned how to

- Discover the customer through market research, observation, and simple surveys.Identify market needs and avoid building products based only on assumptions.
- Develop and test MVPs and prototypes (products and services) using alpha and beta testing.
- Apply the 5M Theory (Man, Money, Material, Machine, Market) to check feasibility.
- Understand entrepreneurship as a process of problem–solution fit, not just idea generation.

X6A2K9

Chapter Overview

This chapter moves beyond the idea stage to explain how a venture is structured and launched in the real world. It presents entrepreneurship as a systematic process built on clear business models, effective resource planning, and practical execution. It explores different business models through relatable examples and introduces resource mapping and bootstrapping. It explains the Business Model Canvas as a one-page framework connecting customers, value, activities, costs, and revenue. The chapter also outlines structured launch planning with defined roles and timelines. It concludes with a focus on understanding customers and building long-term relationships, using Nykaa as an example to highlight target audiences, marketing channels, customer engagement, and loyalty practices rooted in empathy.

Overall, the chapter helps learners to see entrepreneurship as a structured journey from **model → resources → canvas → launch → marketing → relationships.**

Rationale

Many learners believe that having a good idea and a product is enough to start a business. This unit shows that ideas need proper structure. A clear business model, resource plan, and launch sequence are essential. It helps learners understand that choices about models, resources, and channels affect survival and growth. It encourages low-cost and practical entrepreneurship through bootstrapping and local resources. The unit develops systems thinking by showing how customers, value, activities, money, and relationships are connected. It strengthens planning, accountability, and teamwork skills. It also helps learners see customers as people, not just buyers. Empathy and ethical responsibility are placed at the center of business thinking.

Connecting with SDGs and NEP 2020

Connection to SDGs	Connection to NEP 2020
1. SDG 8: Decent Work and Economic Growth The chapter trains learners in practical entrepreneurship skills such as designing business models, mapping resources, planning launches, and managing customers, which directly prepares them for productive self-employment and venture creation in the future. **2. SDG 9: Industry, Innovation and Infrastructure** Through tools like the Business Model Canvas, launch planning, and examples of digital platforms (marketplaces,	The chapter aligns with NEP 2020 by 1. Promoting Experiential and inquiry-based learning stories (Aman–Tara, Nykaa), market observations, group activities, and reflection. 2. Encouraging Competency-based education through focus on skills, planning, resource mapping, financial sense, collaboration, and communication. 3. Promoting Real-life, multidisciplinary learning by Linking entrepreneurship to mathematics (costs, pricing), language (messaging), technology (digital channels), and social science (markets and communities).

aggregators, AI-enabled services), the chapter helps learners understand how innovative business models and technology can build more efficient, reliable mini-infrastructure for services such as delivery, information, and customer support.

3. SDG 4: Quality Education

The chapter provides competency-based, experiential learning by analysing real Indian startup stories and reflect on ethics, thus building relevant skills for employment, decent work, and entrepreneurship

4. Developing 21st-century skills such as critical thinking, creativity, teamwork, problem-solving, and adaptability through the chapter

5. Learner agency and self-directed learning as learners design their own business models, canvases, launch plans, and customer strategies, taking ownership of decisions.

4.1 Understanding The Business Model

Objectives

1. To enable learners to understand and explain the concept of a business model and its types in simple and clear language.
2. To introduce learners to the concept of business pivoting and help them understand how a business can shift from one model to another in response to changing conditions.

Facilitator Guidelines

1. Use the Aman–Tara conversation at the start of the class
2. Briefly remind learners of last year's work on customers, MVP, alpha–beta testing. And this year we will see how a business actually works and makes money, that is called the business model.
3. Read aloud (or ask volunteers to read) the market walk conversation between Aman and Tara.
    a. While reading, pause briefly after each example (bakery, salon, gym, Amazon, McDonald's) and ask
        i. Which model is this?
        ii. Why do they think so?
    b. Accept multiple guesses initially; clarify only after hearing 2–3 responses.
4. Explain the concept of business models. Write the types of Business Models on black board.
5. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the Student's Manual.

Activity 1 The Business Model Pivot

Instructions

1. Ask learners to sit in their existing teams.
2. Explain the organic farm case and the table in the student's manual.
3. Guide them through
   a. Step 1–2: Read the table and explain how the same farm fits into different models.
   b. Step 3: Each team chooses three model types along with their reasons.
4. Whole-class sharing (OPTIONAL)
   a. If the whole class presentation is not possible then invite at least 2–3 groups to present.
      i. Their chosen three models.
      ii. The one model they think survives the supermarket challenge, and why.
   b. Ask the class to respond, do they agree? Why/why not?
   c. Learners will share their views and listen other's views respectfully.
5. Ask learners to write down their thoughts about the questions given.
6. Highlight the 'Pause and Think' box, and ask them to discuss and reflect if time allows.

▶ Facilitator Tips

1. Emphasise that there is no single best model, it depends on customers, competition, and context.
2. Do not rush to correct every wrong answer; allow misconceptions to surface, then gently challenge them with questions.
3. Highlight that
   ✓ Models are different logics, not just different products.
   ✓ The same business idea (Organic Farm) can be reimagined in many ways.
4. Subscription reminders, freemium offers, and on-demand promises generated by AI still need human review to maintain trust.

▶ Entrepreneurial Skills Developed

1. **Business model literacy**– recognising and naming different models in everyday life.
2. **Analytical thinking**– comparing models and choosing suitable ones for given situations.

3. **Opportunity recognition**– seeing new ways to run the same idea.

4. **Ethical and responsible thinking**– understanding the need for human oversight on AI-driven business tools.

Key Takeaways

By the end of the period, reinforce that

- A business model is the logic of how a business works and makes money.
- The same idea can be run using different models (Product, Subscription, Marketplace, etc.).
- Pivoting the model helps a venture respond to competition and customer needs.
- Human checks are important when AI is used in reminders, pricing, or offers to avoid misleading customers.

Weekly Task Instructions

Explain the weekly task

Task 1 The Market Observation

- Ask learners to complete the table in the Student's Manual with three real businesses they interact with.

Task 2 My Startup Business Plan

- Encourage learners to pick one model for their idea and justify it in terms of-
- Value to customer
- Revenue method
- Channels
- Avoid judging feasibility too strictly; this is early thinking. Help them make connections to later sections (BMC, launch planning).

4.2 Resource Mapping

Objectives

1. To enable learners to understand and define Resource Mapping in simple and clear terms.
2. To help learners identify and categorise resources as Human, Financial, Physical, and Intellectual for a chosen business idea.
3. To encourage learners to recognise existing resources within their personal networks and community support systems.
4. To introduce learners to the concept of bootstrapping and develop their understanding of starting a venture with limited or no external funding.

Facilitator Guidelines

1. Use the Aman–Tara conversation at the start of the class.
2. Connect that last time, we chose a business model. But what is needed to actually run that model?
   a. Let learners respond (Expected solution: people, money, place, skills, ideas).
3. Read or paraphrase Aman and Tara's conversation about resource mapping (lemonade stand example) and introduce it.
4. Write four headings and explain about these as pillars of resource mapping.
   i. Human
   ii. Financial
   iii. Physical
   iv. Intellectual
5. Take quick examples from learners and place them in a particular box under each heading and explain the importance of resource mapping.

Activity 2 Map Your Resources

Instructions

1. Ask learners to stay in teams and choose one business idea (preferably the same as in 4.1).
2. Guide them to fill the Resource Map Table
   a. Encourage them to think beyond money like family skills, school resources, neighbours, local shops, etc.
3. Scarcity Challenge
   a. Pose the question from the Student's Manual

      If they had zero budget in the first month, how would they use other resources more creatively?
   b. Ask teams to think and write.
4. Sharing and quick board summary (Optional)
   a. Invite 2–3 teams to share one surprising resource that they already have.
   b. Summarise key patterns on board (e.g., many found Human and Intellectual resources at home).
5. Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Emphasise that lack of money does not mean lack of resources.
2. Push learners to look at community, school, and family as resource pools.

3. Avoid dismissing 'small' resources (e.g., a relative's scooter, neighbour's sewing machine), these are also valuable.
4. Encourage honest listing; it is okay to discover gaps, those gaps guide planning.

Entrepreneurial Skills Developed

1. **Resourcefulness**– finding value in existing assets and networks.
2. **Planning and prioritisation**– deciding which resources are critical first.
3. **Creative problem-solving**– designing strategies under constraints (zero budget).
4. **Collaboration**– recognising and valuing team members' strengths.

Takeaways

- Resources extend far beyond money. It also includes people, places, tools, and ideas are equally important.
- Resource mapping helps you see what they already have before spending.
- Bootstrapping is about using existing resources wisely to start small but strong.
- Knowing resources increases confidence and reduces unnecessary costs.

Weekly Task Instructions

- Guide them to complete the weekly task about making a list of resources.

4.3 The Business Model Canvas (BMC)

Objectives

1. To enable learners to understand the concept and purpose of the Business Model Canvas and explain why it is used in planning a business.
2. To help learners identify the nine building blocks of the Business Model Canvas and understand the key questions associated with each block.
3. To guide learners in preparing a simple Business Model Canvas for a sample business such as a lemonade stall.
4. To encourage learners to begin developing a basic Business Model Canvas for their own startup ideas.

Facilitator Guidelines

1. Use the Aman–Tara conversation for recap and starting the new topic under let's start.
2. Ask if we have a business model and a list of resources, why might it still feel confusing?
3. Let learners lead to confusion with so many things(many things, no single picture).

