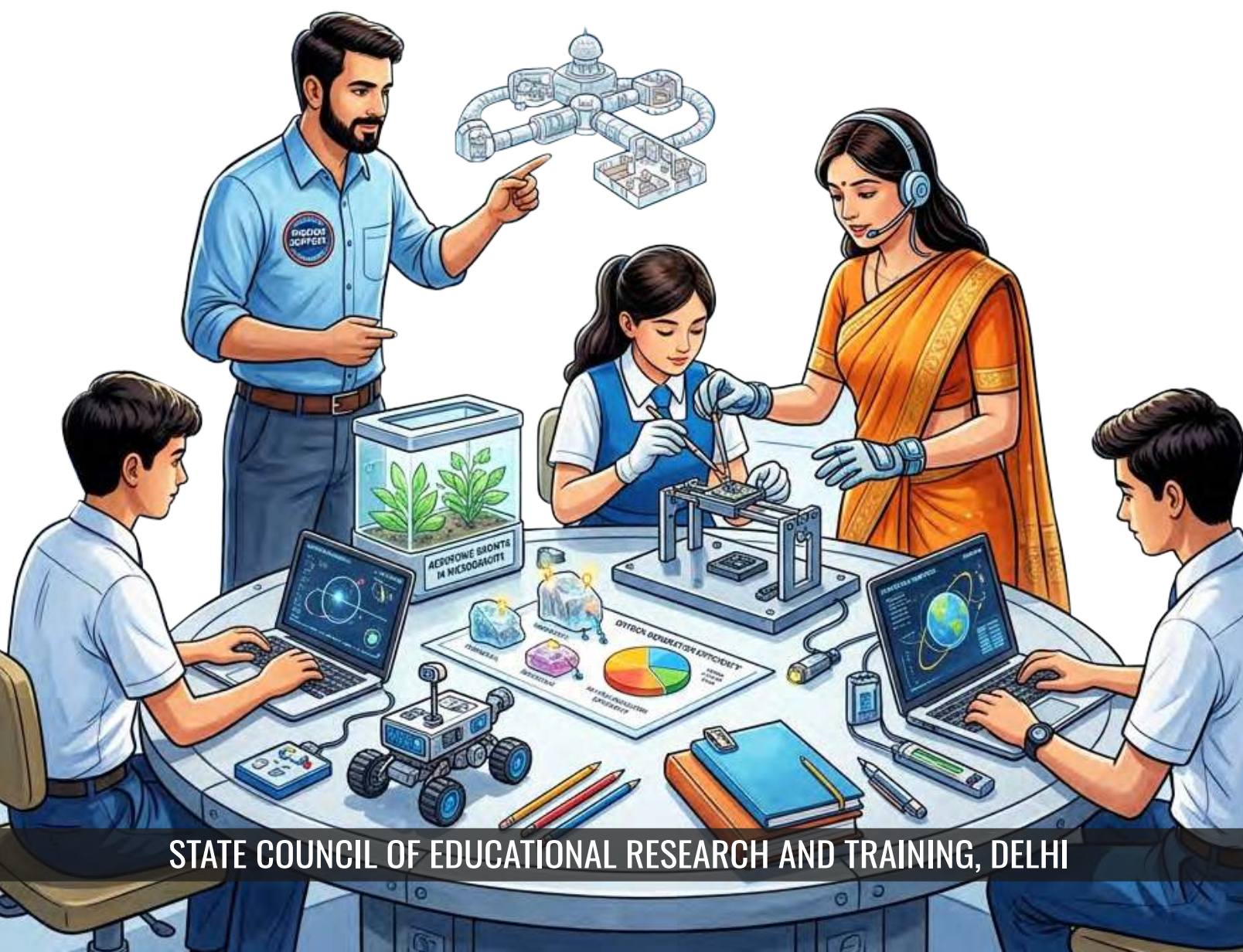


New Era of Entrepreneurial Ecosystem & Vision NEEEV

Teachers' Manual 2026-27

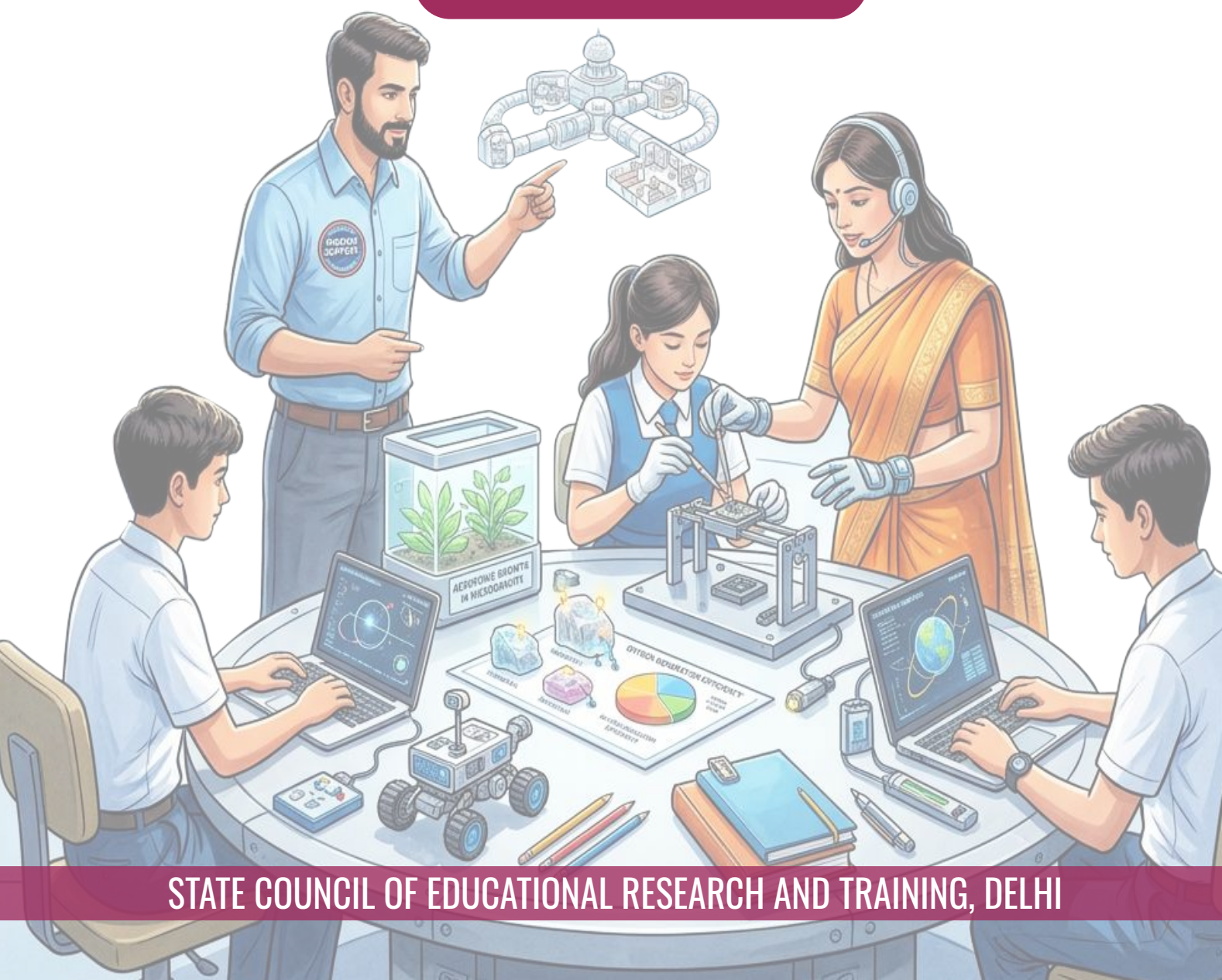


New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

सोच से सृजन तक - उद्यमिता की उड़ान

Teachers' Manual 2026-27

Class 12



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

NEEEV Teacher Manual for Class 12

February, 2026

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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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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.

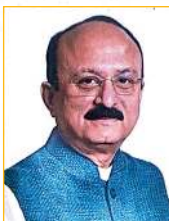
This Manual is a cornerstone in our efforts to empower our learners to turn learning spaces into hubs of innovation, where students are encouraged to ideate, explore, and take initiative.

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
(Ashish Sood)

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

PANDURANG K. POLE, IAS
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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)



MESSAGE

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

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

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

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

(VEDITHA REDDY, IAS)

Dr. Rita Sharma
Director SCERT



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RESEARCH and TRAINING**

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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 Structure

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

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

How to Use the Teacher Manual Effectively

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

NEEEV DIALOGUE

NEEEV Dialogue is an interactive discussion platform where students across class 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 NEEEV Dialogue	Entrepreneurial Skills Developed	Insights for students
• Entrepreneurs and startup founders • Industry experts • Local business owners • Social entrepreneurs • Green entrepreneurs • Incubation mentors • Subject experts or University/diet 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.

Specialised Skills Workshop	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 • Financial institutions and fintech startups • Creative industries (design, media, marketing) • Agri-business and sustainability startups and other related places	• Observation and analytical thinking • Professional communication • Industry awareness • Career exploration and curiosity • Adaptability and real-world learning mindset	• Understanding real-world business operations and team dynamics. • Applying innovation and problem-solving in practical contexts. • Gaining clarity on business models and customer engagement. • 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.

Progression from class 8 to class 12

PHASE 1 (Class 8): ENTREPRENEURIAL FOUNDATION	
Focus: Orientation to NEEEV and Opportunity Awareness	
- Conceptual understanding of the NEEEV framework - Developing an opportunity-seeking mindset - Identifying everyday problems and unmet needs - Creativity stimulation and exposure to inspiring startup journeys Year-End Milestone: Students cultivate curiosity, observational ability, and a value-creation orientation.	
PHASE 2 (CLASS 9): IDEATION AND TEAM FORMATION	PHASE 3 (CLASS 10): PROTOTYPE BUILDING AND TESTING
Focus: Collaborative Problem Identification and Idea Generation	Focus: 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	- 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 demonstrate teamwork, ideation capability, and structured problem analysis.	Year-End Milestone: Students acquire experimentation skills, validation techniques, and iterative thinking ability.

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

Facilitator Guidelines

- 👉 Treat the Student Manual and Teacher's Manual as complementary tools.
- 👉 For detailed concept boxes, case stories, activities, and weekly tasks mentioned in the Teacher Manual, facilitators should refer to the same headings mentioned in the Student Manual under the same chapter
- 👉 Use the indicative responses provided in this manual only as guidance. Encourage students to share diverse answers and perspectives.
- 👉 This manual explains the rationale of the topic which is clarifying why this concept is included in the chapter and how it supports the overall learning objectives.
- 👉 Use the Connecting the Dots section as a short recap of the previous class to build continuity and strengthen understanding.
- 👉 Make learning meaningful by linking concepts to students' local context, daily experiences, and community examples.
- 👉 Use storytelling, case stories and scenarios, and real-life problem discussions to promote curiosity and deeper thinking.
- 👉 Provide clear, step-by-step instructions and explain the purpose of each activity before learners begin.
- 👉 Actively observe group work and ensure inclusive and balanced participation.

- 👉 Adapt activities based on time, classroom dynamics, and available resources without changing the learning objective.
- 👉 Appreciate small efforts, creative ideas, and student initiative to nurture an entrepreneurial mindset.
- 👉 Focus on process-based and observational assessment. Participation, collaboration, creativity, and reflection are more important than only correct answers.
- 👉 End each session with a brief reflection, key takeaway, or life connection to reinforce learning.

QR-Enabled Learning Resource Framework

Teacher Student Manual QR Code	Connecting the Dots QR Code	Teacher Insight Module 
Each chapter includes a QR code that provides the content in digital form for easy and quick access anytime.	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 Student Manual (XI) for continuity and deeper understanding.	An additional Teacher Insight Module is included. This section provides extended resources such as reference video, recommended books, supplementary reading materials. These resource sections are designed to support seamless teaching-learning integration and enhanced conceptual 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 is at the end of student manual.
2. Peer Assessment for evaluating teammates' teamwork and contributions. This is at the end of the student manual.
3. Facilitator Assessment for tracking observable progress throughout the year.

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



No of Periods: 2

Introduction to NEEEV

Every big transformation begins with a simple idea. When that idea is shaped by careful observation and thoughtful questioning, it turns into purposeful action. This chapter introduces entrepreneurial thinking by encouraging learners to observe their surroundings, ask meaningful questions, and take purposeful action. It presents entrepreneurship as an essential life skill through real stories, simple concepts, and experiential activities that nurture problem-solving, creativity, teamwork, ethical decision-making, and value-based thinking. Aligned with NEP 2020 and NCFSE 2023, and implemented through the activity-based NEEEV Scheme for Classes 8–12, the chapter guides learners from thinking to doing and reflecting, while helping them understand entrepreneurial ecosystems. Overall, it aims to develop confident, future-ready learners who can create value and become responsible change-makers.

Ask the learners to read the dialogues and discuss with their partner the need of NEEEV.

Rationale

- Highlights the changing role of education, where real-life skills are as important as academic marks.
- Emphasises the need for problem-solving, creativity, teamwork, communication, and adaptability in today's innovation-driven India.
- Introduces learners to the concept of learning by doing through real-life examples and discussions.
- Aligns with NEP 2020 and NCFSE 2023, promoting experiential and competency-based learning.
- Explains how the NEEEV Scheme bridges classroom learning with real-world challenges and opportunities.
- Encourages learners to observe problems, think of solutions, and take initiative in everyday contexts.
- Connects learning with Sustainable Development Goals (SDGs) and responsible citizenship.
- Aims to develop confident, responsible, and future-ready learners who can create value and contribute meaningfully to society.

