



दिल्ली सरकार

Class
8

New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

Students' Manual 2026-27



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

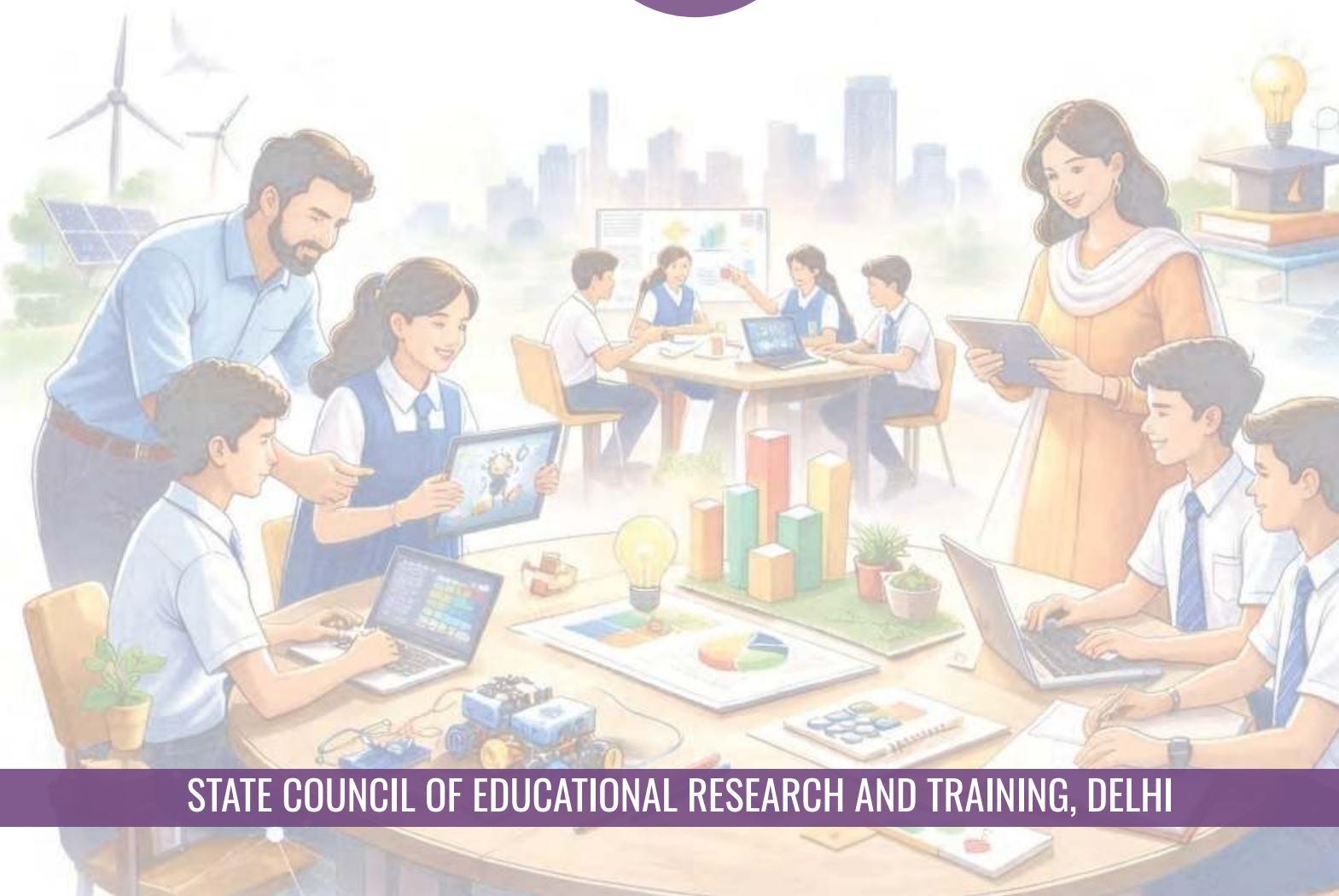
New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

सोच से सृजन तक-उद्यमिता की उड़ान

Students' Manual 2026-27

Class
8

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI



NEEEV Student Manual for Class 8

February, 2026

Copies : 68050

Published by:

State Council of Educational Research and Training (SCERT)

ISBN No.: 978-93-6291-732-4

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First Edition: 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.