4. Introduce BMC as a one-page map and connect how a mind map works.
5. Read or summarise Aman and Tara's conversation introducing the BMC.
6. Show the lemonade stall BMC from the Student's Manual (project it / draw a simplified version on the board).
7. Go through each block briefly and explain them by asking simple questions.
   i. Customer Segments – Who is buying?
   ii. Value Proposition – What problem are we solving / what benefit?
   iii. Channels – How do they find us?
   iv. Customer Relationships – How do we keep them coming back?
   v. Revenue Streams – How does money come in?
   vi. Key Resources – What do we need to run?
   vii. Key Activities – What are the main things we must do?
   viii. Key Partners – Who helps us?
   ix. Cost Structure – Where does money go out?

Activity 3 Let's Create Business Model Canvas

Instructions

1. Assign group work- Create Your Own Canvas
   a. Ask teams to form a group and choose one business idea (same as before).
   b. Provide blank BMC grids (from the Student's Manual or drawn on chart paper).
   c. This is a standard format of BMC, so make sure that learners are using it properly.
   d. Guide them to write short phrases in each block (Say no to long essays.)
   e. Move around the class and
      i. ask probing questions rather than giving answers.
      ii. check that they cover all 9 blocks.
2. Mini-presentations (Optional- depends upon the strength of class and available time)
   a. Select 2–3 teams to briefly explain their plan.
3. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Emphasise that the BMC is a working tool, not a test.
2. Allow incomplete or imperfect blocks; they will improve over time.
3. Avoid overloading learners with jargon – keep explanations concrete and example-based.
4. Highlight that BMC is useful before spending large amounts of money.

▶ **Entrepreneurial Skills Developed**

1. **Systems thinking**– understanding how different parts of a business fit together.
2. **Strategic planning**– summarising key elements logically.
3. **Communication skills**– explaining an idea simply and clearly.
4. **Reflection**– identifying gaps or weaknesses in the plan.

Key Takeaways

- The Business Model Canvas shows the whole business on one page.
- It helps learners see how customers, value, resources, and money connect.
- A clear canvas supports better decisions and reduces risk.
- Entrepreneurs revise the canvas multiple times – it is not fixed.
- Highlight the 'Pause and Think' box, and ask them to discuss and reflect if time allows.

Weekly Task Instructions

- Ask learners to create a creative BMC at home (chart, digital, mind map, etc.).

4.4 Launch Planning

Objectives

1. To enable learners to understand and explain the concepts of a Launch Plan and a Launch Checklist.
2. To guide learners in assigning roles and responsibilities based on individual strengths within a team.
3. To develop learners' understanding of the importance of trial sales and regular status tracking during the launch process.

Facilitator Guidelines

1. Use the Aman–Tara conversation to start the recap and the new concept under Let's start.
2. Ask learners that they now have a clear business on one page. What needs to happen before the first real sale?

   Expected answers: Let learners mention prototype, pricing, marketing, etc.
3. Explain the meaning and importance of the Launch Plan.
4. Explain launch plan as a to-do checklist.

5. Using the Sample Startup Checklist, explain the four phases-
    a. Perfecting the Product
    b. The Foundation
    c. The Countdown
    d. The Final Stage (Go Live)
6. Briefly explain each sample step along with the roles of CEO, CFO, CMO, COO, and HR.

Activity 4 Ready, Set, Launch

Instructions

1. Ask learners to close their eyes and imagine launch day for their product.
    a. Use prompt questions to initiate discussion
        i. What must be ready?
        ii. What could go wrong if a step is missed?
2. Turn chaos into steps
    a. Ask teams to discuss and write (use the sample template given)
        i. What must happen first?
        ii. What can happen at the same time?
        iii. What must be done just before launch?
3. Assign roles and build the Launch Tracker given in Student's Manual.
4. Explain the role of the table given to track progress. (A table to track progress plays an important role in launch planning by clearly listing tasks, responsibilities, deadlines, and status. It helps the team stay organised and ensures accountability for each step. By making delays or gaps visible, it reduces launch risks and improves coordination. Overall, it turns a launch plan into a structured and actionable roadmap.)
5. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Avoid making this a perfect project plan, the aim is awareness and structure, not detailed project management.
2. Emphasise that
    i. Roles should match interests and strengths, not marks or popularity.
    ii. A trial sale/soft launch is an opportunity to learn, not to show off.

3. Discuss if needed
   i. How does assigning roles change the way the team works?
   ii. Why is a trial sale important before the main launch?
   iii. What might happen if no one tracks the status of tasks?

Entrepreneurial Skills Developed

1. **Project planning**– breaking down large tasks into smaller steps.
2. **Teamwork and leadership**– assigning and accepting responsibilities.
3. **Time management**– understanding timelines and progress tracking.
4. **Risk management**– using trial runs and Plan B thinking.

Key Takeaways

- A launch is not just one event; it is a sequence of steps over time.
- Clear roles and timelines improve team coordination and reduce confusion.
- A checklist turns big goals into manageable actions.
- Good planning builds confidence and discipline.

Weekly Task Instructions

- Guide about the task assigned to update their launch checklist at home.
- Add note down the missed tasks and think of one Plan B.

4.5 Discover Your Customer

Objectives

1. To enable learners to understand and define the concept of a target audience in simple terms, and identify Nykaa's target customers, their needs, and the marketing channels used.
2. To help learners understand learner-friendly marketing channels and apply this knowledge to define the target customers and suitable channels for their own startup ideas.
3. To guide learners in drafting a clear and concise one-line promotional message based on their chosen target audience and selected marketing channels.

Facilitator Guidelines

1. Use the Aman–Tara conversation at the start of the Recap.
2. Discuss Student-Friendly Marketing Channels as per given in the student's manual.

Activity 5 Pitch Creation and Presentation

Instructions

1. Form groups of 4–5 learners and named it as their startup team.
1. Introduce Nykaa case
   a. Ask learners to read the Nykaa case (silently or with shared reading).
   b. Then, in whole class discuss about Nykaa's core customers, their problems, marketing channels of Nykaa (website, app, Instagram, YouTube, influencers, offline stores, etc.) and suitable channels.
2. Now instruct Learners to fill the Worksheet- Spot the Strategy
   a. Ask learners to fill the four prompts in the Student's Manual (target customer, problem, channels, why these channels work).
   b. Walk around and support learners who struggle with describing target customers (age, location, habits).
3. Ask learners to fill step 2-**Apply to your own startup**
   a. Guide learners to fill
      i. My target customer
      ii. Where they spend time
      iii. Two marketing channels they will use first
      iv. One-line promotional message
4. Ask a few learners/teams to read their one-line promotional message.
5. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Emphasise that marketing begins with understanding people, not with making posters.
2. Clarity and relevance are more important.
3. Encourage learners to think about trust, not only visibility.
   i. Why would customers believe in them?
   ii. How does Nykaa build trust (reviews, tutorials, genuine products)?

4. Discuss if needed
    i. Why is it risky to say 'Everyone is my customer'?
    ii. How did Nykaa turn education into a marketing advantage?
    iii. Which channels feel realistic for a school-level startup (notice boards, WhatsApp, word-of-mouth)?

Entrepreneurial Skills Developed

1. **Customer empathy**– understanding needs, fears, and habits.
2. **Market awareness**– recognising realistic channels (offline and online).
3. **Communication**– crafting short, focused promotional messages.
4. **Strategic thinking**– choosing channels that give maximum impact.

Key Takeaways

- A target audience is a specific group with a problem their product solves and the ability to pay.
- Good marketing means speaking to the right people in the right place, not shouting at everyone.
- Channels should match where customers already spend their time.
- Clear, simple messaging builds understanding and trust.
- Highlight the Pause and Think box, and ask them to discuss and reflect if time allows

Weekly Task Instructions

- Guide learners to prepare a 5–6 slide pitch deck for their startup idea.
- Explain the task to the learners about their startup's target customer with 3 characteristics.
- Explain them marketing channels and marketing practices again while explaining weekly tasks.

4.6 Customer Relationship Management (CRM)

Objectives

1. To enable learners to understand Customer Relationship Management (CRM) as the process of building long-term relationships rather than focusing on a single sale.
2. To help learners identify common customer problems and outline appropriate steps for effective complaint handling.

3. To guide learners in planning simple loyalty-building activities and regular customer engagement strategies.
4. To develop learners' understanding that empathy and consistent follow-up are essential for converting unhappy customers into loyal ones.

Facilitator Guidelines

1. Use the Aman–Tara conversation at the start of the Recap and for introducing the new concept.
2. Ask learners that we have learned how to reach customers, now, what must we do after they buy?
3. Let learners respond (say thanks, solve complaints, etc.).
4. Introduce CRM concept
   a. Use the CRM process flowchart and conversation in the Student's Manual to explain the journey from stranger → buyer → loyal supporter → advocate.
   b. Stress that keeping customers is often economical and more valuable than finding new ones.
5. Explain the importance of Awareness, Acquisition, Onboarding, Retention and Advocacy.

Activity 6 Pitch Creation and Presentation

Instructions

1. Make a group of 4-5 learners and ask groups to list common customer problems for their idea
   a. Late delivery, wrong order, quality issues, rude behaviour, etc.
   b. Then use the hints in the Manual (Listen, Apologise, Offer a solution, Follow up) to write complaint-handling steps.
2. Plan Loyalty and Engagement
   a. Ask learners to design at least
      i. 1–2 loyalty activities (points, refer-a-friend, small thank-you gifts).
      ii. 1–2 regular engagement ideas (social media posts, festival offers, newsletters, school events).
   b. Let teams fill the table (problems, complaint steps, loyalty activities, engagement ideas).
3. Sharing and peer feedback

a. Invite 2–3 groups to present their Customer Care Plan.

b. Ask peers

i. Which idea could they try in their own startup?

ii. How might a customer feel receiving this kind of care?

4. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Emphasise empathy and respect in handling complaints.
2. Avoid making learners defensive about mistakes; show that complaints are learning opportunities.
3. Highlight that loyalty tools should be simple and affordable for school-level ventures.
4. Encourage learners to think about how trust is built over time.
5. Discuss given questions if needed

   i. How would they feel if their complaint was ignored?

   ii. Which loyalty tool is easiest for them to implement as learners?

   iii. How can they measure whether their customers are satisfied (simple feedback, repeat purchases, smiles, comments)?

▶ Entrepreneurial Skills Developed

1. **Empathy and communication**– listening carefully, apologising, and responding respectfully.
2. **Problem-solving**– finding fair solutions to customer issues.
3. **Long-term thinking**– planning beyond the first sale.
4. **Customer-centric mindset**– seeing success through customers' experiences

Key Takeaways

- CRM is about building trust and loyalty, not just solving one problem.
- Quick, respectful, and sincere responses to complaints turn problems into chances to deepen trust.
- Loyalty and regular engagement help customers feel valued and remembered.
- Strong customer relationships support long-term business health.

Weekly Task Instructions

For the loyalty-plan homework, guide learners that

- For the next class, ask each group to make one loyalty tool they designed and write one feedback they received from family/friends.

Points to Ponder

- Treat this chapter as a journey from idea to working venture; keep connecting each section back to the same startup idea so learners see continuity.
- Avoid turning the Business Model Canvas or Launch Checklist into heavy theoretical tasks; keep them practical and exploratory.
- Use local examples (nearby shops, online services learners use) whenever learners struggle with abstract business models.
- Encourage multiple answers during classification discussions (e.g., is Zomato only On-Demand or also Marketplace?) and then guide reasoning rather than declaring right/wrong immediately.
- Constantly reinforce the ethical dimensions i.e., Honest messaging, responsible AI use, fair complaint handling, and customer respect.

CHAPTER 05

Artificial Intelligence and Business

W7M5K4

No. of Periods: 2

Learning Objectives

- To enable learners to understand and explain Artificial Intelligence (AI) in simple terms and recognise how it supports business tasks such as customer support, recommendations, reminders, and data analysis.
- To help learners identify AI features such as chatbots, recommendation systems, reminders, and alerts in real apps and websites, and connect these features to business goals like cost reduction and improved customer engagement.
- To develop learners' ability to analyse AI-generated outputs using human judgement and critical thinking, identifying possible errors, confusion, or misuse.
- To introduce learners to the importance of human oversight, ethical use, and data protection while using AI in startups and business operations.

Connecting the Dots

- In earlier digital literacy and entrepreneurship units, learners learned how digital tools like presentations, forms, and spreadsheets help businesses communicate and analyse data.
- Use of google forms, google sheets and google docs for collecting feedback data, analysing and organising data.
- We discussed the use of chatbots to help customers and support business.

R4B9J9

Chapter Overview

Chapter 5 explains how AI supports young entrepreneurs as a smart helper instead of replacing human thinking. In 5.1, it shows how businesses use AI for chatbots, recommendations, reminders, and logistics so they can engage customers better, personalise experiences, save time and money, and make data-based decisions. In 5.2, it highlights that AI can still make mistakes or be misused, so human oversight, ethical use of customer data, privacy protection, and regular checking of AI outputs are essential to maintain trust and a good business reputation.

Rationale

This chapter, Artificial Intelligence and Business, is included to prepare learners for a world where entrepreneurs and intelligent technologies work together. It presents AI as a practical support system behind chatbots, recommendations, reminders, logistics, and data analysis that help businesses save time, reduce costs, and improve customer experience, always starting from a real business need. Using examples like Amazon, Netflix, Flipkart, and Starbucks, it shows how AI can strengthen customer engagement and decision-making while also highlighting its limitations and risks such as misleading offers, wrong suggestions, spam, and data misuse. Learners are therefore trained to apply human judgement, verify AI outputs, and follow ethical principles of privacy, consent, and honesty, practising human-in-the-loop oversight through scenarios, AI-assistant design tasks, and an audit checklist so they can build trusted, responsible startups in the future.

Connecting with SDGs and NEP 2020

Connection to SDGs

1. **SDG 9: Industry, Innovation and Infrastructure**
   This chapter encourages an early understanding of how innovation and digital tools like AI can be used to solve real business problems, helping learners see technology as a practical driver of smarter, more efficient enterprises.

2. **SDG 8: Decent Work and Economic Growth** By showing how AI and humans can work together in roles such as customer support, marketing, and operations, the chapter prepares learners for future workplaces where human judgement and digital systems complement each other, supporting productive and future-ready careers.

3. **SDG 4: Quality Education** The chapter strengthens quality education by building digital literacy, critical thinking, and ethical awareness around emerging technologies, ensuring learners do not just use AI, but understand its benefits, limitations, and responsible use.

Connection to NEP 2020

The chapter aligns with NEP 2020 by

1. **Supports digital literacy and integration**
   The chapter supports NEP 2020's focus on digital literacy by showing how AI operates in everyday business tools and how technology can be meaningfully integrated into entrepreneurship and commerce learning.

2. **Promotes experiential, case-based learning** Instead of technical lectures on AI, the chapter uses dialogues, caselets, scenarios, and hands-on activities, aligning with NEP 2020's emphasis on activity-based, experiential, and contextual learning.

3. **Builds critical and ethical thinking** Learners are encouraged to question AI outputs, identify risks like spam or misleading information, and reflect on privacy and data use, directly supporting NEP 2020's goal of nurturing critical thinking and ethical reasoning about technology.

5.1 AI As A Smart Tool For Business

Objectives

1. Explore what AI is and how it supports business operations.
2. Identify AI uses in real companies (Amazon, Netflix, Flipkart, Starbucks) and connect them to business needs and outcomes.
3. Recognise AI as a support system, not a replacement for humans.

Facilitator Guidelines

1. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the Student's Manual.
2. Read the Aman and Tara's conversation about looking for shoes online and then receiving a discount message.
3. Ask whether this ever happened to them with any app or website Let a few learners share their experiences.
4. Introduce AI in simple words
   a. AI notices what they click, view, and ignore, then sends reminders, recommendations, or offers.
   b. Emphasis that, It's not a person watching them, it's a smart system built to support business decisions.
5. Now connect AI to business needs like

   It helps customers to find their products, increases sales without hiring many people, and keeps users on the platform.
6. Ask, Where do they think AI helps with these needs?
7. Explain the meaning of AI in Business and its ethical usage given in the 'DO YOU KNOW' box.

Summarise

1. AI = smart support system, not replacement for humans.
2. Core functions
   a. Customer engagement (chatbots, reminders).
   b. Behaviour tracking and personalisation.
   c. Operational efficiency (routes, stock, demand).
3. Key benefits are cost cutting, time saving and better decisions.
4. Need for constant human supervision and integrity for ethical use

Activity 1 Crisis and Leadership Challenge

Instructions

1. Divide learners into groups of 4–5.
2. Assign or let them read all four caselets given about Amazon, Netflix, Flipkart, and Starbucks.
3. Ask groups to fill the table for each company about
   a. Business Need
   b. AI Used For
   c. Outcome (e.g., higher sales, lower cancellations, quicker support, repeat purchases).
4. Move around and help groups to phrase needs and outcomes in simple language.
5. Invite some groups to share their thoughts.
6. Ask learners to write down their thoughts about the debrief questions given.
7. Highlight the Pause and Think box, and ask them to discuss and reflect if time allows, AI should be a support tool, with ethical use and data privacy.

▶ Facilitator Tips

1. Keep emphasis on business problems first, then AI as a solution.
2. Reinforce that misuse of data, misleading messages, or spam are not acceptable uses of AI.
3. Remind learners not to share personal login details or sensitive information in class.
4. Focus on insightful observations, not the number of apps.
5. During sharing, highlight a variety of AI uses across platforms.
6. Focus on taking AI as a support system, but its ethical use is equally important.

▶ Entrepreneurial Skills Developed

1. **Digital awareness**– noticing AI features in daily apps.
2. **Business thinking**– linking technology to specific business needs and outcomes.
3. **Ethical sense**– recognising risky uses like spam or data misuse.

Key Takeaways

- AI helps businesses understand customers, personalise experiences, and save cost and time.
- AI is powerful but must be used ethically, with human judgement and data respect.

Weekly Task Instructions

- Explain the task to the learners about observing apps or websites daily and guide them, How to spot AI features?
- Instruct learners to write answers in their manual in the given space. (short answers)

5.2 Human Oversight And Responsible AI Use

Objectives

1. Understand why AI needs human checks and cannot be left fully alone.
2. Identify common misuses and risks of AI in startups and learn a 5-step process for auditing AI outputs.

Facilitator Guidelines

1. Recap previous learning with Aman and Tara's conversation.
    a. Ask learners to recall, what did we learn about AI last time?
2. Discuss backpack online shopping and discount story by Aman and Tara's conversation
    a. Read the conversation and explain, the chatbot says out of stock, later AI sends a reminder, then the discount code fails.
    b. Emphasise why a human check is important while we use AI as a support system in our business.
    c. Ask
        i. Which parts of this were helpful?
        ii. Where did AI create frustration or confusion?
3. Introduce must avoid list-
    a. Discuss Tara's list of common AI misuses, like, spam, misleading info, using data without consent and relying entirely on AI.
    b. Ask for one real or imagined example for each misuse.
4. Explain why checks matter? (prevent errors, build trust, maintain empathy.)
5. Explain each step with simple examples from class or their startup ideas.