Acronym NEEEV stands for

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

- N** New
- E** Era of
- E** Entrepreneurial
- E** Ecosystem &
- V** Vision



Objectives of NEEEV Scheme

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



Activity 1 What Would You Do?

Instructions

Ask learners to

- 👉 Read the situation carefully and visualise yourself in the given situation.
- 👉 Reflect silently for 2–3 minutes.
- 👉 Now discuss actively with your classmates and exchange ideas.
- 👉 Identify possible solutions that can be done within the school itself.

Reflection Questions

- Q1. How would you feel in this situation, and what would you do next?
- Q2. Can this problem be solved without going back home?
- Q3. What things already exist around us that could help?

Entrepreneurial Insight: Most people stop at the problem, Entrepreneurs look for possibilities.



Case Story 1 Turning a Small Problem into a Big Idea

Instructions

- 👉 Ask learners to read the story carefully, identify the problem–idea– solution and ecosystem support, then discuss briefly with your partner and share key observations.
- 👉 Reflect on a daily life problem, write short answers, and share one key learning with the class.

Reflection Questions

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

Q2: Which player in Tilak's ecosystem do you think was most important, and why?

Possible answers

- *Dabbawalas – delivery backbone.*
- *Parents – support and guidance.*
- *Mentors – planning and strategy.*
- *Investors – funding and scaling.*
- *Customers – trust and growth.*
- *(Students may justify any with reasons.*

Q3: Think of a problem you face in your daily life—how could it become an opportunity if you had the right support?

Debrief

Tilak Mehta's journey shows that entrepreneurship begins with observing everyday problems and turning them into meaningful solutions through collaboration and support. It highlights the role of an ecosystem in transforming ideas into action. Through NEEEV, students are encouraged to think independently, take initiative, and develop confidence as future-ready problem-solvers and responsible change-makers.

About NEEEV

NEEEV– Its Mission, Vision and Aim

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



VISION

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



MISSION

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



AIM

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

Key Components of the NEEEV Scheme



NEEEV Curriculum

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

NEEEV Dialogue

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



Startup Stormers

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

Specialised Workshops

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

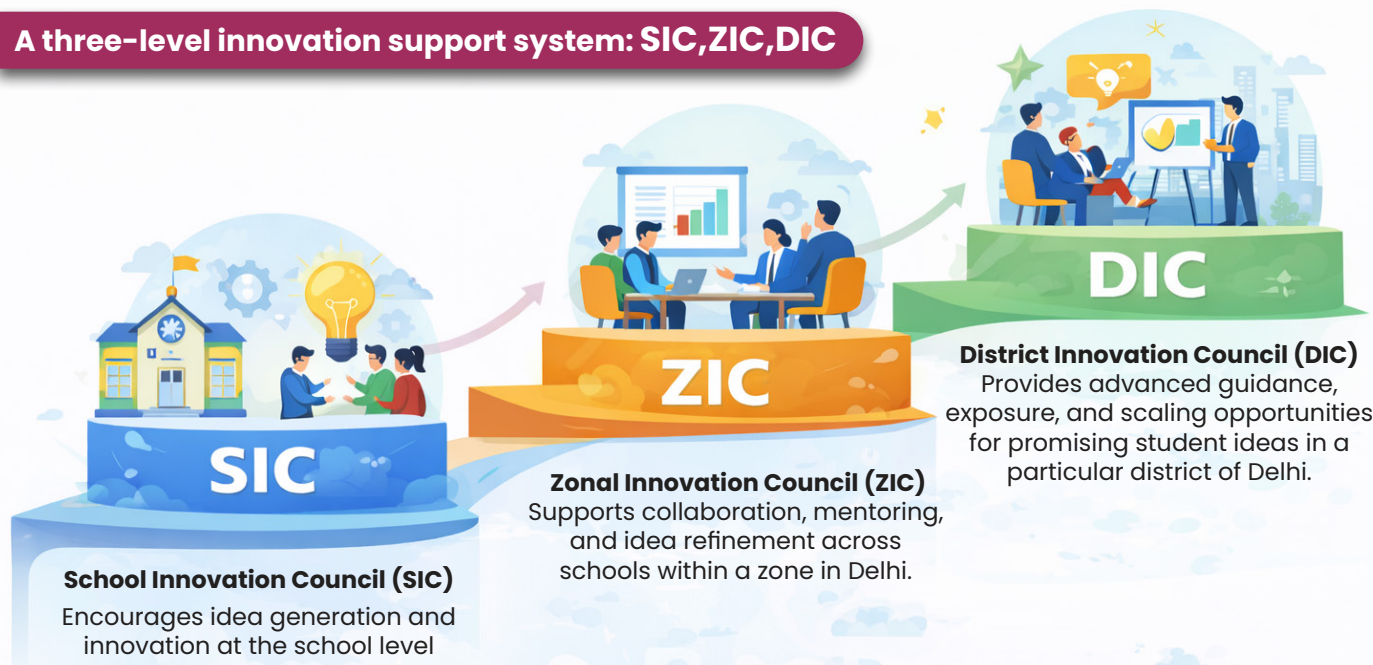


Industry / incubation cell visit

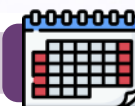
Experiential learning opportunities where students visit startups, industries, and innovation hubs to observe real business operations, understand workplace culture, and link theory with practical exposure.



A three-level innovation support system: SIC,ZIC,DIC



Spot – Question – Connect



Weekly Task

Instructions

- 👉 Ask learners to identify one repeated problem and note its details .
- 👉 Guide them to frame one strong Why/How question and connect it with an existing system/ service.
- 👉 Instruct them to record ideas, complete the ecosystem table, and prepare to share in the next class.
- 👉 Also guide the students to explore different domains of entrepreneurship and bring their findings in the next class.

Write your answers

- Q1. What is the problem?
- Q2. Who faces this problem and how often does this problem happen?

Think like an entrepreneur

- Q.1. Write your question (It should start by Why /How)
- Q.2. How can this problem be solved easily or quickly?
- Q.3. Is there any person, group, or service that takes care of a similar problem?

Ecosystem Table (Sample Ideas) just for reference

Ecosystem player	How could they help
• Family	• encouragement, feedback.
• Teacher/ Mentor	• guidance and approval.
• Existing Service	• tools or systems to implement solutions.
• Users/ Students	• testing ideas and giving feedback.

Expected Learning: Learners would display observational skills, recognise everyday problems as opportunities and understand the importance of questioning, connecting resources, and ecosystem support.

Navigating the Paths of Entrepreneurship



No of Periods: 5

This chapter introduces entrepreneurship as a practical process of identifying opportunities and solving problems through innovative thinking. Learners explore different types of entrepreneurship including social enterprises, scalable startups, home-based ventures, green enterprises and technology-driven ventures. Through case stories such as Airbnb, Gmail, and Zepto, learners examine how innovation occurs both independently and within organisations. Activities focus on real-world application, critical thinking, and reflection, helping learners understand their own potential entrepreneurial paths and develop essential 21st-century skills.

Learning Objectives

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

- Identify and classify different types of entrepreneurship using real-life examples.
- Differentiate between entrepreneur, intrapreneur, solopreneur, and homopreneur roles.
- Understand innovation within organisations and independent ventures.
- Recognise entrepreneurial skills and mindset traits.
- Reflect on personal interests and strengths to identify suitable entrepreneurial paths.

Connecting the Dots

In Class 11, learners have

- Explored opportunity spotting by observing problems and needs in their surroundings.
- Examined the role of effort, risk, and resilience in an entrepreneur's journey.
- Practiced applying SWOT analysis to identify strengths, weaknesses, opportunities, and threats.
- Developed a basic entrepreneurial mindset and essential thinking skills through these topics.



Rationale

The chapter emphasises experiential learning by connecting entrepreneurship with real-life situations and community needs. It helps learners move beyond theoretical understanding towards practical problem-solving and innovation. By exploring multiple entrepreneurial paths, learners develop self-awareness, creativity, and ethical thinking. The activities promote collaboration, communication, and decision-making, preparing learners for future careers while aligning with competency-based education principles.



Connecting with SDGs and NEP 2020



Core Focus	SDG	Chapter Support Areas	NEP 2020 Alignment
1. Skill-based and experiential learning	 SDG 4 – Quality Education	Practical skills, reflection, applied learning	Experiential and competency-based learning
2. Responsible resource use	 SDG 6 – Clean Water and Sanitation	Ethical and sustainable practices	21st-century life skills focus
3. Entrepreneurship and career readiness	 SDG 8 – Decent Work and Economic Growth	Entrepreneurial thinking and employability	Vocational exposure and career awareness
4. Innovation and technology use	 SDG 9 – Industry, Innovation and Infrastructure	Tech-driven ideas and problem solving	Critical thinking and creativity
5. Community problem-solving	 SDG 11 – Sustainable Communities	Local solutions and civic responsibility	Multidisciplinary real-life learning

2.1 Domains of Entrepreneurship



Activity 1 Spot the Entrepreneur!

Instructions

- 👉 Ask learners to read the entrepreneur list.
- 👉 Match each entrepreneur to the correct category.
- 👉 Justify choices with reasons/examples.
- 👉 Complete reflection individually.

Entrepreneur	Domain of Entrepreneurship
Ratan Tata	Social
Falguni Nayar	Tech / Innovative
Ritesh Agarwal	Hospitality / Travel Tech
Shaheen Mistri	Corporate / Industrial
Elon Musk	E-commerce / Tech
Sheetal Mehta	Home-based

Reflection Questions

- Q.1.** Why did you match each entrepreneur with that particular domain of entrepreneurship? Explain your reasons briefly.
- Ratan Tata – Social: Social initiatives and philanthropy.
 - Falguni Nayar – Tech/Innovative: Online retail platform (Nykaa).
 - Ritesh Agarwal – Hospitality/Travel Tech: Tech-based hotel network (OYO).

- d. *Shaheen Mistri – Social/Organisational: Large-scale education impact.*
- e. *Elon Musk – Tech/Innovative: Technology-driven ventures.*
- f. *Sheetal Mehta – Home-based: Runs business from home.*

Q.2. Identify an Indian entrepreneur associated with the EdTech domain and state their category.

Gaurav Munjal – EdTech Entrepreneur

Q.3. Why do you think they belong to that category?

He co-founded Unacademy, an online learning platform that provides digital education and exam preparation through technology.

Skills Developed Entrepreneurial

Opportunity recognition, classification, reasoning, communication.

Debrief

Discuss how different entrepreneurs solve different types of problems and how entrepreneurship has multiple paths.

Facilitator Tip

Focus on helping learners understand the *purpose and impact* of each domain rather than memorising categories. Encourage learners to connect examples from their own locality or daily life.



Case Story 1 Brian Chesky and Airbnb

Instructions

- Ask learners to read the case individually.
- Instruct learners to identify the opportunity recognised and the challenges faced.
- Organise pair discussions for reflection questions and invite learners to share responses with the class.

Reflection Questions

Q.1. What opportunity did Brian Chesky and his friends identify during the design conference in San Francisco?

They noticed hotel shortages during a conference and offered temporary stays in their apartment.

Q.2. Why was trust an important challenge for Airbnb in its early days?

People feared safety, security, and payment risks, so lack of trust discouraged use.

Q.3. Mention any two steps Airbnb took to make users feel safe and confident. Airbnb built trust through verified profiles, secure payments, and reviews/ratings.

Q.4. What is one key lesson this case study teaches about starting a business?

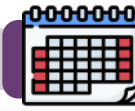
A successful business needs not only a good idea but also user trust, safety, and understanding of customer concerns.

Entrepreneurial Skills Developed

Creativity, innovation, trust-building, problem-solving.

Debrief

Highlight that innovation begins with simple observations and trust-building.



Instructions

- Ask learners to choose one known entrepreneur or business.
- Instruct learners to match the example with the correct domain of entrepreneurship.
- Ask them to complete the table with clear and thoughtful responses.

Indicative Responses

- Name of entrepreneur / business:** Zomato or any other.
- Problem solved / service provided:** Zomato helps people easily order food from nearby restaurants and get it delivered quickly at home.
- Type of Entrepreneurship (Best Match):** Techpreneur / Scalable Startup

Indicative Responses of the Table

Q.1. Which domain fits your example best?

Techpreneur (also a scalable startup)

Q.2. Give one reason for your choice.

Zomato uses mobile apps and technology to connect customers, restaurants, and delivery partners, and it has expanded to many cities.

Q.3. Who benefits from this business?

Customers get convenient food delivery, restaurants get more orders, and delivery partners get employment opportunities.

Q.4. If you were running this business, what one improvement or new idea would you add?

I would add eco-friendly packaging options and encourage restaurants to reduce plastic use.

Sentence Completion

In my opinion, "Entrepreneurship is not just about money; it is also about solving problems, creating value, and helping people's lives become easier."

2.2 Entrepreneur Vs. Intrapreneur



Activity 2

Idea Within the Company

Instructions

- The facilitator presents the scenario to the class.
- Ask learners to think independently and write ideas.
- Pair discussion is conducted to refine solutions

Reflection questions

Q.1. How would you develop and present your idea while following company rules?

Research demand, prepare a proposal, and present clearly.

Q.2. What steps would you take to turn your idea into a real product inside the company?

Test, trial, gather feedback, and refine before launch.

Q.3. Who within the company could support you in this process, and how?

Managers and teams help with approval, testing, and promotion.