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Design by: Ms. Diptee Deka, Freelancer

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



Rekha Gupta

Chief Minister, Delhi

MESSAGE

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

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

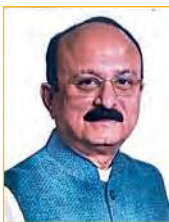
This Manual is a cornerstone in our efforts to empower our learners to turn learning spaces into hubs of innovation, where students are encouraged to ideate, explore, and take initiative.

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

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


Rekha Gupta

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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 and Vision) curriculum has been developed with this vision in mind.

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

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

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

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

Ashish Sood
(Ashish Sood)

पांडुरंग के. पोले, भा.प्र.से
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MESSAGE

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

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

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

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

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


(PANDURANG K. POLE)



MESSAGE

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

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

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

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

(VEDITHA REDDY, IAS)

Dr. Rita Sharma
Director SCERT



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MESSAGE

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

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

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

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

Dr. Rita Sharma.

PREFACE

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

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

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

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

Dr. Sapna Yadav

Assistant Professor / Chairperson NEEEV

SCERT, Delhi

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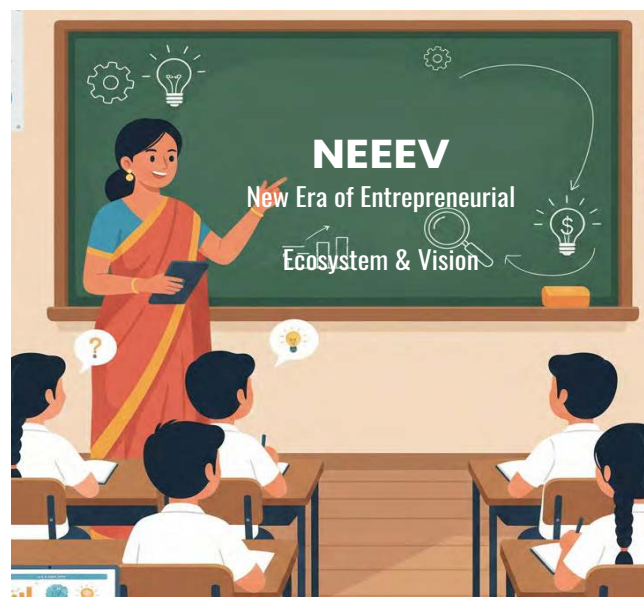


Introduction to NEEEV

Introduction

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

In today's technology and innovation-driven world, education goes beyond just marks and requires skills such as problem-solving, creativity, critical thinking, financial literacy, digital literacy, legal literacy, and ethical leadership. Through real-life stories and hands-on activities, this chapter introduces entrepreneurship as a life skill and shows how ideas can be turned into action. Aligned with National Education Policy (NEP) 2020 and National Curriculum Framework for Secondary Education (NCFSE) 2023, this chapter follows a learning-by-doing approach under the NEEEV Scheme (Classes 8–12) to and future-ready change makers



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



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

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



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

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



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



Yes ma'am, that's true.

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



Don't we already learn this in our subjects?

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

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



What does learning by doing mean?

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



Do students in other countries also learn like this?

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



Is this happening in India too?

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



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

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



How does NEEEV help us?

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





Does it go beyond the school as well ?



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



So this will help us in the future?



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

India's growing startup and innovation ecosystem demands skills beyond textbooks and examinations. In line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023, education today emphasises experiential and competency-based learning. This approach helps learners develop creativity, problem-solving ability, ethical thinking, adaptability, and collaboration—skills essential for future careers and meaningful participation in society. Aligned with the Sustainable Development Goals (SDGs), the NEEEV Scheme bridges the gap between classroom learning and real-world needs by introducing entrepreneurial thinking from Classes 8 to 12. Through learning by doing, learners are encouraged to identify problems, explore solutions, and create value. NEEEV empowers learners not merely to seek employment, but to create opportunities, foster innovation, reduce job dependency, and emerge as confident, responsible, and future-ready citizens equipped to contribute meaningfully to society.