Activity 2 Human Check Challenge

Instructions

1. Form groups of 4–5 learners.
2. Give each group one or more scenario cards (Chatbot Confusion, Discount Miscommunication, Recommendation Mistake, Design Misalignment, Spam Reminder).
3. Ask groups to fill the table for each card
    a. AI Output Observed
    b. Correct / Wrong
    c. How Human Check Can Fix It
    d. Risk if Misused.
4. Support reasoning with prompt like
    a. How might the customer feel here?
    b. What simple human check could prevent this?
5. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Normalise the idea that AI can be wrong; this is not failure, but a reminder for checks
2. Encourage learners to think from the customer's perspective (confusion, trust, safety).
3. Keep discussion ethical, not technical.
4. Pay special attention to the privacy promise; use it to reinforce respect for data.

▶ Entrepreneurial Skills Developed

1. **Critical thinking**– evaluating AI outputs instead of accepting them blindly.
2. **Ethical reasoning**– considering fairness, honesty, and data privacy.
3. **Problem-solving**– designing practical human checks and improvements.

Key Takeaways

- AI must be reviewed, corrected, and supervised by humans.
- Misuse or mistakes can cause customer frustration, loss of trust, or even harm.
- Responsible startups build systems for regular AI audits and clear privacy promises.

Weekly Task Instructions

- Explain the learners to complete all 4 parts in their workbook, i.e. Startup Blueprint, designing Chatbot's Brain, Human-in-the-Loop Safety Check and Privacy Promise.

Points to Ponder

- Avoid turning the lesson into a technical AI lecture; keep focus on examples, stories, and business problems.
- Emphasise repeatedly that AI is a tool and humans are responsible to use AI mindfully.
- Use local examples (e-commerce apps, OTT platforms, food delivery apps) that learners already know.
- Create a safe space for questions; learners may have fears or myths about AI address them calmly and factually.
- Reinforce ethical language like no spam, no misleading offers, respect for consent and privacy.

CHAPTER 06

Ethics and Integrity in Business

U2H4A7

No. of Periods: 2

Learning Objectives

- To enable students to understand the concepts of honesty, integrity, and trust in an entrepreneurial context through relevant real-life examples.
- To help students analyse real-life business situations, such as Ratan Tata's Nano promise and the Taj Hotel response, to understand how values guide decision-making under pressure.
- To guide students in applying honesty and integrity to startup scenarios using the HIT (Honesty–Integrity–Trust) framework for ethical decision-making.
- To encourage students to reflect on their personal value system by creating a personal HIT charter and observing how trust operates in everyday businesses.

Connecting the Dots

In earlier class, learners learned

- How to set SMART goals, create action plans, and think of entrepreneurship as turning ideas into action.
- They saw that clear goals, planning, and effort can lead to first sales and small ventures.

F2R4X1

Chapter Overview

Chapter 6, ETHICS AND INTEGRITY IN BUSINESS, explores the invisible roots of entrepreneurial success by focusing on honesty, integrity, and trust as the real strength behind any long-lasting business. Section 6.1, Heart of Business – Honesty, Integrity and Trust, clearly differentiates honesty (truthful words) from integrity (right actions when no one is watching), and shows how these values guide tough choices even when shortcuts, legal loopholes, or higher profits are tempting. Section 6.2, Trust – leading to HIT framework, introduces trust as the outcome of consistent honesty and integrity, as an invisible currency and formalising it in the HIT Framework (Honesty + Integrity = Trust)

Rationale

This chapter is included in the curriculum to ensure that learners do not see entrepreneurship only as profit-making and goal-setting, but as a values-driven journey where character is as important as strategy.The chapter provides a structured space to examine how honesty, integrity, and trust directly influence decisions, relationships, and long-term brand reputation. It prepares learners to become responsible entrepreneurs and citizens who value promise-keeping, fairness, and accountability, laying an ethical foundation for Viksit Bharat where growth is sustainable, humane, and built on deep-rooted trust.

Connecting with SDGs and NEP 2020

Connection to SDGs

1. **SDG 16: Peace, Justice and Strong Institutions**

   This chapter supports SDG 16 by highlighting fairness, account-ability, and ethical leadership as core parts of doing business. It shows that entrepreneurs must keep promises, act transparently, and take responsibility for people.

2. **SDG 8: Decent Work and Economic Growth**

   The chapter links to SDG 8 by promoting a model of entrepreneurship where growth never comes at the cost of people's dignity. This prepares learners to build ventures that offer fair treatment, respect, and security, contributing to sustainable, decent work and long-term reputation

3. **SDG 12: Responsible Consumption and Production**

   By stressing honest comm-unication about product quality, pricing, and delays, the chapter advances SDG 12's focus on responsible consumption and production. Instead, they are encouraged to maintain quality standards, be transparent about limitations, and avoid harmful shortcuts.

Connection to NEP 2020

The chapter aligns with NEP 2020 by

1. **Supports value-based education and citizenship**

   The chapter promotes value-based education by centering fairness, honesty, and social responsibility as non-negotiable parts of doing business.

2. **Uses experiential, story-based learning**

   Instead of abstract moral lectures, the chapter uses real stories, activities, and guided discussions to bring ethical ideas alive. Learners live through dilemmas in cases and games, making values feel practical and memorable.

3. **Builds critical thinking about choices**

   The chapter develops critical thinking about ethics, not just obedience, preparing them to reason through complex choices independently.

4. **Encourages reflection on personal values**

   Through prompts like Integrity Decision Cards and personal charters, learners examine what they themselves believe is right and why. This supports NEP's goal of holistic development by linking knowledge, emotions, and character in a coherent value system.

6.1 Heart of Business – Honesty, Integrity and Trust

Objectives

1. To enable students to distinguish clearly between honesty and integrity and understand how both work together in entrepreneurial practice.
2. To help students understand honesty as speaking truthful words and integrity as taking right actions, using relatable business examples.
3. To guide students in identifying how ethical choices help build long-term relationships with customers and partners.

Facilitator Guidelines

1. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the Student Manual.
2. Set the context with Aman and Tara's conversation and begin with the banyan tree metaphor from the dialogue.
3. Ask probing questions like
    a. What do people usually see in a business? (expected answers- products, profit, brand).
    b. What could be the roots that no one sees?
4. Narrate the spice story
    a. Read or retell Tara's grandfather's story about receiving double saffron by mistake, choosing to return it, and building a 40-year partnership.
    b. Pause after the mistake and ask learners, what would they do in this situation? Why?
5. Introduce definitions
    a. Honesty – truthfulness, transparency, reliability in communication.
    b. Integrity – moral compass, consistency, accountability, and keeping promises in action. Focus that honesty is our voice and integrity is our backbone.
6. Ask pairs to think of
    a. One example of honesty they have seen in a shop or service.
    b. One example of integrity (doing right even when unseen).
7. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the student's Manual.

Case Story 1 The man of his words: RATAN TATA

Objective

To enable students to analyse how Ratan Tata demonstrated honesty and integrity during challenging situations such as the Nano project and the Taj attacks.

Instructions

- Ask learners to read the case story individually or read it aloud in parts.
- Pause at key moments (Nano price challenge, Taj closure) and ask, what options did he have here?
- Task 1 Spot the Value- In small groups, ask learners to fill in the table
  a. Situation from the story
  b. Value displayed (honesty/integrity/trust)
  c. Why does it matter?
- Move around to ensure they refer to specific actions, not general praise.
- Task 2 The Tough Choice- Lead group discussion on Scenario A and B (price vs quality; legal vs moral duty in a shutdown).
- Ask each group to write
  a. The easy option
  b. The right option
  c. The long-term impact of choosing integrity.
- Task 3 Integrity Decision Card- Ask each Learner to complete the sentence in their notebook or manual.
- Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Avoid glorifying the individual only; keep focus on values and patterns of decisions.
2. Encourage multiple viewpoints, especially when discussing legal vs moral choices.
3. Allow Indian or global examples (e.g., Tata, Infosys, Amul, small local examples).
4. Focus assessment on clarity of the value and consequence, not on depth of research.

Entrepreneurial Skills Developed

1. **Ethical reasoning**– weighing short-term gain against long-term trust.
2. **Leadership mindset**– thinking about responsibilities to employees, customers, and community.
3. **Reflection**– connecting big stories to personal choices.

Key Takeaways

- True leadership is defined by what they choose when it is costly or inconvenient, not just when it is easy.
- Laws set the minimum, but values push entrepreneurs to go beyond legal obligations.
- Keeping promises and caring for stakeholders build a reputation that money cannot buy.

Weekly Task Instructions

- Ask learners to find 2 entrepreneurs or companies (Indian or global) known for ethical decisions and write the answers of given questions.

6.2 Trust – Leading To The Hit Framework

Objective

1. To help students understand that trust is built gradually through consistent honesty in words and integrity in actions over time.
2. To enable students to explore the three pillars of trust, competence (ability), reliability (consistency), and compassion (care), in entrepreneurial contexts.
3. To introduce the HIT Framework (Honesty + Integrity → Trust) as a simple mental model for making ethical decisions in business and leadership.

Facilitator Guidelines

- Recap previous learning with Aman and Tara's conversation for
  Honesty = words, Integrity = actions
- Use the dialogue where Aman realises that trust is like invisible currency in business.
- Introduce the three pillars of trust
  - a. Write on the blackboard- Competence, Reliability, Compassion.
  - b. For each pillar, ask learners for one example
    - i. Competence – a person/business that is very skilled.
    - ii. Reliability – someone who is consistent.
    - iii. Compassion – someone who cares about customers or community.
- Explain HIT Framework
  - a. Write on board and explain about, Honesty (Words) + Integrity (Actions) → Trust (Asset).
  - b. Ask learners to restate it in their own language (e.g., If we keep our promises and do the right things, people trust us).
- Maintain a playful environment; the goal is learning, not winning.