Entrepreneurial Skills Developed

Intrapreneurial thinking, teamwork, planning, communication.

Debrief

Explain that innovation also happens within organisations.



Case Story 2 The Gmail (Google Email) Story

Instructions

- Instruct learners to read the case carefully.
- Ask learners to answer the reflection questions individually.
- Facilitate a group discussion linking the story to intrapreneurship concepts.

Reflection Questions

Q.1. How did Google's "20% time" policy help Paul Buchheit develop Gmail?

It gave freedom to experiment and create Gmail within the company.

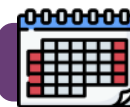
Q.2. What problem did Gmail solve for users compared to earlier email services?

Provided more storage, faster search, and easier access to old emails.

Q.3. How does intrapreneurship benefit both employees and the organisation?

Encourages creativity and skills for employees; drives innovation and competitiveness for the company.

Understanding domains of Entrepreneurship



Weekly Task

Instructions

- Guide learners to research two Indian entrepreneurs—one from Delhi and one from another state and instruct them to fill the comparison chart with their findings.
- Guide them to identify the domains of entrepreneurship and note basic details about each business.
- Encourage learners to reflect on which domain of entrepreneurship suits them based on their skills.

Indicative Responses Comparison Chart

Comparison Points	Entrepreneur from Delhi	Entrepreneur from Other State
a. Name	Ritesh Agarwal	Falguni Nayar
b. Business	OYO Rooms	Nykaa
c. Type	Scalable / Tech Startup	Innovative / Tech-based
d. Area of Impact	Hospitality & Travel	Beauty & Wellness
e. Key Strength	Technology-driven growth	Customer trust & innovation

Entrepreneurial Skills Developed

Creative thinking, experimentation, initiative.

Debrief

Discuss how organisational freedom supports innovation.

2.3 The Entrepreneurial Skill and Choosing Your Path



Activity 3

Who Am I?

Instructions

- 👉 Ask learners to read clues and identify entrepreneurial roles.
- 👉 Peer comparison should be encouraged.
- 👉 Conduct a reflection discussion after the table is filled by learners.

Indicative Responses

1. I started a business based on my own idea and vision - *Entrepreneur*
2. I work from home using digital tools or by serving customers from my local area- *Homopreneur*
3. I run my business alone without any partners or employees-*Solopreneur*
4. I create new ideas and improvements while working inside an existing company - *Intrapreneur*

Reflection Questions

Q.1. Which entrepreneurial skill do you identify in yourself?

Self-awareness, analytical thinking, decision-making or any other

Q.2. What key entrepreneurial skills are needed for each type?

Solopreneur: Independence, risk-taking, self-discipline (freedom but higher risk and workload).

Homopreneur: Teamwork, trust, communication (shared responsibility but possible conflicts).

Intrapreneur: Creativity, innovation, collaboration (company support but limited control).

Q.3. Which type do you think fits your skills and personality?

It depends on your interests, creativity, teamwork ability, confidence, and comfort with risk.

Entrepreneurial Skills Developed

Self-awareness, analytical thinking, decision-making, and career awareness.

Debrief

Different personalities suit different entrepreneurial roles; understanding your strengths helps you choose the right path.



Activity 4

Thinking Like an Intrapreneur (Dialogues)

Instructions

- 👉 Ask learners to read the dialogues and understand the context.
- 👉 Briefly explain intrapreneurship.
- 👉 Guide learners to answer reflection questions individually followed by pair discussion.

Reflection Questions

Q.1. Which Intrapreneurial skill did Khushi and Arjun show while identifying the school problem?

Tap crowding, leaks, water waste.

Q.2. What solutions did they suggest to improve the situation?

Signs, repair leaks, staggered breaks.

Q.3. Which Intrapreneurial skills make their actions an example of intrapreneurship?

Solved issues within the system.

Q.4. Think of one problem in your school. What simple idea would you suggest to solve it?

Paper waste → recycling bins & reuse.

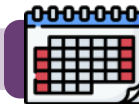
Entrepreneurial Skills Developed

Problem-solving, critical thinking, initiative, collaboration, and innovation.

Debrief

Even small, student-led ideas can improve systems and create meaningful change within the school.

Zepto-Reinventing Through Speed and Technology



Weekly Task

Instructions

- Ask learners to read the case story and answer the reflection questions themselves.
- Guide learners to reflect on the problem identified, the solution offered, and the role of technology .
- Ask them to bring this task in the next NEEEV class.

Reflection Questions

Q.1. What everyday problem related to grocery shopping did Zepto identify?

Urgent grocery delays.

Q.2. How did Zepto use technology and local infrastructure to solve this problem?

App + dark stores + fast logistics.(Dark stores are small warehouse-style retail spaces used only to pack and deliver online orders, with no physical shopping for customers.)

Q.3. Why is speed an important factor in today's consumer services?

Convenience & time-saving.

Q.4. What entrepreneurial qualities do you observe in Zepto's founders?

Innovation, risk-taking, customer focus.

Q.5. Can you identify a daily problem in your locality where faster or smarter service could make life easier?

Local service delays (varies).

Entrepreneurial Skills Developed

Observation, problem-solving, collaboration.

Debrief

Discuss how small improvements can create big impact.



No of Periods: 4

Building A Habit of Lifelong Learning

This chapter introduces learners to the idea that learning is a continuous, lifelong process that extends beyond classrooms and examinations. Through reflection, discussions, activities, case snippets, and practical tasks, learners explore how knowledge develops through experiences, mentors, communities, and digital tools. The chapter promotes growth mindset, self-awareness, resilience, and adaptability while encouraging responsible use of technology. By engaging in collaborative and reflective exercises, learners recognise personal strengths, identify areas for improvement, and develop strategies for continuous learning and goal setting in academic, personal, and entrepreneurial contexts.

Learning Objectives

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

- Understand the concept and importance of lifelong learning.
- Identify personal growth areas, mentors, and learning communities.
- Reflect on learning experiences to recognize different learning styles.
- Use peer and digital learning tools to build a simple Digital Learning Toolbox.

Connecting the Dots



In Class 11, learners have

- Learned to identify opportunities by observing problems, needs, and gaps in their surroundings
- Understood the importance of effort, risk-taking, resilience, and growth mindset in the entrepreneurial journey.
- Practised self-awareness, reflection, and analysing strengths and weaknesses through tools like SWOT.
- Developed digital literacy, teamwork, and collaboration skills through activities and projects.

Rationale

This chapter supports facilitators in developing learners' understanding of lifelong learning as an essential competency in a rapidly changing world. It encourages reflection on everyday experiences, mentorship, and digital platforms as valuable sources of knowledge. By focusing on growth mindset, resilience, and self-directed learning, the chapter empowers learners to take responsibility for their own development. Aligned with NEP 2020 and 21st-century competencies, the chapter equips facilitators with structured activities and discussions that nurture curiosity, adaptability, and continuous improvement—qualities necessary for academic success, entrepreneurship, and future careers.



Connecting with SDGs and NEP 2020



Core Focus	SDG	Chapter Support Areas	NEP 2020 Alignment
1. Lifelong learning	 SDG 4 – Quality Education	Reflection and continuous learning	Experiential and reflective learning
2. Digital literacy	 SDG 9 – Industry, Innovation and Infrastructure	Digital tools and platforms	digital and 21st-century skills
3. Personal growth	 SDG 8 – Decent Work & Economic Growth	Resilience and career skills	Vocational readiness and career skills
4. Mentorship & communities	 SDG 11 – Sustainable Communities	Peer learning and collaboration	Collaborative learning and supports mentorship
5. Reflective learning	 SDG 12 – Responsible Consumption & Production	Ethical info use	Critical and ethical thinking skills

3.1 – Learning That Never Stops



Activity 1

What Did You Learn This Week?

Instructions

- Ask learners to recall recent learning beyond school.
- Emphasise that learning happens at home, online, with peers, or through self-exploration.
- Instruct them to note responses in the manual and discuss in pairs.
- Promote respectful listening and reflective peer discussion.

Examples to share with learners

- Learning a recipe
- Editing a video
- Discovering a phone shortcut
- Fixing something at home

Basic coding

Drawing or learning a new game skill

Reflection Questions

- Q.1. Was it easy or hard to learn this new skill ? Why?
- Q.2. How did you feel after learning this skill ?
- Q.3. What helped you learn it well?

Entrepreneurial Skills Developed

Curiosity, self-reflection, initiative, communication, and growth mindset.

Debrief

Reinforce that everyday experiences build learning and entrepreneurial skills through practice, reflection, and continuous improvement.



Activity 2

Growth Mindset Map

Instructions

- 👉 Ask learners to complete reflection boxes honestly.
- 👉 Remind them there are no right or wrong answers.
- 👉 Facilitate partner sharing with positive interaction.
- 👉 Help them note one small improvement action.
- 👉 End with focus on growth and continuous learning.

Boxes to be completed (These questions may have a wide range of answers based on individual interests and preferences)

Examples to suggest (of all the questions which are given in table)

- 👉 Practice for 15 minutes a day
- 👉 Watch one learning video
- 👉 Ask help from a teacher or friend
- 👉 Try again after mistakes

Reflection Questions

- Q.1. What new skill do you want to learn this year and why?
- Q.2. Think about how you learn best from people, videos, examples, or practice?
- Q.3. Which entrepreneurial skill do you already use? Problem-solving, Creativity, Communication, Taking responsibility, Working in a team

Facilitator concluding note

Everyone has strengths, interests, and areas to improve. With a growth mindset, effort and practice help us grow. Small steps taken consistently lead to big improvement.

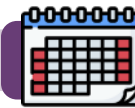
Entrepreneurial Skills Developed

Self-awareness, growth mindset, goal setting, and responsibility.

Debrief

Small consistent efforts and reflection support continuous learning and improvement.

Short Case Snippets



Weekly Task

Instructions

- 👉 Briefly explain the purpose of the weekly task to learners.
- 👉 Guide learners on how to read the case snippets carefully and focus on learning habits.
- 👉 Remind learners to complete the task independently and submit as instructed.

Mini-Poster Creation

Ask students to choose one person from the examples and create a mini-poster showing what makes them a great learner.

Poster must include

- Title with the person's name and one line on why they inspire

- 3–4 keywords describing their learning mindset
- One quote or lesson learned from the story

Exploratory Task

Ask students to explore free digital learning tools and bring your findings in the next class.

3.2 – Learning Together, Growing Together



Activity 3

Learning Beyond the Classroom

Instructions

- 👉 Ask students to identify one person who influenced their learning.
- 👉 Ensure the choice is personally meaningful (not just famous).
- 👉 Reflect on the qualities and lessons learned from that person.
- 👉 Conclude by connecting the discussion to entrepreneurial traits and mindset development.

Reflection questions

- Q.1. Who has influenced your learning the most?
- Q.2. What one skill, habit, or value have you developed because of this person?
- Q.3. How has this learning helped you in your

studies or daily life?

Entrepreneurial Skills Developed

Developed initiative, self-learning ability, digital literacy, critical thinking, adaptability, time management, and responsibility.

Debrief

This activity reinforces that entrepreneurs are continuous learners who proactively use available resources, reflect on their growth, and apply learning responsibly in real-life situations.



Activity 4

Build Your Digital Learning Toolbox

Instructions

- 👉 Organise learners into small collaborative groups.
- 👉 Guide discussion on digital learning practices and tool selection.
- 👉 Instruct groups to complete the toolbox table collaboratively.
- 👉 Encourage examples of safe and responsible technology use.
- 👉 Facilitate reflection, discussion, and sharing among groups.

Tool Name	What It's Used For	Example	Responsible Use
YouTube	Learning concepts	Science experiment video	Avoid distractions, use educational channels
Google Docs	Assignments & collaboration	Group project writing	Don't copy content, work honestly
Swayamprabha	Concept learning & revision	Subject lecture viewing	Follow schedule and stay focused

Reflection questions

Q.1. Which digital tool did you find most useful, and why?

Google Classroom – organizes learning and assignments easily. (sample answer only)

Q.2. How did learning about these tools help you understand the difference between using technology for fun vs. learning?

Q.3. What is one thing you can do to be a more responsible and safe digital learner?

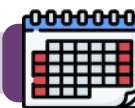
Entrepreneurial Skills Developed

Resilience, responsible digital use, goal-setting, planning, and growth mindset.

Debrief

Setbacks build resilience and reflection, helping learners grow like entrepreneurs.

Learn From People and Digital Tools



Weekly Task

Instructions

- 👉 Guide learners to Interact with a mentor (teacher, parent, coach, etc.) for 15–20 minutes and note one lesson, their communication style, and one advice you can apply.
- 👉 Reflect briefly in writing on what you learned and how it can improve your personal learning habits.
- 👉 Explore one free digital learning tool (e.g., NCERT, e-Pathshala, DIKSHA, SWAYAM Prabha, Google tools) for 20–30 minutes and complete a small learning task.
- 👉 Record one feature used, how it helped you, and one responsible-use tip to become a safer and smarter digital learner.

Indicative response

For Task 1 (Learning from a Mentor)	For Task 2 (Learning from a Digital Tool)
One skill, habit, or lesson learned: <i>Time management</i>	One feature used: <i>Video tutorials / Templates / Practice exercises</i>
How they communicate or inspire you: <i>They explain calmly and encourage me</i>	How it helped you learn or complete a task: <i>Made learning easy and clear</i>
One advice or tip shared: <i>Practice a little every day</i>	One tip for using the tool responsibly: <i>Avoid distractions and manage time</i>

3.3 – Resilience: Learning to Bounce Back



Activity 5

Learning from Missed Goals

Instructions

- 👉 Encourage learners to reflect honestly on a missed goal.
- 👉 Guide learners to write lessons learned in brief points.