Acronym NEEEV stands for:



New



Era of



Entrepreneurial



Ecosystem and



Vision



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

Learning Outcomes

- 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?

Objective

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

Instructions

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

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

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

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



Reflection Questions

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

.....

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

.....

Q.3. 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

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

Tilak Mehta – a teenager who built an ecosystem before class 10. Tilak Mehta was only 13 years old when a delayed textbook delivery made him think deeply about everyday problems. Instead of feeling helpless, he asked a powerful question:

"If Mumbai's dabbawalas can deliver thousands of lunchboxes on time every day, why can't small parcels be delivered just as quickly?"

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

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

With support from his parents and guidance from experienced professionals, Tilak created a digital platform called **Papers N Parcels**, which offered same-day delivery services. Many people doubted him because of his young age. However, Tilak's clear vision, strong values, and willingness to learn helped him overcome challenges.

What started as a small problem faced by a school learner soon grew into a successful delivery company, providing employment to many people. Tilak Mehta's journey shows that entrepreneurship begins with observing problems, asking the right questions, and having the courage to turn ideas into impact using the available resources.



Tilak Mehta



The role of entrepreneurial ecosystem in Tilak Mehta's journey

Ecosystem Player	Role	Contribution
Entrepreneur (Tilak)	Identified problem, created solution, led the vision	He observed a real problem, imagined a solution, validated it, and took action. He led the project, built the product, and shaped the brand.
Family (Parents)	Emotional support, guidance, and networks	His father helped him understand logistics, introduced him to networks, gave emotional support, and treated his idea seriously, crucial for a teenage founder.
Mentors	Strategic advice, planning support	Experts guided him in Technology development Delivery routing • Customer communication • Financial planning • Partnership building • Mentorship accelerated his learning curve.
Dabbawalas	Reliable delivery partners	The heart of the system is reliable, disciplined, and trusted. They • Carried parcels along with tiffins • Ensured timely delivery • Provided local knowledge of every route. This converted an existing system into an innovation.
Investors	Funding and scaling support	Funded the app, staff, and operations. They believed in the potential of the idea and helped to upscale the model.
Customers	Trust, feedback, and word-of-mouth	Their trust gave the company success. Word of mouth helped more users adopt the platform.