Activity 1 Let's HIT together

Instructions

1. Form teams and explain about coins
   a. Create teams of 3–5 learners.
   b. Give each team 100 coins (paper slips, counters, or tallies can be used).
   c. Explain that coins represent their power to grow.
2. Step 1 – HIT Decisions
   a. Read Situation 1 and 2 (late delivery, cheaper low-quality materials).
   b. For each situation, teams choose Path A or Path B.
   c. Ask them to make a note of their choice.
   d. Encourage teams to discuss reasons before deciding.
3. Step 2 & 3 – Trust Audit and Celebrity Cost

   You will be playing the role of Market Inspector and classify teams as high-trust or low-trust based on choices. High-trust teams pay 20 coins; low-trust teams pay 80 coins for hiring the celebrity to promote their brand.
4. Step 4- The final count
   a. Tell them the score key for each path they chose.
   b. Let teams update their final coin count using the score key for each situation.
5. Step 5- My Founder's HIT Charter
   i. Ask each learner to complete the given statements of the HIT framework.
   ii. Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Encourage learners to include both people (e.g., Facilitator Instructions, neighbour) and organisations (e.g., brand, local shop).
2. Use sharing time to highlight different ways trust is built.
3. Use classroom discussion to highlight that trust can be rebuilt but at a high cost.
4. Encourage respectful language; avoid personal attacks on individuals if they choose a low trust path.

Entrepreneurial Skills Developed

1. **Relationship thinking**– seeing business as long-term relationships, not just transactions.
2. **Perspective-taking**– understanding trust from customer, worker, and investor viewpoints.
3. **Strategic thinking**– linking values to practical benefits (speed, lower cost, loyalty).

Key Takeaways

- Early honest choices may seem costly but create big savings and opportunities later.
- Trust is like a bank account in which we deposit honest words and actions, withdraw through mistakes and shortcuts.
- A strong HIT Charter can guide learners' decisions in school projects and future ventures.

Weekly Task Instructions

- Ask learners to identify two different businesses they or their family interact with and complete the weekly task.
- Ask them to think of a brand that lost the public trust recently and ask them to complete the task assigned.

Points to Ponder

- Do not turn this chapter into a moral sermon. Let stories, games, and learners' experiences reveal values naturally.
- Use local examples of both ethical and unethical behaviour in business, but keep the tone analytical, not gossipy.
- Encourage disagreement as long as it is expressed respectfully; ethical questions often do not have one perfect answer.
- Keep bringing learners back to the core question- How does this choice affect trust in the long run?

CHAPTER 07

Finance: The Fuel for Business

T5L7V1

No. of Periods: 6

Learning Outcomes

Learners will be able to

- To enable learners to understand key financial concepts such as fixed cost, variable cost, pricing, break-even point, shutdown point, assets, liabilities, stock, revenue, and funding sources in simple business contexts.
- To help learners calculate selling price and break-even point using structured formulas and interpret how changes in cost or price affect profit.
- To develop learners' ability to analyse survival decisions through understanding the shutdown point and variable cost logic.
- To introduce learners to assets, liabilities, stock management, and funding options as tools for responsible financial planning.
- To build entrepreneurial thinking by connecting financial decisions to real-life business examples and student startup ideas.

Connecting the Dots

P1I6P6

- In earlier units, learners have learned the concept of income, expenses, and savings in personal contexts.
- Learned the difference between needs and wants, and planned simple budgets.
- Understood that costs (materials, labour, rent) must be covered before profit can be earned.

Chapter Overview

This chapter presents financial literacy as the fuel that powers business decisions. Through stories of lemonade stalls, cupcake businesses, snack counters, and small repair shops, learners understand how numbers guide real choices.The chapter is organised into six sections. Learners first explore costs and pricing, then calculate break-even points and understand shutdown decisions. They move ahead to classify assets and liabilities, connect stock with revenue, and finally compare funding sources for startups. The aim is not advanced accounting, but practical financial wisdom that supports thoughtful entrepreneurship.

Rationale

Many learners are excited by startup success stories but often overlook the financial realities behind them. They may assume that high sales automatically mean profit, that taking a loan will solve every money problem, or that concepts like assets and liabilities matter only for large companies. This unit addresses these misconceptions by showing that every rupee has a purpose, whether in covering costs, setting prices, or making investments. It develops the habit of planning before spending, calculating before making decisions, and reviewing performance before moving ahead. Ultimately, it helps learners understand financial literacy as practical everyday common sense, not just textbook formulas, and encourages responsible money behaviour in both personal life and entrepreneurship.

Connecting with SDGs and NEP 2020

Connection to SDGs

1. **SDG 8: Decent Work and Economic Growth**

   Financial literacy supports sustainable entrepreneurship, job creation, and informed participation in the economy.

2. **SDG 12: Responsible Consumption and Production**

   Concepts like cost awareness, shutdown decisions, and stock management encourage efficient resource use and reduced waste.

3. **SDG 4: Quality Education**

   Develops practical numeracy, decision-making, and problem -solving linked to real-life business contexts.

Connection to NEP 2020

The chapter aligns with NEP 2020 by

1. **Promotes Application-Based Numeracy**

   Instead of limiting mathematics to theoretical exercises, the chapter encourages learners to apply calculations in realistic business situations such as pricing, break-even analysis, and funding decisions.

2. **Encourages Experiential and Inquiry-Based Learning**

   Through simulations, role-play, structured activities, and real-world examples, learners actively explore financial concepts rather than passively memorising formulas.

3. **Builds Higher-Order Thinking**

   Learners analyse relationships between cost, revenue, break-even, shutdown decisions, and funding options. This strengthens reasoning, interpretation, and decision-making skills.

4. **Strengthens Life Skills**

   The chapter develops financial planning ability, risk awareness, and responsible decision-making essential skills for both entrepreneurship and personal life.

7.1 Understanding Costs And Price

Objectives

1. To enable learners to differentiate between fixed costs and variable costs by analysing simple business examples.
2. To help learners apply calculation skills to determine total cost per unit and set an appropriate selling price using a clear formula.
3. To develop learners' understanding of cost awareness by examining why identifying every expense is essential before making pricing decisions.

Facilitator Guidelines

1. Read or narrate the Children's Day lemonade stall story through Aman-Tara conversation with energy.
2. Before introducing terms, pause and ask
   a. What costs will they pay even if they sell 1 cup?
   b. Which costs increase each time they sell one more cup?
3. Let learners suggest their own examples of fixed and variable costs.
4. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the Student's Manual.
5. Emphasis on

Fixed Costs- *stall rent, posters, licences – paid regardless of cups sold.*

Variable Costs- *lemons, sugar, ice, cups – rise or fall with number of cups.*

Activity 1 Calculate the Cost and Price of Your Product

Instructions

1. Form pairs/groups and ask them to choose any simple product (e.g., sandwich, bookmark, keychain, snack).
2. Draw two columns on the blackboard- Fixed Costs and Variable Costs per unit.
3. Model with the textbook example (Riya's cupcake business), explain both costs
4. Ask groups to fill their own costs using the table provided in the Learner book.
5. Explain and apply the formula
   a. Re-write the formula clearly on the board

      Selling Price = Total Cost per Unit + Desired Profit

   b. If needed then explain Riya's example of cupcakes again.
   c. Ask each group to use the same steps for their chosen product.

6. Invite a few groups to share (optional)
   a. Their product
   b. Fixed cost, variable cost, units, total cost per unit, desired profit, and selling price.
7. Encourage the class to respond with questions like
   a. What if they sell fewer units?
   b. Could they reduce any cost?
8. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Focus more on conceptual clarity than perfect calculations.
2. Support weaker learners by pairing them with peers who are comfortable with numbers.
3. Avoid judging prices as too high/too low, instead ask, how did they decide this profit?
4. Keep linking back to real stalls or school events.
5. Encourage approximate, reasonable thinking; exact numbers are not necessary.
6. Focus on whether learners correctly classify costs and connect them to price.
7. Avoid making comparisons between learners' home situations.

▶ Entrepreneurial Skills Developed

1. **Cost awareness**– identifying all types of expenses.
2. **Decision-making**– choosing realistic profit per unit.
3. **Planning**– understanding that pricing is a planned decision, not a guess.

Key Takeaways

Debrief the key takeaways as given in Aman and Tara's conversation form

- Businesses must know all costs before deciding price.
- Fixed and variable costs behave differently and both must be covered.
- Smart pricing ensures both cost recovery and profit.

Weekly Task Instructions

- Guide learners to complete the given question answers in their notebook at home.
- Ask learners to think of any small business (like a lemonade stall at home) and write why they must note down every type of cost before deciding how much to charge.

- Tell learners to pick one product they could actually sell from home (like bookmarks or snacks) and write step by step how they would decide its price using cost and a little profit.
- Ask learners to imagine what happens to a shop if prices are too high or too low and write why the right price is so important for the shop to keep customers and earn money.

7.2 Break-Even Point and Financial Decisions

Objectives

1. To enable learners to define and explain the break-even point in simple language within a business context.
2. To help learners apply the break-even formula to calculate the number of units required to cover total costs.
3. To develop learners' analytical skills by examining how changes in selling price and variable cost influence the break-even point and overall business risk.

Facilitator Guidelines

1. Briefly recap the concept of Fixed Costs and Variable Costs by asking questions from learners.
2. Set the context using Aman-Tara's conversation.
3. Use the lemonade example from the book.
4. On the board, write the formula in words first Break-even units = Fixed Costs ÷ (Selling Price per unit – Variable Cost per unit)
5. Solve one example as a whole class (from the textbook tables).
6. Write this line on blackboard "The break-even point is the number of units you must sell, so your total income equals your total costs. At this point, the business neither earns a profit nor suffers a loss."