- 👉 Organise paired sharing while ensuring respectful listening norms.
- 👉 Emphasise learning from mistakes and maintaining a growth mindset.

Reflection questions

- Q.1. How did not reaching your goal make you feel at the time?
- Q.2. What helped you move forward or try again?
- Q.3. What would you do differently next time?

Entrepreneurial Skills Developed

Resilience, self-reflection, goal-setting, perseverance, time management, and growth mindset.

Debrief

Missing goals becomes a learning opportunity that strengthens resilience and prepares students for real entrepreneurial challenges.



Activity 6 Lessons from Failure

Instructions

- 👉 Guide learners to read each story carefully.
- 👉 Encourage discussion on setbacks and responses.
- 👉 Prompt learners to answer reflection questions concisely.
- 👉 Highlight resilience, persistence, and adaptability as key learning outcomes.

Reflection questions

- Q.1. How did Steve Jobs turn his setback into an opportunity for growth?

- Q.2. What qualities helped Kiran Majumdar Shaw overcome rejections?
- Q.3. How did learning from failures help OYO achieve success?

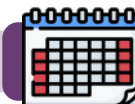
Entrepreneurial Skills Developed

Resilience, adaptability, persistence, learning from failure, and strategic thinking.

Debrief

Failures, when reflected upon and improved, become stepping stones to long-term entrepreneurial success.

Bouncing Back from Challenges



Weekly Task

Instructions

- 👉 Ask learners to reflect on a recent challenge or setback.
- 👉 Guide learners to document feelings, learning, and future actions.
- 👉 Encourage creation of a personal resilience mantra.
- 👉 Reinforce that reflection activities focus on personal growth rather than assessment.
- 👉 Ask them to bring this weekly task to the next class.

Reflection Questions

Question	
What happened?	
How did you react?	
What would you change next time?	
Your resilience mantra	



No of Periods: 4

Brand Building and Story Telling

This chapter introduces learners to the idea that learning is a continuous, lifelong process that extends beyond classrooms and examinations. Through reflection, discussions, activities, case snippets, and practical tasks, learners explore how knowledge develops through experiences, mentors, communities, and digital tools. The chapter promotes growth mindset, self-awareness, resilience, and adaptability while encouraging responsible use of technology. By engaging in collaborative and reflective exercises, learners recognise personal strengths, identify areas for improvement, and develop strategies for continuous learning and goal setting in academic, personal, and entrepreneurial contexts.

Learning Objectives

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

- Understand how branding gives identity to a business and how it builds recognition and trust.
- Create basic brand elements such as name, logo, tagline, and values.
- Differentiate between branding and storytelling, and identify elements of effective brand stories.
- Use brand values to craft a simple, authentic, and structured narrative for a brand.

Connecting the Dots

In Class 11, learners have

- Explored creativity, values, and communication to develop ideas.
- Understood customer needs and applied problem-solving strategies.
- Practised sharing ideas and experiences through storytelling.
- Built digital and communication skills to connect with audiences.



Rationale

Brands do more than sell products—they communicate values, inspire trust, and connect emotionally with customers. This chapter helps students understand the importance of identity, storytelling, and purpose in building a brand. By creating brand elements and stories, students develop creativity, empathy, and entrepreneurial thinking, preparing them to communicate ideas effectively and make socially responsible decisions in real-world contexts.



Connecting with SDGs and NEP 2020



Core Focus	SDG	Chapter Support Areas	NEP 2020 Alignment
1. Branding and Communication	 SDG 4 – Quality Education	Builds communication and creativity	Experiential learning
2. Purpose-driven Entrepreneurship	 SDG 8 – Decent Work and Economic Growth	Promotes value-based business	Entrepreneurial mindset and innovation
3. Creativity and Storytelling	 SDG 9 – Industry, Innovation and Infrastructure	Encourages innovation and narratives	Critical thinking and reflection
4. Ethical Branding	 SDG 12 – Responsible Consumption and Production	Promotes responsible messaging	Value-based and ethical education
5. Community Impact	 SDG 11 – Sustainable Communities	Supports social impact brands	Real-life learning and applications

4.1 From Idea to Identity– How to Create a Brand



Activity 1

What Do You Remember First?

Instructions

- 👉 Ask learners to list 3–4 familiar brands and recall their taglines.
- 👉 Guide brief reflection on why taglines are memorable.
- 👉 Facilitate partner/class sharing and identify common patterns.
- 👉 Explain how logos and taglines build brand recall and emotional connection.
- 👉 Instruct learners to write responses to reflection questions.

Sample answers which may vary from person to person .

Dettol – *Be 100% Sure*, Pears – *Pure and Gentle*, Navratna – *Thanda Thanda Cool Cool*, Nike – *Just Do It*

Reflection Questions

Q.1. Which element helped you remember the brand fastest?

The tagline helped me remember the brand fastest because it is short, catchy, and easy to recall.

Q2. How do taglines and logos help brands stay in memory?

Taglines and logos stay in our memory because they are simple, visually appealing, and repeated frequently, creating strong brand recall.

Entrepreneurial Skills Developed

Brand awareness, marketing insight, observation, creativity, and communication.

Debrief

Effective branding builds strong recall and emotional connection, key to entrepreneurial success.



Case Story 1 Wakefit: Storytelling in Branding

Instructions

- Ask learners to read the Wakefit case carefully.
- Highlight how the brand used purpose, messaging, and campaigns to connect with customers.
- Guide learners to answer reflection questions in complete sentences and discuss key insights.

Reflection Questions

Q.1. Why is strong branding important for a new venture like Wakefit?

Strong branding helps a new venture build trust, stand out from competitors, and clearly communicate its purpose to customers.

Q.2. Which element of branding (name, logo, or campaign) do you think creates the strongest recall for Wakefit? Why?

The campaign creates the strongest recall because its simple, relatable messaging about sleep and comfort connects easily with customers.

Q.3. What emotions or feelings should a sleep-focused brand address for customers, and why?

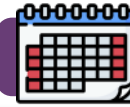
A sleep-focused brand should evoke comfort, relaxation, and trust because these feelings directly influence customers' well-being and purchase decisions.

Entrepreneurial Skills Developed

Strategic brand thinking, customer understanding, storytelling, differentiation, and marketing insight.

Debrief

Clear purpose and meaningful storytelling help startups build trust, stand out, and create lasting customer connections.



Instructions

- 👉 Ask learners to choose a product/service and design a Brand Identity Sheet.
- 👉 Clarify the elements to be included : brand name, logo idea, 5–6 word tagline, and three brand values.
- 👉 Emphasize ideas should be realistic, relevant, and purpose-driven.
- 👉 Encourage creativity and customer connection and ask them to bring it in the next class on an A4 size sheet.

Sample Brand Identity Sheet

Product/Service: *Healthy Millet Snacks*

Brand Name: *NutriBite*

Logo Idea: *A green circular logo with a leaf forming the shape of a smile inside a bowl — symbolizing health and happiness.*

Tagline : *Healthy Snacking Made Simple*

Three Brand Values

- *Health & Nutrition*
- *Honesty & Quality*
- *Sustainability*

This sample demonstrates clarity, relevance, purpose, and customer connection while keeping the idea realistic and practical.

4.2 Brands with a Purpose: The Power of Storytelling



Activity 2

What Makes You Remember It?

Instructions

- 👉 Ask learners to recall one brand known for its story or message.
- 👉 Instruct them to write the brand name and one key line about it.
- 👉 Facilitate pair/group sharing of examples.
- 👉 Guide brief discussion on why brand stories are memorable.

Brand: *Tata Tea – Jaago Re*

Story/Message : *The campaign encourages people to wake up and take social responsibility.*

Reflection Questions

- Q.1.** Why did this brand story stay with you more than others ?
Because it connects the brand with real so-

cial issues and strong emotions.

- Q.2.** How did the message or emotion make the brand feel more relatable or trustworthy?

It made the brand feel responsible and caring, not just focused on selling.

Entrepreneurial Skills Developed

Customer empathy, storytelling, emotional intelligence, and marketing awareness.

Debrief

Emotional storytelling strengthens brand trust and long-term customer connection.



Activity 3

Tell the Story Behind the Brand

Instructions

- 👉 Ask learners to choose a brand they like.
- 👉 Instruct them to write a short 2–3 minute story about the brand covering: purpose, problem solved, values, and emotional message.
- 👉 Encourage clear, creative writing.
- 👉 Motivate learners to share their stories with a partner or small group to discuss how the story builds connection and trust.

Sample Answer

Brand Chosen: Nike

- **Purpose:** *Inspire self-belief.*
- **Problem:** *Low motivation.*
- **Values :** *Determination, innovation, confidence.*
- **Message:** *Anyone can achieve greatness.*

Reflection Questions

Q.1. What part of the story did you like most and why?

I liked the motivational message of “Just Do It” because it inspires people to overcome challenges and believe in themselves.

Q.2. How does the story create an emotional connection with people?

The story connects emotionally by showing real struggles, determination, and success, making people feel inspired and empowered.

Q.3. What did you learn about brand storytelling and its importance in building trust and loyalty?

I learned that strong storytelling builds trust and loyalty by consistently promoting values like perseverance and confidence that people relate to.

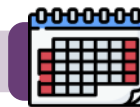
Entrepreneurial Skills Developed

Creativity, communication, emotional intelligence, and critical thinking are developed through brand storytelling

Debrief

Strong storytelling helps brands build emotional connections, trust, and long-term customer loyalty.

Sugar cosmetics :The Art of Storytelling



Weekly Task

Instructions

- 👉 Ask learners to read the Sugar Cosmetics case and identify key values/messages.
- 👉 Briefly explain brand positioning beyond products (confidence, individuality, empowerment).
- 👉 Instruct learners to act as brand managers and create an ad idea on a real-life social theme.
- 👉 Ask them to write the ad concept in 5–6 lines.
- 👉 Facilitate sharing and discussion on emotional/value-based messaging.

Create a value-based ad for SUGAR Cosmetics that highlights a social theme and focuses on message over product.

Ad Theme & Concept (Indicative – Key Terms, One Line)

Bold self-expression, confidence, individuality, empowerment, authenticity, inner strength

4.3 The Brand story: Purpose, Values and Impact



Activity 4

From Problem to Idea

Instructions

- 👉 Ask students to imagine starting their own business.
- 👉 Guide them to identify one problem they want to solve or one feeling they want customers to experience.
- 👉 Instruct students to write their idea in 1–2 sentences.
- 👉 Encourage students to share their ideas with a partner and discuss why the idea is meaningful.

Sample Business Idea

I want to start an affordable eco-friendly packaging business that reduces plastic waste and helps protect the environment.

Reflection questions

Q.1. What makes your idea meaningful

or valuable to others ?

It helps reduce pollution and encourages responsible consumption.

Q.2. Who would benefit the most from your idea, and why?

Small businesses and the environment would benefit because the solution is affordable and sustainable.

Entrepreneurial Skills Developed

Self-awareness, empathy, value creation thinking, and decision-making are developed through this activity.

Debrief

Understanding customer emotions and needs helps students create meaningful ideas that deliver real value.



Case Story 2 Tata Tea: Jaago Re

Instructions

- 👉 Ask learners to read the Tata Tea: Jaago Re case carefully.
- 👉 Guide them to identify the campaign's core values and think about how the brand links its product to social awareness.
- 👉 Encourage learners to answer reflection questions in complete sentences and discuss their ideas with a partner or in class.

Reflection Questions

Q.1. Why should a brand story clearly reflect the values it stands for ?

A clear value-based story builds trust, strengthens brand identity, and helps consumers connect emotionally.

Q.2. What elements make a brand story inspiring and impactful?

A strong purpose, relatable message, emotional appeal, and real-life relevance make a brand story impactful.

Q.3. Which one value would you choose to define your own brand, and why?

I would choose integrity because it builds credibility and long-term trust with customers.

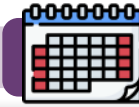
Entrepreneurial Skills Developed

Value-based thinking, communication, critical thinking, and social awareness are developed through this activity.

Debrief

Purpose-driven storytelling helps businesses build trust, inspire action, and create meaningful social impact.

Pitch the Purpose



Weekly Task

Instructions

- 👉 Explain that students will design a brand based on purpose, not just a product.
- 👉 Guide students through four steps: reflection (inspiration), brand purpose (one line), brand values (three values with actions), and a 120–150 word brand pitch.
- 👉 Emphasise focusing on the why and emotional connection.
- 👉 Encourage sharing ideas with a partner or the class for feedback.

Sample answer

Start with a reflection: Answer (Key Points)

- **Problem noticed:** *Low confidence in students*
- **Personal connection:** *I also faced stage fear*
- **Why it matters:** *Confidence shapes future success*

Define your brand purpose

- *Our brand exists to empower young minds.*

Map your brand values

- **Innovation:** *Creative learning methods*
- **Respect:** *Value every idea*
- **Growth:** *Continuous improvement*

Craft your brand pitch and focus on the why

- *The idea came from observing student hesitation and low confidence.*
- *Brand stands for empowerment and self-belief.*
- *Solves the problem of fear in expressing ideas.*
- **Purpose:** *Help every student feel heard and valued.*
- **Emotional connection:** *Every student deserves confidence and respect.*
- **Impact:** *Builds expressive, responsible youth and opens future opportunities.*

Empowering Entrepreneurs: Government Schemes and Support Systems



No of Periods: 5

This chapter introduces students to India's startup ecosystem and the role of government schemes, incubators, and support institutions in transforming ideas into viable businesses. Through real-life case studies, concept explanations, interactive activities, and application-based tasks, students learn about major schemes such as Startup India, MUDRA, Stand-Up India, PMEGP, Atal Innovation Mission, and Digital India. The chapter helps learners understand common startup challenges—funding, mentorship, compliance, technology, and market access—and how government support reduces risks and enables innovation, inclusion, and sustainable growth, while encouraging students to apply this knowledge to real or imagined startup ideas.