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

Reflection Questions

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

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

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

Entrepreneurial insight

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

▶ About NEEEV

NEEEV- It's Vision, Mission and Aim

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



VISION

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



MISSION

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



AIM

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

Key Components of the NEEEV Scheme



NEEEV Curriculum

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

NEEEV Dialogue

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



Startup Stormers

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

Specialised Workshops

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



Industry/Incubation Cell Visit

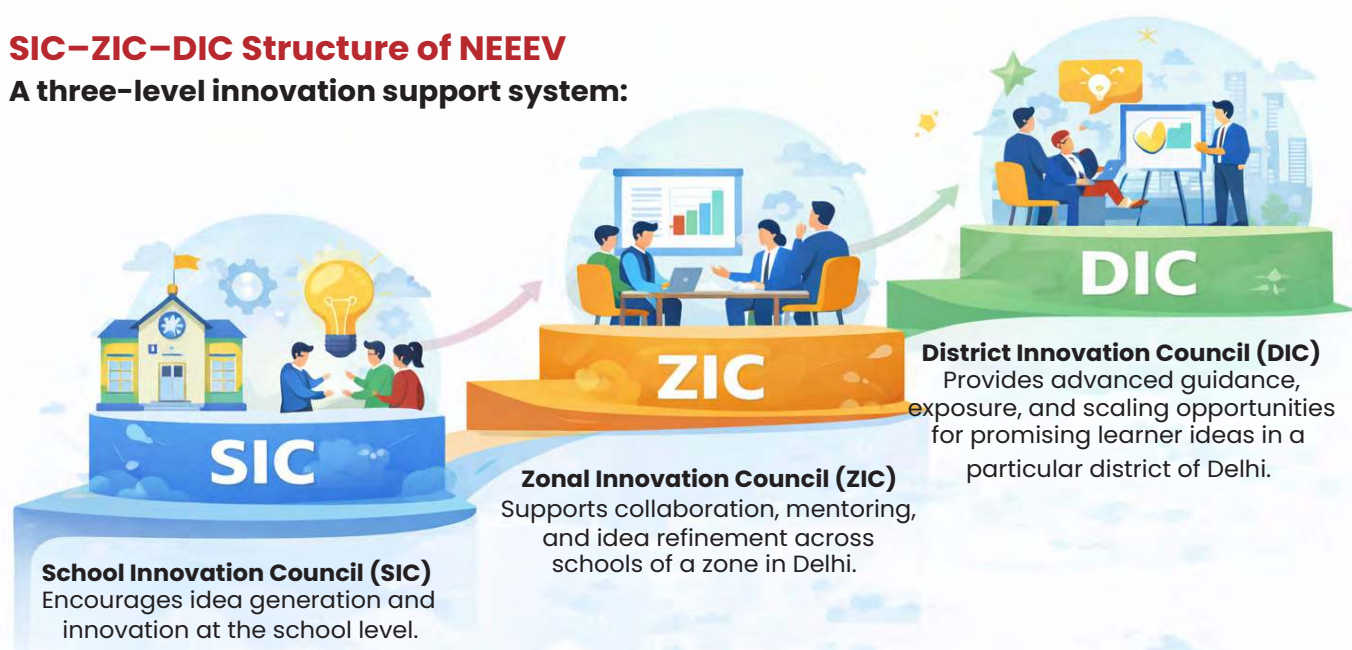
Experiential learning opportunities where learners visit startups, industries, and innovation hubs to observe real business operations, understand workplace culture, and link theory with practical exposure.

Core values to be nurtured under NEEEV



SIC–ZIC–DIC Structure of NEEEV

A three-level innovation support system:



Weekly Task

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

Write your answers

Q.1 What is the problem?

.....

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

.....

Think Like an Entrepreneur : Now, ask one strong question about this problem. Your question must start with **“Why”** or **“How”**.

Q.1. Write your question:.....

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

.....
Is there any person, group, or service that takes care of a similar problem? You may think about:

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

Q3. Write how they can help solve the problem in a better or new way:

.....
.....

Supports for Your Idea

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

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

Ecosystem Player (person / group / service)	How could they help

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



What we have learned

- **What is NEEEV?**

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

- **What is the Purpose of NEEEV?**

- The purpose of NEEEV is to bridge the gap between classroom learning and real-life needs. It aims to:
- Build confidence and self-reliance among learners
- Develop entrepreneurial thinking, not just business knowledge
- Prepare learners for future careers in a changing economy
- Align learning with NEP 2020, NCFSE 2023, and the Sustainable Development Goals (SDGs)

- **How Does NEEEV Help Learners Grow?**

- NEEEV supports learner growth in multiple fields by developing essential skills:
- Entrepreneurship and Innovation: Identifying problems, creating solutions, and generating value
- Career Readiness: Skills like decision-making, teamwork, leadership, and adaptability
- Financial and Economic Understanding: Basic financial literacy and economic awareness.
- Social and Ethical Development: Responsibility, ethical thinking, and contribution to society

Personal Growth: Confidence, communication, creativity, and resilience
NEEEV empowers learners to think, act, and grow as confident problem-solvers who can create opportunities for themselves and others.



Discovering Entrepreneurship



No. of Periods: 3



In the previous chapter, we learned about the NEEEV and its components, and also learned how this will help the students to become entrepreneurs. Now, in this chapter, we will start exploring what entrepreneurship truly mean.

Introduction

Entrepreneurship is not just about starting a business- it's about identifying challenges and problems and turning it into an opportunity. Entrepreneurs are creative problem-solvers who take risks, innovate, and make life easier for others. Entrepreneurship is often seen as the glamorous pursuit of starting a business, launching a startup, or becoming one's own boss, but in reality, entrepreneurship goes much deeper than just business creation. It is the ability to identify opportunities, take calculated risks, and drive innovation to solve real-world problems.



Learning Outcomes

- Define entrepreneurship in simple terms.
- Recognise everyday examples of entrepreneurship.
- Understand the qualities of an entrepreneur.
- Identify how entrepreneurs turn problems into opportunities.
- Appreciate the value of entrepreneurship in society.