Activity 2 Calculate Your Break-Even Point

Instructions

1. Warm-up with given table
   a. Ask learners in pairs to complete the break-even calculations for the scenarios in the table (lemonade stand, T-shirt sales, cookie bakery, etc.).
   b. Let them work through at least 2–3 rows.
2. Solutions of the table- Lemonade stall(100 units), T shirt sales (147.05 units), Cookie bakery (200 units), Phone case biz(150 units) and custom mugs (115.38 units)

3. Discuss one example in detail and take one scenario and ask
    a. If we increase the selling price, what happens to break-even point/unit?
    b. If variable cost rises, what happens?
4. Extension- own product break-even (optional)
    a. If time permits, connect back to products from 7.1 and ask groups to estimate break-even units for their product.
5. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Emphasise that lack of money does not mean lack of resources.
2. Provide scaffolding for the formula
    - First calculate contribution per unit = Selling Price – Variable Cost.
    - Then divide Fixed Costs by this number.
3. Check that learners understand interpretation, not only computation.
4. Encourage approximate thinking if exact division is hard; the logic is more important.
5. Encourage honesty- it is okay if learners conclude, 'this is not realistic'.
6. Focus feedback on whether they think about adjustment options (lower cost, realistic price, smaller scale)

▶ Entrepreneurial Skills Developed

1. **Analytical thinking**– connecting costs, price, and units.
2. **Goal setting**– translating break-even into sales targets.
3. **Risk awareness**– recognising when a target may be too high and needs changes in strategy.

Key Takeaways

- Break-even shows how many units must be sold to recover total costs.
- Increasing price or reducing variable cost can lower break-even units.
- Understanding break-even helps set realistic sales targets and manage risk.

Weekly Task Instructions

- Discuss the questions in class and ask students about their understanding for weekly task.
- Guide learners to complete the given question answers in their notebook at home.

7.3 Shutdown Point and Business Survival Decisions

Objectives

1. To enable learners to understand and differentiate between the shutdown point and the break-even point in a business context.
2. To help learners apply analytical reasoning by comparing revenue and variable costs to determine whether continuing production will increase or reduce losses.
3. To develop learners' reflective decision-making skills by evaluating situations in which pausing or shutting down a business may be a wiser choice than continuing operations.

Facilitator Guidelines

1. Briefly recap the concept of ***Break Even Point.***
2. Set the context of Shutdown Point using Aman-Tara conversation.
3. Use the lemonade example and ask
   a. If we lose ₹5 on every cup, do we want to sell more cups?
4. Motivate learners to respond
5. Now introduce the term **Shutdown Point.**
6. Introduce the simple rule and write it on blackboard
   a. If Revenue ≥ Variable Costs → it may make sense to continue (short term).
   b. If Revenue < Variable Costs → every sale increases loss → consider shutdown.

Activity 3 Should You Continue or Shut Down?

Instructions

1. Ask them to think individually first and then in pairs
   a. Ask learners to first quietly think and fill Part A (loss per smoothie, whether price covers variable cost).
   b. Read questions and ask them to discuss the answers with their partner.
2. Decision and justification
   a. In Part B, each pair decides whether the smoothie stall should continue or shut down, with a reason.
   b. Emphasise reasoning- Because every smoothie sold adds more loss etc.
3. Ask learners to read Part C and write their answers in Case 1 and Case 2 tables.
4. Ask
   a. In which case would they continue? Why?
   b. What changed—price or variable cost?

5. Solution of table
   a. Case 1 Yes because by selling each cup, there is a profit of ₹10
   b. Case 2, No, because by selling each cup, there is a loss of ₹10 and this loss will increase with each sale.
6. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Keep mathematics simple; focus on direction of loss/profit, not exact totals.
2. Validate thoughtful answers even if wording is imperfect.
3. Use this as an opportunity to talk about real-life businesses that close temporarily (e.g., due to seasonal demand, very high input prices).
4. Encourage learners to focus on calculation and data.

▶ Entrepreneurial Skills Developed

1. **Critical thinking**– evaluating when to continue vs stop.
2. **Resilience and realism**– accepting that pausing is sometimes wise, not a failure.
3. **Problem-solving**– thinking of ways to reduce variable cost or adjust price later.

Key Takeaways

Debrief the key takeaways as given in Aman and Tara's conversation form

- Shutdown point helps decide when continuing production will only increase loss.
- Variable costs are crucial in this decision—if revenue cannot cover them, shutdown can protect resources.
- Smart entrepreneurs know not only when to start, but also when to pause and rethink.

Weekly Task Instructions

- Discuss the questions in class and ask students about their understanding for weekly task.
- Guide learners to complete the given question answers in their notebook at home.

7.4 Assets and Liabilities: What A Business Owns and Owes

Objectives

1. To enable learners to define and explain the concepts of assets and liabilities in simple business terms.
2. To help learners apply classification skills by identifying and categorising items as assets or liabilities using practical business examples.
3. To develop learners' financial awareness by analysing why maintaining a balance between assets and liabilities is essential for the financial health and stability of a business.

Facilitator Guidelines

1. Briefly recap the concept of Shutdown Point.
2. Set the context of Assets and Liabilities using Aman-Tara's conversation
3. Write on the blackboard- Assets and Liabilities.
   a. For each, ask learners for one example.
   b. Whatever they answer, write on the blackboard.
4. After certain number of guesses, write the exact examples Assets- Cash, Machinery, Furniture, Inventory (goods for sale), Buildings, Vehicles Liabilities- Bank loans, Rent payable, Creditors, Salaries payable, Taxes due
5. Emphasise that assets bring value to the business and liabilities create obligations.

Activity 4 Identify Assets and Liabilities

Instructions

1. Connect to the story
   a. Briefly tell the small mobile repair shop example.
   b. Ask which things does the business own? And, which things does it owe?
2. Ask learners to work in pairs and fill the table (cash, repair tools, rent due, bank loan, spare parts) as Asset or Liability.
3. After they fill the table, discuss
   a. Which items will help earn income? (assets)
   b. Which items must be paid back? (liabilities)

   Expected answers- Cash (asset), Repair tools (asset), Rent due (liability), Bank loan (liability), Spare parts (asset)
4. Ask few questions to enhance their understanding

a. Why should a business know both?

b. What might happen if liabilities become much bigger than assets?

5. Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Avoid deep accounting detail.
2. Use everyday language
3. Assets are like the tools and resources that help them work.
4. Liabilities are promises or debts they must keep.
5. Emphasize balance – too many liabilities can make a business weak.

Entrepreneurial Skills Developed

1. **Financial awareness**– seeing beyond profit to overall position.
2. **Analytical thinking**– categorizing items and understanding their role.
3. **Responsibility**– recognizing that debts must be planned and repaid.

Key Takeaways

- Assets support income and growth; liabilities are responsibilities to be repaid.
- A financially healthy business watches both and tries to increase strong assets while managing liabilities

Weekly Task Instructions

Ask learners to choose any visible local business (shop, tuition centre, stall) and

- List 3 possible assets.
- List 2–3 possible liabilities.
- Discuss how the business can increase its assets? and how can it reduce its liabilities?, so that learners get some ideas to complete their task.

7.5 Stock and Revenue: Inventory and Sales Income

Objectives

1. To enable learners to define and explain the concepts of stock (inventory) and revenue in a business context.
2. To help learners analyse the relationship between stock levels and revenue generation in simple business scenarios.

Facilitator Guidelines

1. Briefly recap the concept of Assets and Liabilities
2. Set the context of Stock and Revenue using Aman-Tara's conversation
3. Explain Stock and Revenue though the table given in the student's manual.
4. Write on the blackboard- Stock and Revenue.
    a. For each, ask learners for one example.
    b. Whatever they answer, write on the blackboard.
5. After certain number of guesses, write the exact examples
6. Stock- Clothes in a garment store, Groceries in a supermarket, Books in a bookstore, Finished goods in a factory etc.
7. Revenue- Sales from a shop, Fees earned by a coaching center, Ticket sales by a cinema, Delivery charges etc.
8. Explain types of stock and revenue.
9. Give emphasize-

    Stock helps earn revenue.

    Revenue is earned only when stock is sold.

    Unsold stock does not generate revenue.

Activity 5 Stock and Revenue in Action

Instructions

1. Read the snack stall example (opening stock, cost, selling price, packets sold).
2. Ask learners to visualise shelves of snack packets.
3. Ask learners to make pairs and instruct them to calculate
    a. Value of opening stock (units × cost). (Solution- ₹2,000)
    b. Total revenue (units sold × selling price).(Solution- ₹1,800)
    c. Closing stock (remaining packets).(Solution- 40 packets)
4. Ask learners to discuss given questions for better understanding
    a. If they had bought 200 packets but sold only 60, what problems could arise?
    b. What if demand increases tomorrow and there is too little stock?
5. Connect to real life
    a. Invite learners to share examples of shops where items sometimes expire or go out of fashion.
6. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Stress that stock is an asset, but unsold stock ties up money.
2. Keep maths gentle; if needed, accept approximate answers.
3. Emphasize that managing stock well is part of good business planning.
4. Encourage concrete, local examples.
5. During sharing, highlight patterns rather than focusing on specific businesses.

▶ Entrepreneurial Skills Developed

1. **Observation**– noticing stock patterns in shops and markets.
2. **Planning**– linking expected sales and stock levels.
3. **Decision-making**– thinking about how much to buy and when.

Key Takeaways

- Stock is what a business keeps ready to sell; revenue is the money actually earned.
- Selling more (at a sensible price) increases revenue, but overstocking can create waste or loss.
- Smart entrepreneurs plan stock according to demand.

Weekly Task Instructions

- Discuss the questions in class and ask students about their understanding for weekly task.
- Guide learners to complete the given question answers in their notebook at home.

7.6 Sources of Funding: Crowdfunding And Funding Decisions

Objectives

1. To enable learners to identify and describe various sources of startup funding such as personal savings, family support, bank or government loans, angel investors, grants, and crowdfunding.
2. To help learners compare and evaluate the advantages and disadvantages of different funding sources in terms of control, risk, and repayment obligations.
3. To develop learners' financial planning skills by analysing the importance of careful preparation and assessment before raising funds for a startup.