Learning Objectives

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

- Identify and describe major Government of India schemes and initiatives that support entrepreneurs and startups.
- Explain how government schemes and incubators help reduce common startup challenges such as funding, mentorship, infrastructure, and market access.
- Analyze real-life case examples of startups that have benefited from government support to understand practical outcomes and impact.
- Apply decision-making skills to match suitable government schemes or incubator support with specific entrepreneurial needs, eligibility criteria, and documentation requirements.

Connecting the Dots

In Class 11, learners understood

- Opportunity spotting for business models.
- Analysing resources for resource mapping.
- Structured thinking for the Business Model Canvas.
- Goal setting for launch planning.
- Customer needs for market targeting.
- Communication and teamwork for managing customers.



Rationale

This chapter builds entrepreneurial awareness and confidence among students by showing how structured government support makes entrepreneurship accessible, inclusive, and achievable, aligning classroom learning with real-world opportunities and national development goals.



Connecting with SDGs and NEP 2020



Core Focus	SDG	Chapter Support Areas	NEP 2020 Alignment
1. Govt. schemes awareness	 SDG 4 – Quality Education	Scheme awareness	Experiential learning
2. Entrepreneurship growth	 SDG 8 – Decent Work	Job and startup support	Vocational education and skill development
3. Innovation ecosystem	 SDG 9 – Industry and Innovation	Incubator support	Critical thinking and problem solving
4. Inclusive opportunities	 SDG 10 – Reduced Inequalities	Equal access schemes	Inclusive education and equitable education
5. Sustainable ventures	 SDG 11 – Sustainable Communities	Local solutions	Real-life and multidisciplinary learning

5.1 From Vision to Venture: How Government Schemes Support Startups



Activity 1

My Startup Starter Pack

Instructions

- Ask learners to imagine that they are starting a small startup and select three support options they feel are most important.
- Ask them to write one simple reason for each selected option.
- Give them 5 minutes to complete the task and clarify that there are no right or wrong answers.

SAMPLE ANSWER

Support	Reason
Mentor	To get guidance and advice from someone experienced
Customer	To understand their needs and improve the product

Team

To share tasks, skills, and ideas for better execution

Reflection Questions

- What does your Startup Starter Pack tell you about your priorities, needs, and thinking as a young entrepreneur?
- Which support element (like funding, mentorship or tools) do you think is most essential for your startup's success, and why?
- How might your choices change as your startup idea grows or faces challenges?



Activity 2

Startup Challenges and Government Schemes

Instructions

- 👉 Ask learners to read Column A (startup challenges) and Column B (government schemes) and match each challenge with the most suitable scheme.

Challenge (Column A)	Government Scheme (Column B)
1. Lack of funds	E – PMMY (Mudra Loans)
2. Need for mentorship/workspace	F – ASPIRE/ Startup India Portal
3. No-collateral loans	D – Stand-Up India
4. Support for women entrepreneurs	D – Stand-Up India (if allowed)
5. Need for innovation/technology	A – Atal Innovation Mission
6. Complicated compliance	C – Startup India
7. Manufacturing opportunities	B – Make in India

Reflection Question

How do government schemes help reduce risks and barriers for new startups?

Explore Government Startup Schemes



Weekly Task

Instruction

- 👉 Ask learners to choose one government scheme from the given list, research its key details from reliable government sources, and fill the table to present in the next class.

Sample Answer

Research Pointer	Details
Name of the Scheme	PMMY (Pradhan Mantri MUDRA Yojana)
Ministry / Department	Ministry of Finance, Government of India
Year of Launch	2015

Objective	Provide financial support to small businesses and micro-enterprises
Who Can Apply	Small entrepreneurs, self-employed individuals, micro-business owners
Type of Support	Loans without collateral
Key Features	Three categories of loans – Shishu, Kishore, Tarun; easy application; low interest rates
Example / Success Story	A small local bakery received a Shishu loan and expanded to multiple outlets

5.2 Government Schemes for Entrepreneurial Support



Activity 3

Think & Decode – Guess the Scheme!

Instructions

- 👉 Ask students to observe the emoji clues carefully and interpret the symbols logically.
- 👉 Instruct them to identify and write the correct government scheme name for each clue through independent thinking and discussion.

Emoji Clues	Hint	Answer (Scheme Name)
💡🧑	Innovation + Technology	<i>Atal Innovation Mission</i>
👩💰	Women Entrepreneur + Loan Support	<i>Stand-Up India</i>
🏭🌱	Small Industry + Growth Support	<i>Make in India</i>
🔧🏫🔗	School Labs + Innovation + Tinkering	<i>Atal Tinkering Labs</i>
👤📁📱🌐	Digital Platforms + Online Services	<i>Startup India Portal</i>
🛒🏠🚫	Small Vendors + No-Collateral Loan	<i>PMMY (Mudra Loans)</i>
👤🎓🔗📜	Skill Training + Certification	<i>Skill India / NSDC</i>
🏭IN⚙️	Manufacturing + Nation Building	<i>Make in India</i>
👥📁🌱	First-Time Entrepreneur + Self-Employment	<i>Stand-Up India</i>
🚀📝📁	Startup Registration + Tax Support	<i>Startup India</i>

Reflection Questions

- Q.1.** Which government scheme do you think is the most useful for learners and why?
Atal Tinkering Labs – encourages innovation.
- Q.2.** Did any scheme surprise you or seem new? What did you find interesting about it?

Stand-Up India – supports women and first-time entrepreneurs.

- Q.3.** If you could create a new government scheme for young entrepreneurs, what would it focus on?
Mentorship and micro-grants



Activity 4

Pitch Perfect – Scheme Finder Challenge

Instructions

- 👉 Form teams of 9 learners, assign each team a startup scenario, and ask them to discuss which Government of India scheme best supports it.
- 👉 Each team prepares a 30-second pitch, one member presents it to the class, followed by reflection using the given questions.

Reflection Questions

- Q.1.** Why did you choose this particular scheme for your startup idea?
- Q.2** Which startup challenge does the scheme help solve?
- Q.3.** Can you think of another scheme that could also support your idea? Explain briefly.

Startup Scenario	Scheme	Very Short Pitch
Coding App	<i>Startup India</i>	<i>Tech startup with funding & mentoring support</i>
Agriculture Drones	<i>AIM</i>	<i>Innovation in agri-tech solutions</i>
Plastic Recycling	<i>MUDRA</i>	<i>Small loan for recycling enterprise</i>
Handicraft Market	<i>Stand-Up India</i>	<i>Support for women-led craft business</i>
Organic Farming	<i>Make in India</i>	<i>Promote local farm production</i>
Tailoring Centre	<i>Stand-Up India</i>	<i>Women entrepreneurship support</i>
Bamboo/Solar Products	<i>AIM</i>	<i>Eco-friendly innovation support</i>
Boutique/Repair Shop	<i>MUDRA</i>	<i>Micro-business loan assistance</i>
Low-cost 3D Printer	<i>Startup India</i>	<i>Tech innovation with incubation support</i>

Entrepreneurial Skills Developed

Teamwork, decision-making, evaluating government schemes, pitching, and communication skill.

Debrief

Selecting and pitching schemes helps learners understand how government support aligns with startup needs, fosters strategic thinking, and builds confidence in presenting ideas.

Startup Journey in India - Research Task



Weekly Task

Instructions

- 👉 Advise learners to explore how startups grow in India and write a short definition of a startup ecosystem.
- 👉 Guide them to list any three key components of the ecosystem.
- 👉 Assign them to research two Indian startups and record founder, launch year, and problem solved.

Briefly answer

Q.1. What is meant by a Startup Ecosystem?

A startup ecosystem is a network of organizations, people, and resources that support the creation, growth, and sustainability of startups.

Q.2. Name and explain any three components of India's startup ecosystem (for example: Government support, investors, incubators, mentors, technology, etc.)

Government support offers policies, schemes, and funding; investors provide capital; and incubators and mentors offer guidance, workspace, and networking.

Complete the details below for each startup in the space provided

(Sample answer)	Startup 1	Startup 2
Name	OYO Rooms	Lenskart
Founder(s)	Ritesh Agarwal	Peyush Bansal, Amit Chaudhary, Sumeet Kapahi
Year of Launch	2013	2010
Problem Solved	Affordable and standardized budget accommodations for travelers	Problem Solved: Affordable and convenient eyewear shopping with home delivery

5.3 Understanding Eligibility and Application Process



Activity 5

Who Can Apply?

Instructions

- 👉 Ask learners to imagine applying for Startup India or a MUDRA Loan and think about the eligibility criteria and required documents.
- 👉 Guide them to discuss in pairs or groups and prepare a clear list of the requirements followed by sharing.

Reflection questions

Q.1. Which requirement do you think is most important for getting a startup loan or support?

Q.2. Was there anything in the eligibility or documents that surprised you?

Q.3. How can knowing these steps help you plan your own business idea better?



Activity 6

Ready to Apply !

Instructions

- 👉 Form groups of four, have each group choose a scheme (Startup India / PMPGP / MUDRA), and research its eligibility, required documents, and application steps.
- 👉 Ask groups to share their findings through a short presentation or class discussion.

Scheme	Who Can Apply	Key Documents Needed	Steps
Startup India	Startup founders	PAN, Aadhaar, idea proof	Register → Upload docs → Submit
PMPGP	18+ entrepreneurs	PAN, Aadhaar, business plan	Apply → Submit → Bank review
MUDRA	Micro businesses	PAN, Aadhaar, project plan	Bank apply → Submit docs → Approval

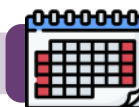
Entrepreneurial Skills Developed

Research, planning, understanding government schemes, teamwork, and presentation skills.

Debrief

Learning how to apply for schemes builds knowledge of resources, eligibility, documentation, and practical steps for startup support.

GIFT City – India's Global Finance Hub



Weekly Task

Instructions

- 👉 Ask learners to read the case snapshot on GIFT City carefully.
- 👉 Ensure they understand its purpose as India's first IFSC.
- 👉 Instruct them to complete the given tasks based on the case and submit it in the next class.

Reflection Questions

- Q.1.** Write two benefits of setting up a startup in GIFT City.
- Q.2.** Write a short paragraph explaining how a supportive ecosystem like GIFT CITY works together with government schemes to help startups grow.

5.4 Mapping the Entrepreneurial Support Ecosystem



Activity 7

Map My Startup Ecosystem

Instructions

- 👉 Ask learners to draw a central circle My Startup with four support circles (Mentor, Investor, Legal, Workspace).

- 👉 Instruct them to write one startup challenge in each circle and mark the most important early-stage support.
- 👉 Guide them to connect circles with arrows showing relationships and then reflect on the given questions.

Reflection Questions

- Q.1. How did this activity help you understand that a startup needs different types of support?
- Q.2. Which problem do you think will be the

most difficult for a new startup? Why?

- Q.3. If you could only choose one support at the beginning, which one would you choose, and why?

Entrepreneurial Skills Developed

Ecosystem awareness, problem-solving, strategic thinking, and reflection.

Debrief

Mapping helps identify challenges, plan support, and prioritise key resources for startup success.



Case Story 1 Phool.co

Instructions

- 👉 Ask learners to read the Phool.co case and identify key ecosystem supports.
- 👉 Guide them to note how each support contributed to the startup's success.
- 👉 Instruct them to write 1–2 sentences on one major support and reflect on its role in innovation and impact.

Reflection Questions

- Q.1. Identify one specific way in which ecosystem support helped Phool.co

turn an environmental problem into a successful business.

- Q.2'. How does ecosystem support accelerate innovation and social impact in startups like phool.co?

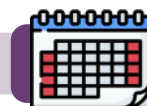
Entrepreneurial Skills Developed

Opportunity recognition, problem-solving, innovation, and reflection.

Debrief

Ecosystem support like mentorship and funding helps startups grow, innovate, and create social impact.

Startup Ecosystem Research



Weekly Task

Instructions

- 👉 Ask learners to select one startup (local, national, or global) that solves a real-world problem.
- 👉 Guide them to research how the startup benefited from its ecosystem in terms of innovation, sustainability, and business growth.
- 👉 Instruct learners to write a 120–150 word paragraph combining all three aspects.

Sample response

Startup: Lenskart

- Affordable eyewear through online innovation.
- Virtual try-on and home eye tests solved access issues.
- Sustainable and efficient operations.
- Grew via funding, mentorship, and Startup India.
- Example of ecosystem-driven growth.

5.5 Applying Knowledge and Reflection



Activity 8

Startup Brain Sprint

Instructions

- Ask learners to spend 2–3 minutes thinking individually and then answer the questions given in the manual.

Three Government of India Schemes

1. *Startup India – Supports new businesses with recognition, mentorship, and funding.*
2. *MUDRA (Pradhan Mantri MUDRA Yojana) – Provides loans to small and micro-enterprises without collateral.*
3. *PMEGP (Prime Minister's Employment Generation Programme) – Provides funding and guidance to help set up small-scale businesses.*

Two Indian Startups

1. *Phool.co – Converts floral waste into incense sticks, compost, and biodegradable products.*
2. *Lenskart – Makes eyewear affordable and accessible through online and offline platforms.*

Reflection Questions

- Q.1. Which government scheme do you think is the most useful for young entrepreneurs, and why?
- Q.2. How do you think government support helps startups grow?
- Q.3. Did you discover any new schemes or startups from your classmates during the discussion?

Entrepreneurial Skills Developed

Opportunity recognition, decision-making, research, collaboration, and reflection.

Debrief

Government schemes reduce barriers and support growth; learning from peers and examples strengthens entrepreneurial understanding.



Case Story 2 T-Hub – Where Startup Ideas Grow

Instruction

- Ask learners to read the T-Hub case story carefully and complete the two assigned activities using critical thinking.

Group Discussion -In small groups, discuss the following questions and share one key point.

Discussion Questions

1. Why do you think partnerships between the government and educational

institutions are important for startup ecosystems like T-Hub?

2. How do shared workspaces and mentorship reduce the risks faced by early-stage startups?
3. Which support offered by T-Hub do you think is most important for a new entrepreneur, and why?
4. How does access to investors and government schemes help startups grow faster?

Individual Reflection -Ask learners answer the following questions individually.

Reflection Questions

- Q.1.** If you were a startup founder, which T-Hub facility would you use first and why?
- Q.2.** How can being part of an ecosystem like T-Hub change the way an entrepreneur makes decisions?
- Q.3.** What lesson from the T-Hub story can you apply to your own academic or career goals?

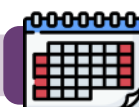
Entrepreneurial Skills Developed

Networking, decision-making, problem-solving, resource use, and self-reflection.

Debrief

Use guidance, mentorship, and collaboration to reduce risks, make informed decisions, and achieve goals effectively.

Scheme Match-Up



Weekly Task

Instructions

- Ask learners to review the startup challenges or business ideas in the table.
- Instruct them to identify the most suitable government scheme that can support each idea and why the chosen scheme fits the specific idea.

Sample response of table

Field / Idea	Possible Scheme	Why It Fits
Organic veg delivery	PMEGP / Startup India	Agri & rural support
Telemedicine app	AIM / Startup India	Digital health
Learning app	AIM / Startup India	Ed-tech innovation
Eco-friendly clothing	Stand-Up India / PMEGP	Women & social enterprise
Tiffin / bakery	MUDRA / PMEGP	Micro food business
Waste recycling	AIM / Startup India	Clean-tech innovation
Travel & tourism app	Startup India / Digital India	Digital tourism
Handmade crafts	Stand-Up India / PMEGP	Women & micro-manufacturing
Solar kits	AIM / Make in India	Renewable energy
Skill training	Skill India / PMEGP	Vocational and social impact

Reflection Questions

- Q.1.** Which part of the startup ecosystem feels most helpful to you?
- Q.2.** How does government support boost confidence for new entrepreneurs?
- Q.3.** What did you learn about matching ideas with schemes?

Disclaimer: Information related to government schemes in the concept boxes marked* in student manual is for educational purposes only; eligibility, benefits, and guidelines may change — please refer to the official government website for the latest updates.

Digital literacy for Sustainable Business



No of Periods: 5

This chapter introduces students to digital safety, responsible online behaviour, data privacy, and the role of AI in sustainable business. Through real-life case studies, activities, and reflections, students learn how digital actions impact trust, reputation, and success. The chapter also explores how Artificial Intelligence can be used ethically to solve environmental problems and support sustainable entrepreneurship.

Learning Objectives

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

- 🎯 Understand digital risks, digital footprints, and ethical online behaviour.
- 🎯 Apply safe digital practices to protect personal and business data.
- 🎯 Use digital tools responsibly for collaboration and promotion.
- 🎯 Recognise responsible use of AI for sustainability and real-life problem solving.

Connecting the Dots

In Class 11, learners have learnt about

- AI as a smart business tool, understanding how technology supports decision-making, efficiency, and innovation.
- Checking AI results and ethical use, learning the importance of verifying outputs and using AI responsibly.



Rationale

In a digitally connected and technology-driven world, students must go beyond basic usage of online tools and understand digital risks, ethical behaviour, and responsible innovation. This chapter equips learners with essential digital safety habits and introduces AI as a powerful tool for sustainability, helping learners become informed, responsible, and future-ready individuals.



Connecting with SDGs and NEP 2020



Core Focus	SDG	Chapter Support Areas	NEP 2020 Alignment
1. Digital safety	SDG 4 – Quality Education	Safe and ethical tech use	Experiential digital learning

Core Focus	SDG	Chapter Support Areas	NEP 2020 Alignment
2. Data privacy	 SDG 16 – Peace, Justice and Strong Institutions	Responsible digital behaviour	Ethical citizenship and responsible online behaviour
3. AI and innovation	 SDG 9 – Industry, Innovation and Infrastructure	AI for real-life solutions	Critical thinking and innovation through AI
4. Sustainable digital entrepreneurship	 SDG 12 – Responsible Consumption and Production	Responsible digital promotion	Builds 21st-century skills
5. Collaboration and communication	 SDG 17 – Partnerships for the Goals	Digital teamwork	Collaborative learning

6.1 Cyber Safety and Ethical Digital Behaviour



Activity 1 Spot the Digital Slip

Instructions

👉 Read the scenario carefully, understand the situation, and work individually or in small groups as instructed.

👉 Think critically about the digital mistake or risk involved and write short, clear answers to the questions given.

Reflection Questions

- Q.1. Which type of digital platform (email, cloud storage, social media, or payment app) is most likely responsible for the problem? Give one reason.
- Q.2. Which digital activity or account should be checked first to identify where the mistake occurred?
- Q.3. Which important digital safety practice do you think was ignored by the team?



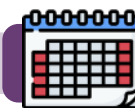
Case Story 1 Riya's Online Impression

Instructions

- 👉 Ask learners to read the case story carefully and reflect on Riya's actions and outcomes.
- 👉 Allow learners to answer the questions individually or in pairs, followed by brief sharing if time permits.

Reflection Questions

- Q.1. What specific mistakes did Riya make in managing her online profile?
- Q.2. How did her digital footprint affect the internship decision?
- Q.3. What changes did Riya make to improve her online image?



Instructions

- 👉 Read each scenario carefully, identify the digital risk, and write one safe response or precaution for each case.
- 👉 Keep your answers short, clear, and practical.

Sample responses

1. Bank Message to a Store Owner

Risk: Phishing / financial loss

Safe Action: Don't share; verify bank

2. Collecting Customer Emails

Precautions to Take: Consent; secure storage

How to Build Customer Trust: Transparency; privacy

3. Fake Negative Reviews for a Company

Impact on the Company: Reputation loss; low sales

Correct Action to Take: Report; respond professionally

4. Clicking a Suspicious Link

Immediate Action: Disconnect; malware scan

Lesson Learned: Verify links; stay alert

6.2 Safe Digital Practices for Business and Collaboration



Activity 2

Pick Your Platform!

Instructions

- 👉 Explain the objective and scenario, and briefly discuss relevant digital platforms.
- 👉 Ask learners to choose a talent and a platform, guiding them to consider audience, purpose, privacy, and safety.

Reflection question(Think and write)

Which online platform would you choose to promote your talent, and why is it the most appropriate and safe option?



Case Story 2

Nike × Apple – Smart and Secure Collaboration

Instructions

- 👉 Ask learners to read the case story carefully, noticing how digital tools were used safely for collaboration, and answer the questions individually or in pairs.
- 👉 Facilitate a class discussion on digital safety and teamwork.

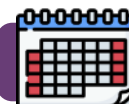
Reflection Questions

Q.1. How did secure digital collaboration help build trust between Nike and Apple?

Q.2. What problems could occur if design files or research data were shared carelessly?

Q.3. Which digital safety practices from this case can learners apply in their group projects?

Secure Digital Collaboration



Weekly Task

Instructions

- Read the Team Innovate and EcoBox case carefully.
- Discuss how unsafe digital practices caused problems.
- Complete the team safety rules table, noting importance and responsibility.
- Share and discuss how following rules prevents issues and improves teamwork.

Sample Answer

Group Name: *Team Green Innovators*

Project: *EcoBox*

Date: *04-Jan-2026*

Team Members: *Riya, Arjun, Meera, Sanjay*

No.	Rule	Why it's important	Responsible person
1	Strong passwords	<i>Account safety</i>	<i>Riya</i>
2	Enable 2FA	<i>Stop unauthorized access</i>	<i>Arjun</i>
3	Correct link permissions	<i>Prevent misuse</i>	<i>Meera</i>
4	Avoid personal sharing	<i>Privacy protection</i>	<i>Sanjay</i>
5	Regular backup	<i>Avoid data loss</i>	<i>Riya</i>
6	Respectful communication	<i>Positive teamwork</i>	<i>Meera</i>
7	Logout shared devices	<i>Prevent misuse</i>	<i>Arjun</i>
8	Report suspicious activity	<i>Quick risk control</i>	<i>Sanjay</i>

6.3 Applying Data Privacy Practices and Reflection



Activity 3

Build a Safe Online Business Profile

Instructions

- Pair up and imagine an online business (crafts, snacks, tutoring, etc.).
- Identify digital risks like data misuse, fraud, or privacy issues.

- Create a 5–7 point Digital Safety Checklist covering: customer data, passwords, payments, and responsible communication.
- Be ready to share your checklist with the class.

Digital Safety Checklist (Sample)

Business Idea: Eco-Friendly Handmade Crafts

Team Members: Saiyma and Nazrana

1. Use strong, unique passwords for all business accounts to prevent hacking.
2. Enable two-factor authentication (2FA) for email, social media, and payment accounts.
3. Keep customer data confidential; do not share emails, phone numbers, or addresses with anyone outside the team.
4. Only use verified payment platforms and regularly check transactions for unauthorized activity.
5. Set privacy settings on social media accounts to control who can view posts and messages.
6. Communicate professionally with customers online and avoid sharing personal opinions that may affect the business reputation.
7. Back up all business documents and files regularly to prevent data loss.



Case Story 3 SnackSakhi-A Homegrown Digital Venture

Instructions

- 👉 Ask learners to read the case story carefully and identify the digital safety mistakes made, reflecting on how they affected customer trust.
- 👉 Have them answer the questions individually or in pairs.

Reflection Questions

- Q.1. What digital safety mistakes did the SnackSakhi team make, and how could they have prevented them earlier?
- Q.2. How did taking responsibility and acting quickly help the business regain customer trust?

Q.3. What digital safety rules should small student or home-based businesses follow while using social media?

Entrepreneurial Skills Developed

Digital safety awareness, responsible data handling, trust-building, problem-solving, and ethical decision-making.

Debrief

Protecting customer information enhances credibility, fosters trust, and ensures safe and reliable business operations online.

Secure Digital Collaboration



Weekly Task

Instructions

- 👉 Ask learners to observe one regularly used digital activity (shopping app, WhatsApp group, social media, payment app, or email).
- 👉 Instruct them to identify and record
 - One safe practice followed
 - One possible privacy/security risk
 - One simple improvement for safety

Sample answer

- **Digital Activity Chosen:** WhatsApp School Group
- **Safe Practice Observed:** Messages are sent only to intended recipients and the group admin approves new members.
- **Possible Risk Identified:** Personal phone numbers are visible to all group members, which could be misused.
- **Suggested Safety Improvement:** Use the Hide Number or Broadcast List feature when sharing sensitive information, or limit sharing to essential members only.

6.4 AI in Sustainable Business



Activity 4 Think Before You Swipe

Instructions

- 👉 Ask learners to read the AI shopping app scenario from the Student Manual and discuss how AI influences buying habits and environmental impact.
- 👉 Guide learners to compare the apps, determine which promotes sustainability, and justify their choice.
- 👉 Encourage learners to reflect on technology use and responsible decision-making, working individually first and then sharing insights in a short class discussion.

Reflection Questions

- Q.1. Which app is promoting sustainability, and why?
- Q.2. Can technology, like AI, influence our choices for the planet? Explain.



Activity 5 AI – My Sustainability Solution

Instructions

- 👉 Ask learners to select one business sector—Retail, Agriculture, Transport, Manufacturing, or Energy.
- 👉 Encourage students to think of a simple and practical way in which AI can help address the problem.
- 👉 Guide them to identify an environmental problem related to the chosen sector.
- 👉 Instruct learners to write short, clear responses and then discuss.

Reflection Questions

- Q.1. Can AI ever be harmful to sustainability in this sector? Give one possible risk or misuse.

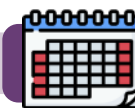
Yes, AI can be harmful if it boosts production without considering environmental impact, causing resource overuse or pollution.

- Q.2. Write 2–3 sentences describing your own

AI-based solution to make this sector more sustainable.

AI sensors monitor soil and crop conditions in real time.

- *Guides farmers on watering and fertilization, reducing waste.*
- *Protects the environment and improves farm efficiency.*



Instructions

- 👉 Ask learners to find one real company or startup (Indian or global) using AI for environmental or social good.
- 👉 Guide them to use trusted sources .
- 👉 learners should fill in the given format using simple words.
- 👉 Explain that the focus is on how AI helps sustainability, not technical details.