Facilitator Guidelines

1. Briefly recap the concept of Stock and Revenue.
2. Use Aman and Tara's conversation to introduce the central question:

a. Having a good idea is not enough?

b. Where will the money come from?

3. Briefly explain each funding type in simple language.
4. For government and Delhi-specific schemes, keep it at awareness level, not step-by-step procedural detail.
5. Explain crowdfunding and crowdfunding Campaign in detail.

Activity 6 Find Your Funding Source

Instructions

1. Ask learners to make pairs
2. Ask them to complete the advantages and disadvantages for each funding source in the table.

Expected answers

Funding Source	Advantages	Disadvantages
Bank Loan	Quick access to larger funds	Strict eligibility like good credit and collateral
Family and Friends	Quick and easy access to money without banks or paperwork.	Risks straining personal relationships
Angel Investors	quick funding without repayment pressure	Demand a share of ownership, diluting founders' control and future profits.

3. Encourage them to think from the entrepreneur's perspective about control, risk, repayment, difficulty.
4. Ask each pair to decide one or two sources that best fit their own startup idea (from earlier chapters) and why.
5. Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Avoid overselling any single funding source; highlight trade-offs.
2. Emphasise that for school-level ideas, self-funding, family, school programs are most realistic.
3. Ensure learners do not feel pressured to borrow; stress responsible borrowing and understanding terms.
4. Focus on clarity of thought.

▶ **Entrepreneurial Skills Developed**

1. **Financial planning**– thinking ahead about money needs and sources.
2. **Risk evaluation**– weighing control, repayment pressure, difficulty.
3. **Strategic thinking**– choosing a funding mix that fits the idea and stage.

Expected

- Different funding sources suit different needs and stages of a startup.
- Financial planning helps decide how much money is needed, from where, and on what terms.

Weekly Task Instructions

- Guide learners to complete the given question answers in their notebook at home.

Points to Ponder

- Avoid turning the chapter into a pure maths class.
- Use local, simple examples (canteen, stationery shop, tuition, street vendors) alongside Aman and Tara.
- Normalise mistakes and adjustments—good entrepreneurs recalculate and revise; they don't give up at the first error.
- Maintain a safe, non-judgemental environment when learners share family/business examples.
- Emphasize that financial literacy is a life skill for everyone, not only for commerce learners or future business owners.

CHAPTER 08

Registration to Incorporation

R4W7E4

No. of Periods: 3

Learning Objectives

- To enable learners to explain and differentiate between major types of business ownership, i.e., sole proprietorship, partnership, and private limited company, and analyze why formal registration provides legal identity and protection.
- To help learners identify and describe key government portals such as Udyam, MCA, and GST, and outline the basic steps involved in registering a small business.
- To develop learners' conceptual understanding of intellectual property (IP) by distinguishing between patents, trademarks, copyrights, trade secrets, and geographical indications using simple examples.
- To enable learners to analyze the importance of IP protection for entrepreneurs in fostering innovation, building trust, and strengthening brand identity.
- To help learners understand and examine the concept of legal compliance by identifying key regulatory areas including registration and licensing, taxation, labour laws, consumer protection, and environmental responsibility.

Connecting the Dots

- In the earlier Legal Literacy unit, learners were introduced to the basics of business registration, trademarks, copyright, and labour laws.
- Registration gives a business a legal identity and helps protect it from disputes or copying. Trademarks safeguard brand names and logos, helping customers recognise and trust a business.
- Copyright protects creative work like posters, content, software, and designs.
- Labour laws exist to ensure fair wages, safety, and dignity for workers.

H9Z8L4

Chapter Overview

The chapter introduces legal awareness as a core element of responsible entrepreneurship. Through simple stories, concept boxes, interactive activities, and real Indian case examples, learners explore different types of business ownership. They will understand basic registration processes in India, the meaning and importance of intellectual property, and key compliance areas that ensure businesses operate legally, safely, and ethically. Legal awareness is presented not as complicated law, but as practical protection for their own startup ideas. Through engaging tools such as slip games, IP examples, quizzes, and case discussions, learners understand that following the law is not just about avoiding penalties, it is about building a trustworthy and sustainable enterprise.

Rationale

Many young learners feel excited about starting a business, yet they often overlook important legal questions such as who legally owns the business, whether a business name or logo can be copied by others, or what may happen if food safety standards are ignored, taxes are unpaid, or workers are treated unfairly. This unit addresses these gaps by helping learners understand that legal awareness is like a safety belt for entrepreneurs—it protects both the business and the people connected to it.

Through structured discussions and real-life examples, learners recognize that registration, intellectual property protection, and legal compliance are just as important as innovative ideas and profits. They develop respect for the rules that safeguard customers, employees, the environment, and businesses themselves. By examining cases where ignoring laws led to fines, loss of trust, or even business closure, learners understand the real consequences of non-compliance. In doing so, the chapter nurtures ethical reasoning, responsibility, and informed citizenship alongside entrepreneurial thinking.

Connecting with SDGs and NEP 2020

Connection to SDGs	Connection to NEP 2020
1. SDG 8: Decent Work and Economic Growth Legal awareness supports fair employment, responsible business growth, and long-term economic stability. **2. SDG 16: Peace, Justice and Strong Institutions** Understanding registration, IP, taxes, and compliance helps learners appreciate the role of law and institutions in building a fair economy.	The chapter aligns with NEP 2020 by **1. Promotes Application-Based Learning** The chapter emphasizes practical under standing of legal and compliance concepts rather than abstract memorisation. **2. Promotes Citizenship Education and Ethical Awareness** By showing how laws protect rights and define responsibilities in economic life, **3. Encourages Experiential and Discussion-Based Learning** Through activities, role-plays, and case analysis, learners engage with legal concepts actively rather than passively memorising terminology.

Connection to SDGs	Connection to NEP 2020
3. SDG 9: Industry, Innovation and Infrastructure IP protection and compliance systems encourage innovation, protect investments, and strengthen business ecosystems. **4. SDG 12: Responsible Consumption and Production** Consumer safety and environmental compliance promote responsible production and protect public health	**4. Builds Critical Thinking and Decision-Making** Learners analyse real examples of compliance and non-compliance, evaluate consequences, and make informed decisions and strengthen independent reasoning skills. **5. Supports 21st-Century Skills** The chapter develops problem-solving, critical thinking, and responsible information use skills essential for navigating modern business and policy environments. **6. Connects Learning to Real-Life Contexts** Law and policy are made tangible through local business examples, community observations, and learner projects, ensuring meaningful and context-based understanding.

8.1 Types of Business and Registration Process

Objectives

1. To enable learners to identify and differentiate common forms of business ownership—Solo Stand (sole proprietorship), In Pair (partnership), and Private Limited Company—by comparing their key features and responsibilities.
2. To help learners explain and analyse the importance of business registration in providing legal identity, protection, and building trust among customers and stakeholders.
3. To introduce learners to key government portals such as Udyam, MCA, and GST at an awareness level, enabling them to recognise their role in formalising and regulating businesses.

Facilitator Guidelines

1. For detailed concept boxes, case stories, activities, and weekly tasks mentioned, refer to the same headings mentioned in the Student's Manual.
2. Start the class with Aman-Tara's conversation
3. Ask learners, If they and their friend start a stall, who owns it and who decides? and invite a few examples before introducing the concept.

4. Explain and write each ownership type on blackboard (Solo Stand, In Pair, Private Limited Company) one by one, and after each, ask learners to give one real-life example from their surroundings.
5. Encourage students to respond irrespective of accuracy of answer.
6. Emphasize differences in control, profit-sharing, and risk by asking guiding questions such as,
   - In which type does one person take all decisions and all risk?
   - In which type are decisions and profits shared?.
7. While explaining registration, relate it to familiar ideas like an ID card or school admission to clarify legal identity, name protection, and trust.
8. Briefly introduce the main portals (Udyam, MCA, GST) at an awareness level only, and remind learners that at this stage they need to understand why registration is important, not the detailed procedures.

Activity 1 Let's Explore Business Types

Instructions

1. Set the context
   a. Briefly remind learners of Aman and Tara's lemonade stall story in the textbook.
   b. Ask, if Aman runs the stall alone, is that different from running it with friends? How might ownership change?
2. Organise slips and groups
   a. Prepare slips with the three ownership types- Solo Stand, In Pair, Private Limited (as in Student's manual).
   b. Divide the class into groups of 4–5 and ask each group to choose a team leader.
3. Run the slip activity
   a. Ask each leader to draw one slip secretly.
   b. In groups, instruct learners to
      i. Choose any business idea (e.g., kulfi cart, art shop, T-shirt stall).
      ii. Match it to the type on the slip.
      iii. Discuss, why does this type fit their idea? What might change if they chose a different type?
4. Physical representation
   a. Call groups to present.
   b. Ask them to stand as per their type

i. One leg forward → Solo Stand
ii. Hold hands → In Pair
iii. Stand in a small circle → Private Limited (team/company)

c. Each group says
   i. Our [shop] is [type] because [reason].
   ii. If it were [other type], [what might change].

5. Keep the atmosphere light and playful
   a. Encourage creativity and humour.
   b. Avoid correcting technical labels too strictly; focus on understanding roles, control, and sharing.
6. Ask learners to write down their thoughts about the questions given.

Facilitator Tips

1. Emphasize who owns, who decides, and who shares profit rather than legal technicalities.
2. Allow misconceptions to surface and correct them gently through questions
   - In their example, who takes the risk?
   - If there are three owners, can one person decide everything?
3. Reinforce that no type is automatically best, it depends on goals and scale.