Sample responses

	Example 1: Indian Startup	Example 2: Global Company	Example 3: Social Impact Startup
Name of the Company / Startup	<i>CropIn</i>	<i>Google (AI for Climate and Energy)</i>	<i>Recycleye</i>
Problem Being Solved	<i>Crop loss, inefficient farming, and excessive use of water and fertilizers</i>	<i>High energy consumption and carbon emissions</i>	<i>Inefficient waste sorting and recycling</i>
How AI Is Used	<i>AI analyzes weather data, soil conditions, and crop health to guide farmers on irrigation and farming practices</i>	<i>AI optimizes energy use in data centres and predicts renewable energy output</i>	<i>AI-powered vision systems identify and sort recyclable waste</i>
Positive Impact on Environment or Society	<i>Reduced water usage, better crop yield, and increased farmer income</i>	<i>Reduced carbon footprint and energy savings</i>	<i>Higher recycling rates and less waste in landfills</i>
One Learning for You	<i>AI can support sustainable agriculture while helping farmers improve productivity</i>	<i>Technology can play a major role in fighting climate change</i>	<i>AI can make waste management smarter and more efficient</i>

Investment Decisions



No of Periods: 6

This chapter introduces how money creates value over time and supports smart personal and business decisions. Learners explore key concepts like ROI, Time Value of Money, payback period, taxation, budgeting, savings, investment, and risk–return.

Using real-life examples (student café, Lenskart, BoAt) and activities, students practise basic calculations, compare choices, and reflect on financial decisions. The chapter builds financial discipline, strategic thinking, and responsible lifelong money habits.

Learning Objectives

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

- 🎯 Calculate and explain Return on Investment (ROI) and use it to compare financial and business decisions.
- 🎯 Explain the Time Value of Money (TVM) and understand how time influences the real value of money and investment outcomes.
- 🎯 Identify direct and indirect taxes and explain their impact on income, profit, and real earnings.
- 🎯 Differentiate between savings and investment and compare them based on risk, safety, liquidity, time horizon, and expected returns.
- 🎯 Apply financial discipline and strategic thinking by budgeting, allocating profits wisely, assessing risk–return trade-offs, and making responsible personal and business money decisions.

Connecting the Dots

In Class 11, learners have understood the concepts of

- Income, expenses, saving, and budgeting, and how daily money decisions affect future goals.
- Saving vs. investment, including risk, return, time, and smart financial choices.
- Costing, pricing, profit, break-even point, and shut-down point for business sustainability.
- Assets, liabilities, stock, and revenue, and their role in financial health.
- Funding and financial planning, including loans, investor roles, crowdfunding, and creating a basic business investment plan.



Rationale

In today's digital and entrepreneurial world, earning money alone is not enough; individuals and businesses must also learn how to manage, grow, and protect their money wisely. This chapter develops financial intelligence by linking money decisions with real-life business situations. Learners understand that every investment decision involves time, risk, and expected returns, and that profit becomes meaningful only after accounting for taxes and recovery time. They also recognize that saving provides financial security, while investment creates opportunities for growth. Through concepts like smart budgeting and reinvestment, the chapter emphasizes long-term sustainability and responsible financial planning. Overall, it prepares learners to become financially responsible citizens, future entrepreneurs, and informed decision-makers.



Connecting with SDGs and NEP 2020



Core Focus	Aligned SDGs	Chapter Support Areas	NEP 2020 Alignment
1. Financial Literacy	 SDG 4 – Quality Education	ROI, TVM, budgeting awareness	Experiential learning
2. Responsible Finance	 SDG 8 – Decent Work and Economic Growth	Smart investment and savings	Vocational life skills
3. Risk–Return Awareness	 SDG 9 – Industry, Innovation and Infrastructure	Financial planning and innovation	Critical thinking
4. Tax & Ethical Finance	 SDG 16 – Peace, Justice and Strong Institutions	Compliance and responsibility	Ethical citizenship
5. Sustainable Planning	 SDG 12 – Responsible Consumption and Production	Disciplined spending and sustainability	21st-century skills

7.1 Domains of Entrepreneurship



Activity 1

Which Deal Is Better?

Instructions

👉 Ask learners to read the scenario.

👉 Divide learners into pairs or small

groups to calculate profit and time taken for each option.

👉 Emphasize that a higher amount does not always mean a better deal.

Reflection Questions

- **Option A Profit:** ₹6,000 – ₹5,000 = ₹1,000 in 1 year
 - **Option B Profit:** ₹7,000 – ₹5,000 = ₹2,000 in 3 years
- Q.1.** Which option would you choose, and why?
- Q.2.** Why does time matter when it comes to getting money back?
- Q.3.** What did you learn about choosing the best deal?
- The best deal depends on profit, time, and usefulness, not just the final amount.*



Activity 2

Understanding Real Profit

Instructions

- 👉 Explain the concepts of net profit and tax deduction using the cafe scenario from the student manual.
- 👉 Guide learners to calculate profit after tax and estimate the time needed to recover the investment.
- 👉 Encourage learners to think about possible improvements or changes in the business and discuss their ideas briefly.

Reflection questions

- Q.1.** Based on the current earnings, how long do you think it will take to recover the original investment of ₹20,000?

Net Profit: ₹5,000 – ₹500 = ₹4,500

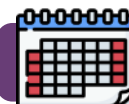
Estimated Payback Period: ₹20,000 ÷ ₹4,500 ≈ 4–5 similar periods

- Q.2.** Considering your calculations, what should the learners do next:
- Continue the cafe as it is
 - Make improvements, or change the business idea?
 - Explain your reason.

Decision: Improve the cafe (better marketing, more weekends, cost control).

Reason: Business is profitable but slow; improvements can increase returns.

Where Should I Invest?



Weekly Task

Instructions

- 👉 Explain each investment option with time, return, and tax details.
- 👉 Guide learners to compare options based on risk and goals.
- 👉 Instruct learners to choose one option and justify their decision.
- 👉 Support learners in completing the weekly task table briefly.

Indicative Responses

Question	Indicative Response
Which option did you choose?	Option 1 – Quick Win

Why did you choose this option?	Short time, no tax
How long will it take to get your money back?	6 months
Would you change your decision if you needed money urgently? Why or why not?	Yes – quick return

7.2 Smart Savings and Profit Management



Activity 3 Spend or Save?

Instructions

- 👉 Explain the objective: how businesses spend, save, and reinvest profits.
- 👉 Present a scenario of a small business earning ₹1,000 profit.
- 👉 Clarify spend, save, reinvest with simple examples.
- 👉 Guide learners to divide profit into percentages (total 100%).
- 👉 Encourage balance between present needs and future growth.

Reflection questions

Example Allocation (Table)

- Spend: 30% (₹300)
- Save: 30% (₹300)
- Reinvest: 40% (₹400)

Q.1. Why did you divide the money this way?

The money was divided this way to maintain balance between present needs, future security, and business growth. This allocation supports sustainability, risk management, and long-term growth rather than spending all the money at once.

Q.2 Which part (spending, saving, or reinvesting) do you think is most important, and why?

Most important part: Reinvestment, because it helps business grow.

Q.3. How can saving or reinvesting help your business in the future?

Future benefit: Savings help during emergencies; reinvestment increases profits.



Activity 4 From idea to Income

Instructions

- 👉 Make groups and assign a business type.
- 👉 Give ₹20,000 budget and explain the task.
- 👉 Monitor discussions and ensure total of the table = ₹20,000.
- 👉 Ask groups to present and reflect on their choices.

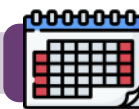
Reflection questions

Q.1. Which category did your group spend the most on, and why?

Q.2. Why is it important for a business to have a savings or emergency fund?

Q.3. If you had to reduce one expense to save more, which one would it be?

Q.4. How did working in a group help you make better budget decisions?



Instructions

- 👉 Ask learners to read the Lenskart case story carefully.
- 👉 Identify how the company saved money and grew wisely.
- 👉 Fill the template with short, clear answers share your responses in the next class

- Q.1. How did Lenskart save money in its early days?
- Q.2. Why was reinvesting profits important for Lenskart's growth?
- Q.3. What spending decision helped Lenskart avoid unnecessary costs
- Q.4. One money habit from the story that you can use in your own life.

7.3 Understanding Saving & Investment Options



Activity 5 Save or Grow?

Instructions

- 👉 Guide learners to discuss with their families whether ₹1,000 should be saved or grown.
- 👉 Instruct them to record family viewpoints.
- 👉 Facilitate a brief reflection on generational differences in financial thinking.

Reflection questions

- Q.1. What are the benefits of saving money?
- Q.2. What are the risks and rewards of trying to grow your money?
- Q.3. What did you learn from your family's view on saving or growing money?
- Q.4. Did your thinking change after the discussion? Why or why not?



Activity 6 The Money Decision Game

Instructions

- 👉 Form groups of 3-4 and explain the four financial options.
- 👉 Guide discussion on saving vs. investment, risk, time, and returns.
- 👉 Instruct groups to complete the table and share key responses.(sample attached)

Financial Option	Saving/ Investment	Saving/Investment	Saving/ Investment	Saving/ Investment	Saving / Investment
₹500 Savings Account	Saving	Safe liquidity	Low	Short	Low

Buy Gold	Investment	Value growth	Medium	Long	Medium
Start Online Business	Investment	Profit potential	High	Long	High
Bank Fixed Deposit	Saving/ Investment	Stable return	Low	Medium	Low–Medium

Reflection questions

- Q.1. Which option is safest if you need quick access to money? Why?
- Q.2. Which option could give the highest return? What risks come with it?
- Q.3. How do risk, time, and returns help you decide between saving and investing?

Plan Your First Smart Money Move



Weekly Task

Instructions

- 👉 Choose one saving and one investment option for ₹5,000.
- 👉 Note risk, time, and expected return briefly.
- 👉 Discuss your plan with a partner and compare ideas.
- 👉 Write one liked idea and one change for your plan.

Indicative Responses Comparison Chart

Saving Option	Investment Option
I would keep ₹3,000 in a savings account.	I would invest ₹2,000 in online reselling.
Q.1. Is there any risk involved? <i>Very low risk.</i>	Q.1. Is there any risk involved? <i>Yes, medium risk of low sales or loss.</i>
Q.2. How much time will it take to see the result? <i>Short term; interest grows slowly over time.</i>	Q.2. How much time will it take to see the result? <i>Medium term; profit may take a few months.</i>
Q.3. What kind of benefit or return do you expect? <i>Safety, emergency support, and small fixed interest.</i>	Q.3. What kind of benefit or return do you expect? <i>Higher returns and business growth experience.</i>

After Discussion, Ask learners to share

- 👉 One thing I liked about my partner's idea
- 👉 One thing I would do differently in my own plan

7.4 Understanding Risk and Return



Activity 7

What Would You Do?

Instructions

- Ask learners to read the scenario and form groups of 3–4.
- Let them discuss options and choose one collectively and share reasons.

Reflection Questions

- Q.1.** What does your choice show about how comfortable you are with taking risks?
Choosing Option A shows I prefer safety and low risk. Choosing Option B shows I am comfortable taking risks for higher rewards.

- Q.2.** How do the chances of loss and the possibility of higher reward affect your decision?

The risk of getting nothing makes me think carefully, but the higher reward can motivate me to take the chance.

- Q.3.** Can you share a real-life example where you had to choose between a safe option and a risky one?

Choosing between saving money in a bank (safe) or investing in a small business (risky but higher return).



Case Story 1

BoAt: Growth Through Calculated Risk

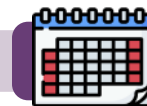
Instructions

- Ask learners to read the BoAt case carefully.
- Guide them to identify key risks and management strategies.
- Instruct learners to answer reflection questions briefly.
- Facilitate quick sharing and discussion.

Reflection Questions

- Q.1.** Why did BoAt choose to take calculated risks instead of playing it safe?
- Q.2.** How does understanding risk levels help a business make better decisions?
- Q.3.** Can a business grow without taking any risk? Explain.

The Risk Ladder



Weekly Task

Instructions

- Explain each investment option briefly.
- Instruct them to give one reason per option.
- Guide learners to rank options by risk (1–7).
- Also answer the reflection questions.

Indicative Responses

Investment Option	Risk Level & Number	Reason
Savings Account	<i>Low – 1</i>	<i>Safe</i>
FD	<i>Low – 2</i>	<i>Stable</i>
Gold	<i>Low–Medium – 3</i>	<i>Value hold</i>
Mutual Funds	<i>Medium – 4</i>	<i>Market linked</i>
Real Estate	<i>Medium–High – 5</i>	<i>High cost</i>
Stock Market	<i>High – 6</i>	<i>Volatile</i>
Business Reinvestment	<i>High – 7</i>	<i>Uncertain</i>

Reflection questions

- Q.1.** Which investment option would you choose if you wanted safety over growth? Why?
- Q.2.** Which option could give the highest returns, and what risks are involved?
- Q.3.** How does understanding risk levels help in making better investment decisions?
- Q.4.** Can the same investment be low risk for one person but high risk for another? Explain.

Disclaimer

The investment options used in this chapter are general examples. The level of risk shown is only for basic understanding and may change with market conditions, investment duration, and individual choices. This is for learning and awareness purposes only and should not be treated as financial advice.



No of Periods: 6

Business Compliance and Protection

This chapter introduces learners to legal compliance and business literacy, covering risks, agreements (MoU, NDA, Service Agreement), intellectual property (trademarks, copyrights, patents), and company registration via the SPICe form. Through case studies, reflections, and activities, students learn to protect ideas, prevent disputes, and connect legal concepts to real-world entrepreneurship.

Learning Objectives

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

- Identify common legal risks and explain the need for compliance.
- Recognize key legal documents (MoU, NDA, Service Agreement) and their uses.
- Understand Intellectual Property Rights (trademarks, copyrights, patents) and apply them to protect ideas.
- Apply legal knowledge to real scenarios to prevent disputes and safeguard a startup.
- Explain the purpose and use of the SPICe form for company registration in India.

Connecting the Dots



In Class 11, Learners have understood the concept of

- Business Structure & Formation: Types of businesses (sole proprietorship, partnership, company) and basic registration processes.
- IPR Awareness: Understanding patents, trademarks, and copyrights to protect ideas, products, and brand identity.
- Regulatory Compliance: Importance of following laws, licences, and government regulations for ethical business operations.
- Legal Responsibilities: Roles, agreements, and documentation required to manage partnerships and business dealings.
- ESG & Responsible Entrepreneurship: Social, environmental, and ethical practices for sustainable and responsible business growth.

Rationale

Understanding legal rules is essential for running safe, ethical, and sustainable businesses. This chapter equips learners to identify risks, use legal documents, safeguard intellectual property, and practice responsible entrepreneurship, preparing them to become confident, future-ready innovators.



Connecting with SDGs and NEP 2020



Legal	Aligned SDGs	Chapter Support Areas	NEP 2020 Alignment
Legal Compliance	 SDG 16 – Peace, Justice and Strong Institutions	Teaches use of MoU, NDA, and agreements for clear business operations	Promotes ethical understanding and responsible behaviour
Legal Documents	 SDG 8 – Decent Work and Economic Growth	Teaches use of MoU, NDA, and agreements for clear business operations	Encourages experiential and practical learning
IPR Protection	 SDG 9 – Industry, Innovation and Infrastructure	Builds awareness on protecting ideas, brands, and innovations	Develops innovation and critical thinking skills
Business Registration	 SDG 8 – Decent Work and Economic Growth	Explains formal business setup and legal identity (SPICe)	Supports skill-based and real-life learning
Ethical Entrepreneurship	 SDG 12 – Responsible Consumption and Production	Encourages responsible, sustainable, and ethical business practices	Builds values and 21st-century competencies

8.1 Legal Awareness and Compliance for Entrepreneurs



Activity 1

Spot the Risk!

Instructions

-  Divide the class into four small groups.
-  Assign one scenario to each group (or allow all groups to discuss all scenarios).
-  Ask students to identify what could go wrong in the situation.
-  Instruct them to suggest how the business should respond.
-  Encourage simple and practical solutions.

Scenario	What problem might occur	How they can be solved
Missing Supplier	<i>Delay in raw materials, stoppage of work</i>	<i>Keep backup suppliers and plan inventory in advance</i>
Team Disagreement	<i>Loss of customer trust and sales</i>	<i>Report fake reviews, respond politely, encourage genuine reviews</i>
Fake Review	<i>Delay in raw materials, stoppage of work</i>	<i>Keep backup suppliers and plan inventory in advance</i>
Sudden Competitor	<i>Reduced customers and price pressure</i>	<i>Improve quality, offer better service, highlight uniqueness</i>

Reflection questions

Q.1. Why is it important to identify risks early in a business?

Q.2. Which risk did you find most serious and why?

Q.3. How can planning reduce business problems?



Case Story 1 Local Business Dispute

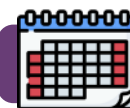
Instructions

- Brief learners on risks of verbal agreements and need for legal compliance.
- Ask learners to read the case and discuss in pairs/groups.
- Guide them to answer reflection questions briefly.
- Facilitate quick sharing of key learnings..

Reflection Questions

- Q.1.** Why did Ramesh and Sunita face problems in their partnership at Tasty Corner?
- Q.2.** Which important step did they skip while starting the business that led to the conflict?
- Q.3.** What lesson does this story give about starting a business with partners?
- Q.4.** If Ramesh and Sunita had discussed and written clear roles and ownership at the beginning, how might the outcome of their partnership have been different?

Legal Sense Explorer



Weekly Task

Instructions

- Observe a local business and identify one legal risk.
- Note one legal step/document to reduce the risk.
- Write a short reflection with one key lesson.

Indicative Responses

- **Identified Risk:** *Payment disputes / no proof of payment*

- **Document or Legal Step:** Issue bills/receipts – proof & legal protection
- **One lesson :** Receipts prevent disputes, ensure legal safety, and build trust & professionalism.

8.2 Understanding Basic Legal Documents



Activity 2 The story of NooriCraft

Instructions

- 👉 Ask learners to read the case and identify mistakes.
- 👉 Guide partner/group discussion on prevention strategies.

Reflection questions

Q.1. What legal and ethical mistakes did

the founders of NooriCraft make while starting their business?

- Q.2. How did the lack of a MoU and registered logo contribute to conflicts and shutdown of the venture?
- Q.3. If you were one of the founders, what two steps would you take at the beginning to avoid these problems?

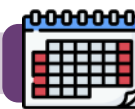


Activity 3 Document Detective – The Legal Lifeline

Instructions

- 👉 Form groups of 4–5 and present scenarios.
- 👉 Ask groups to match the correct legal document with one reason.
- 👉 Facilitate sharing and reinforce the role of legal protection.

S.No	Scenario	What problem might occur	How they can be solved
1.	Snack business (verbal plans)	Prevent disputes	MoU – Roles & profit clarity
2.	Presenting app idea	Protect ideas	NDA – Confidentiality
3.	Brand hires designer	Set expectations	Service Agreement – Tasks & payment
4.	Fest photography booth	Define roles	MoU – Roles & earnings
5.	Robotics prototype sharing	Ensure secrecy	NDA – Protect details
6.	Cafe hires influencer	Clarify work	Service Agreement – Deliverables & timeline



Instructions

- 👉 Instruct learners to choose a small business idea.
- 👉 Guide them to identify two potential partner conflicts.
- 👉 Ask learners to draft a 5-point partnership agreement covering names, business purpose, roles, profit sharing, and exit plan.
- 👉 Reinforce the key message: Write it. Don't assume it. Clear documentation prevents misunderstandings.
- 👉 Ask learners to bring their agreement in the next class.

8.3 Intellectual Property Rights (IPR)



Activity 4

Think–Pair–Share: What If It Was Yours?

Instructions

- 👉 Present the scenario and ask learners to imagine the situation.
- 👉 Facilitate pair discussion on feelings and fairness.
- 👉 Instruct learners to answer reflection questions briefly.

Reflection questions

- Q.1. Why do you think creators need legal protection for their ideas and creations?
- Q.2. What problems can happen if someone uses another person's idea without permission?
- Q.3. If you created something original, what steps would you take to protect it?



Activity 5

IPR Scenario Sorting – Be the IPR Inspector!

Instructions

- 👉 Divide learners into groups of 4–5 and provide the scenario table.
- 👉 Ask them to act as IPR Inspectors and assign Patent, Copyright, or Trademark to each scenario, giving a short reason.
- 👉 Invite groups to share and discuss the importance of protecting ideas.
- 👉 Highlight the Knowledge Booster: Proper IPR protects innovation, rewards creativity, and builds a business identity.

Scenario Table with Sample Answers

S.No	Scenario	Correct IPR	Why (Short)
1.	Plastic-waste sorting machine	Patent	Technical invention

2.	Greeting card designs	Copyright	Creative work
3.	Cafe logo & slogan	Trademark	Brand identity
4.	Tutoring app code	Copyright	Software/content
5.	New soap formula	Patent	New formula
6.	Pattern & brand name	Copyright + Trademark	Design & brand

Reflection questions

Q.1. How does choosing the correct IPR help businesses protect their ideas and brand value?

Q.2. What could happen if a business does not protect its creations or brand?

Q.3. Which IPR do you think is most important for young creators like you, and why?

8.4 Applying Legal Compliance In Business



Activity 6

Legal Trouble or Legal Triumph?

Instructions

- 👉 Instruct learners to read each scenario in the student manual and identify whether it is 'Legal' or 'Illegal'.
- 👉 Facilitate discussion in pairs or small groups to explain their reasoning.
- 👉 Highlight that following laws and ethical practices ensures business safety and helps build trust and reputation.
- 👉 Guide discussion on saving vs. investment, risk, time, and returns.
- 👉 Instruct groups to complete the table and share key responses.(sample attached)

Scenario Table with Sample Responses

S.No	Scenario	Legal / Illegal	Explanation
1.	Using song without permission	Illegal	Copyright issue
2.	Own logo on packaging	Legal	Original use
3.	Copying friend's artwork	Illegal	Copyright violation
4.	Licensed stock images	Legal	Licensed use
5.	Copied famous logo	Illegal	Trademark issue
6.	MOU before startup	Legal	Prevents disputes
7.	Collecting numbers secretly	Illegal	Privacy violation
8.	Honest GST reporting	Legal	Compliance
9.	NDA before sharing ideas	Legal	Protects info
10.	False sugar-free claim	Illegal	Misleading ad

Reflection questions

- Q.1. Which actions protect the business and its reputation?
- Q.2. How do legal documents like MOUs and NDAs help prevent disputes?
- Q.3. Why is it important to follow ethical and legal business practices?



Activity 7

The Foodie Friends Fiasco

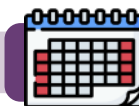
Instructions

- 👉 Instruct learners to read the Snaclore case carefully.
- 👉 Ask them to identify the legal and operational mistakes made by the business.
- 👉 Facilitate discussion in pairs or small groups on how these mistakes could have been avoided.

Reflection questions

- Q.1. What were the top three mistakes made by the team?
- Q.2. How could an MOU have prevented the conflict ?
- Q.3. What IPR step should they have taken to protect the logo ?

Build Your Legal Blueprint



Weekly Task

Instructions

- 👉 Ask learners to select a small business idea (e.g., online store, café, tutoring service, handmade crafts).
- 👉 Guide them to create a 1-page Legal Compliance Plan including:
 - Business name
 - Key legal documents needed (MoU, NDA, Service Agreement)
 - Steps to protect their brand/product through IPR (Trademark, Copyright, Patent)
 - Ethical rules for dealing with customers and partners
- 👉 Ensure learners write clearly and neatly, and be prepared to present or discuss their plan.

Sample Answers

Category	Legal Documents	IPR Protection	Ethical Rules
Key Points	MoU – define roles & profit-sharing	Trademark – name and logo	Inform before collecting data
	NDA – protect strategies/ recipes	Copyright – recipes, menu, Add media content	Respect privacy Use licensed media

	<i>Service Agreement – terms for contracts</i>		<i>Treat partners/employees fairly</i> <i>Keep finances transparent</i>
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Facilitator Tips

- *Look for clarity, completeness, and practicality in the plan.*
- *Encourage students to relate the rules to real business situations.*
- *Praise creativity in business ideas while emphasizing legal protection.*

8.5 SPICe Form – Registering a Company in India



Activity 6 From Idea to Company

Instructions

- 👉 Present the scenario of Manya and her friend starting a business after Class 12.
- 👉 Ask students to think individually about the legal steps required.
- 👉 Facilitate pair/group discussion (2–3 minutes).
- 👉 Guide responses toward company registration, legal identity, and protection.
- 👉 Conclude with a short explanation of types of business structures.

Reflection Questions

- Q.1.** What legal step is needed before a business can officially be called a company?
- *Registration with the Ministry of Corporate Affairs (MCA).*
 - *Obtain Certificate of Incorporation.*
- Q.2.** Why is registration important for entrepreneurs?
- *Gives legal identity separate from owners.*
 - *Enables bank accounts, contracts, loans.*
 - *Protects personal assets.*
 - *Builds trust and credibility.*

Facilitator Tips

- 👉 *Registration is mandatory for a formal company.*
- 👉 *Briefly explain difference:*
 - *Sole Proprietorship – Single owner, no separate legal identity.*
 - *Partnership – Two or more owners share responsibility.*
- 👉 *Private Limited Company – Separate legal entity with limited liability.*
- 👉 *Encourage students to connect with startups they know (local businesses, digital startups, etc.).*



Case Story 2 Starting Extraspark Solutions Pvt. Ltd.

Instructions

- Ask learners to read the case story carefully and answer the reflection questions individually or in pairs.

Reflection Questions

Q.1. Which form did Riya and Aman use to register ExtraSpark Solutions Pvt. Ltd., and why was this step necessary to start their company legally?

Q.2. What three approvals or documents did Riya and Aman receive after successfully filing the SPICe form?

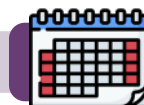
Q.3. How did receiving these legal approvals help Riya and Aman operate their business lawfully and build credibility?

Q.4. According to the case, what opportunities became possible for Riya and Aman after registering their company through the SPICe form?

Facilitator Tips

- Explain SPICe ensures legal registration and protection.
- Highlight automated approvals for Pvt. Ltd. companies.
- Discuss how it safeguards founders and business.
- Optionally, compare with sole proprietorship/partnership.

What Would Happen If...?



Weekly Task

Instructions

- Present the rule-free school scenario to Learners.
- Ask them to complete the given task in a week and present it in the next class.

Positive Consequences (examples): More freedom and increased creativity for students.

Negative Consequences (examples): Leads to chaos, missed lessons, and student conflicts.

Sample Answer

- Maintain order, fairness, and protect people/resources.
- Prevent confusion, disputes, and ensure smooth learning or business operations.
- Clarify responsibilities and create a safe, productive environment.

Disclaimer

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

NEEEV Facilitator Assessment Checklist

(To be recorded twice in a year)

April to September /October to March

Academic Year: _____ Student Name: _____

Class & Section: _____

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

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

Key Strengths: _____

Areas for Improvement: _____

Teacher Signature: _____ **Date:** _____

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