Key Takeaways

- Business size and structure affect control, risk, and sharing of profit.
- Solo Stand is simple and gives full control but also full risk.
- Partnerships and companies share ideas and responsibilities and can support growth.
- Choosing a structure is a decision, not a guess.

Activity 2 Exploring Business Registration Online

Instructions

1. Form groups and set expectations
   a. Make groups of 4–5 learners.
   b. Explain that this is an exploratory task, not a technical training.
2. If devices are not available, project screenshots or print sample pages beforehand.

3. Portal exploration
    a. Ask each group to choose either Udyam or MCA (or assign one portal per group).
    b. Guide them to note down in their notebooks
        i. Basic steps they can see (Register, New User, Documents required, etc.)
        ii. Key documents mentioned (PAN, Aadhaar, address proof, etc.)
4. Instruct them to only check these portals and do group research. **(DO NOT SUBMIT ANY DETAILS)**
5. Prompted reflection
    a. Ask groups to discuss
        i. What could happen if a growing business never registers its name?
        ii. How might customers feel if they find out a business is unregistered?
    b. Encourage them to write simple language answers in their own words.
6. Class sharing
    a. Invite 2–3 groups to share in below two points
        i. One new thing they learned about registration steps.
        ii. One problem that could occur if registration is skipped.
7. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Do not get into legal form filling or complex fields.
2. Keep the focus on awareness, not mastery of portals.
3. Use common language
    a. Registration is like giving their business a birth certificate.
    b. A registered name is like putting their nameplate on their house.
4. Focus on clarity of reasoning and correctness of legal terminology.
5. Avoid judging answers as wrong; instead ask, what made them choose this? What might be another option?

▶ Entrepreneurial Skills Developed

1. **Legal awareness**– understanding that businesses operate within a legal framework.
2. **Decision-making**– thinking about which ownership type suits a business idea.
3. **Risk awareness**– recognising what can go wrong if registration is ignored.
4. **Communication skills**– presenting reasons for choosing a particular structure.

Key Takeaways

- Registration gives a business
  - a. Legal identity
  - b. Name protection
  - c. Access to loans and schemes
  - d. Trust from customers and investors
- Choosing the type of business (Solo, In Pair, Private Limited) comes before registration.
- Skipping registration may lead to disputes, copycats, and difficulty in growth.

Weekly Task Instructions

- Guide learners to complete the task about preparing a mini business plan.

8.2 Intellectual Property Awareness and Protection

Objectives

1. To introduce learners to the concept of Intellectual Property (IP) in simple, learner-friendly language, enabling them to understand its relevance in everyday business contexts.
2. To help learners identify and differentiate between patents, trademarks, copyrights, trade secrets, and geographical indications (GI) using clear and relatable examples.
3. To develop learners' understanding of the importance of IP protection for both small and large businesses in safeguarding innovation, building brand identity, and maintaining competitive advantage.

Facilitator Guidelines

1. Use the dialogue between Aman and Tara to recap about types of business
2. Read their conversation with energy and ask about their stall name and concept of Intellectual Property.
3. After reading or narrating, ask
   a. If a nearby stall copies exactly their name and banner, how would they feel?
   b. If someone steals their recipe and sells it as their own, is it fair?
4. Then introduce the concept of Intellectual Property using the textbook and ask them to write, in their own words. (Emphasize on participation instead of accurate definition)
5. Explain that, IP protects creations of the mind, things we think, design, or create, not just physical objects.

Activity 3 Understanding Types of Intellectual Property

Instructions

1. Activate prior knowledge
   a. Ask learners- Where have they seen ®, ™, movie credits, or 'All Rights Reserved'?
   b. Collect a few examples on the board.
2. Ask learners to fill the IP Type in a given table in pairs or small groups.
3. Encourage them to think of
   a. Patent → a new machine, eco-friendly bottle, or unique technology.
   b. Copyright → books, apps, music, YouTube videos.
   c. Trademark → logos on shoes, food brands, local shop signage.
   d. Trade Secret / GI → secret recipe, Coca-Cola formula, Darjeeling Tea, Banarasi Saree.
4. Walk around and support
   a. Correct gently only where examples are clearly misplaced (e.g., calling a recipe a patent without any invention aspect).
   b. Ask prompting questions
      i. Is this protecting an invention or a creative work?
      ii. Is this more like a secret or a public logo?
5. Invite a few learners to share one example per IP type.
6. Ask learners to write down their thoughts about the questions given.

▶ Facilitator Tips

1. Avoid legal depth (sections, forms, durations). Focus on function and purpose.
2. Make clear that even small businesses can and should care about IP.
3. Emphasis that copying someone's work without permission is both unfair and illegal.
4. Encourage learners to discuss respectfully with family/shopkeepers before writing.
5. Do not push for legal correctness; focus on awareness and respect for ideas.
6. Avoid using examples that reveal private or sensitive family secrets in detail.

▶ Entrepreneurial Skills Developed

1. **Ethical thinking**– respecting others' creative work and not copying.
2. **Originality and creativity**– valuing and protecting one's own ideas.
3. **Legal literacy**– basic understanding of IP categories.
4. **Brand-building awareness**– seeing how names and logos shape identity.

Key Takeaways

- IP protects ideas, creativity, and brand identity.
- Different IP tools serve different purposes
  - Patent – protects new inventions.
  - Trademark – protects brand names and logos.
  - Copyright – protects original creative works.
  - Trade secret / GI – protects secret information or region-based specialties.
- IP helps entrepreneurs stand out, build trust, and feel safe to innovate.

Weekly Task Instructions

- Guide learners to complete the given question answers in their notebook at home

8.3 Compliance and Legal Responsibilities for Entrepreneurs

Objectives

1. To enable learners to explain the meaning of legal compliance in simple and practical business terms.
2. To help learners identify and describe the key areas of business compliance, including registration and licensing, taxation, labour laws, consumer protection, and environmental responsibility.
3. To develop learners' analytical and reflective skills by using quizzes and case-based stories to examine the consequences of non-compliance.
4. To help learners connect legal compliance with trust, ethical conduct, and sustainable business growth, recognising its importance beyond avoiding penalties.

Facilitator Guidelines

1. Start from Aman and Tara's lemonade example through their conversation.
   a. If they hire helpers, use ingredients, and sell regularly, what responsibilities do they have?
2. Use the Did You Know boxes to explain that compliance means running their business in a way that follows all rules, keeps people safe, and protects nature.
3. Write 5 key areas of business compliance given in the student's manual.
4. Invite students to predict the meaning of each type of business compliance and suggest possible real-life examples before formally explaining the concept.
5. After possible predictions, explain each of Them one by one.

Activity 4 Compliance Quiz

Instructions

1. Introduce the quiz
   a. Explain that each statement belongs mainly to one compliance area.
   b. Reassure learners that it is okay to guess and learn from mistakes.
2. Individual or pair work
   a. Ask learners to work individually first, then compare answers with a partner.
   b. This supports thinking before agreement.
3. Whole class review
   a. Go statement by statement.
   b. Ask who chose tax compliance for this? Why?
   c. Let 1–2 learners justify their choice before confirming.
4. Clarify overlaps
   a. Some actions may feel related to more than one area (e.g., FSSAI involves both registration and consumer safety).
   b. Emphasize the primary category but acknowledge connections.

Expected answers

Correct Compliance Area	
1. Business Registration & Licensing	7. Consumer Protection Laws
2.Tax Compliance	8. Consumer Protection Laws
3.Tax Compliance	9. Business Registration & Licensing
4. Labor & Employment Laws	10. Environmental Compliance
5. Labor & Employment Laws	11. Environmental Compliance
6. Consumer Protection Laws	12. Tax Compliance

Facilitator Tips

1. Focus on understanding the idea of each compliance area, not memorising labels.
2. Avoid shaming wrong answers; use them as starting points for clarification.
3. Keep linking back to real-life examples learners know (local shop, café, tuition centre, factory news).

Entrepreneurial Skills Developed

1. **Leadership and People Management**- Learning that fair wages, safe working conditions, and respect for workers are core leadership responsibilities.
2. **Social and Environmental Responsibility**- Developing awareness that businesses impact society and nature, encouraging sustainable and responsible practices.

3. **Long-Term Strategic Thinking**- Understanding that sustainable success comes from lawful and ethical operations, not short-term gains.

4. **Legal Awareness**- Understanding that businesses must operate within laws and regulations. Learners recognise that compliance is not optional but essential for long-term success.

Key Takeaways

- Compliance protects
  - Owners (from fines and closure)
  - Workers (through labour laws)
  - Customers (through safety and fair prices)
  - Environment (through pollution control)
- Laws are not just punishments, they are systems to keep business fair and safe.
- Good entrepreneurs plan for compliance from the beginning, not after problems arise.

Weekly Task Instructions

- Explain the learners about the caselets and guide them to complete their weeklong

Points to Ponder

- Avoid turning the class into a law lecture; keep examples simple, local, and story-based.
- Emphasize that legal systems are protective tools, not only punishment mechanisms.
- Use everyday language for complex ideas (e.g., birth certificate for business, safety belt for entrepreneurs).
- Do not expect learners to memorise sections of law, forms, or detailed procedures; focus on concepts and attitudes.
- Reinforce that ethical behaviour and legal compliance go together, the goal is responsible entrepreneurship, not just avoiding fines.
- Where learners bring up sensitive cases or controversies, guide discussion towards learning and reflection, not gossip or blame.

NEEEV Facilitator Assessment Checklist
(To be recorded twice in a year)

April to September /October to March

Academic Year:___________ Student Name: ________________________

Class & Section: __________

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

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

Key Strengths: ____

Areas for Improvement: ______________________________________

Teacher Signature: _____________________________ **Date:** ____________

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