Warm Up

- Before we begin exploring entrepreneurship, let's understand two important words: Entrepreneur and Entrepreneurship.
- First of all take a minute to think about these two terms and write down whatever comes to your mind, share your thoughts with the person next to you. After discussing with your partner, write it down in your here

.....

.....



Activity 1

Let's Deep Dive

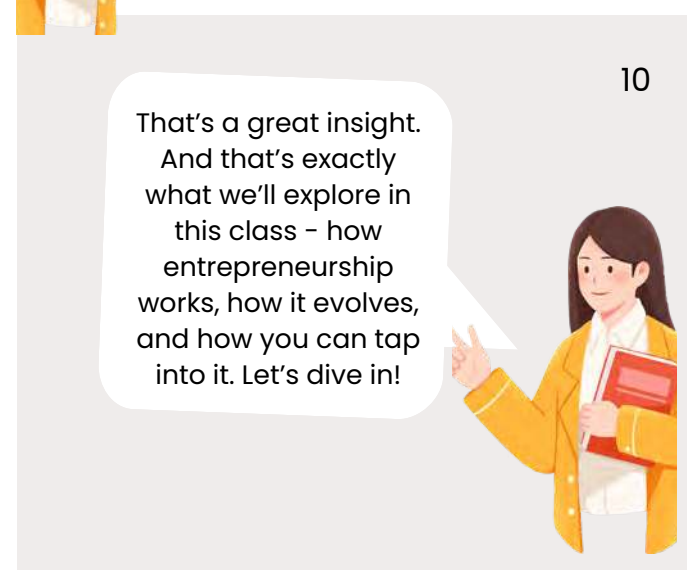
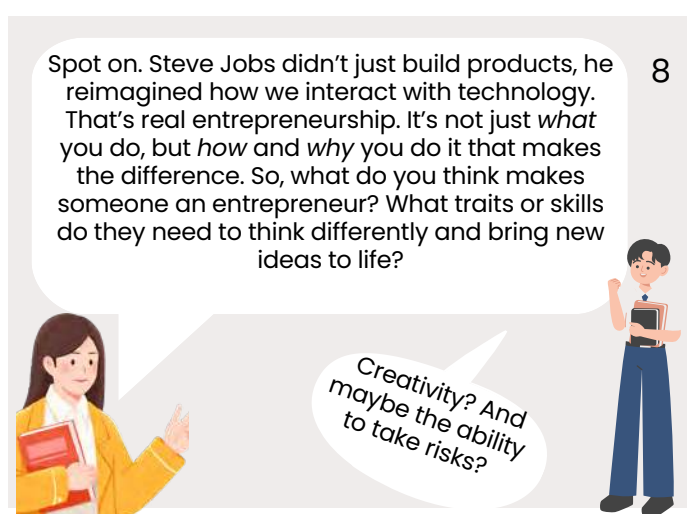
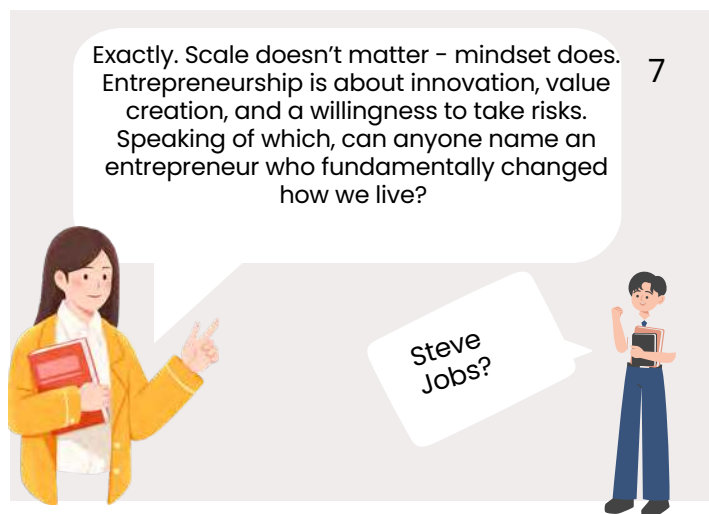
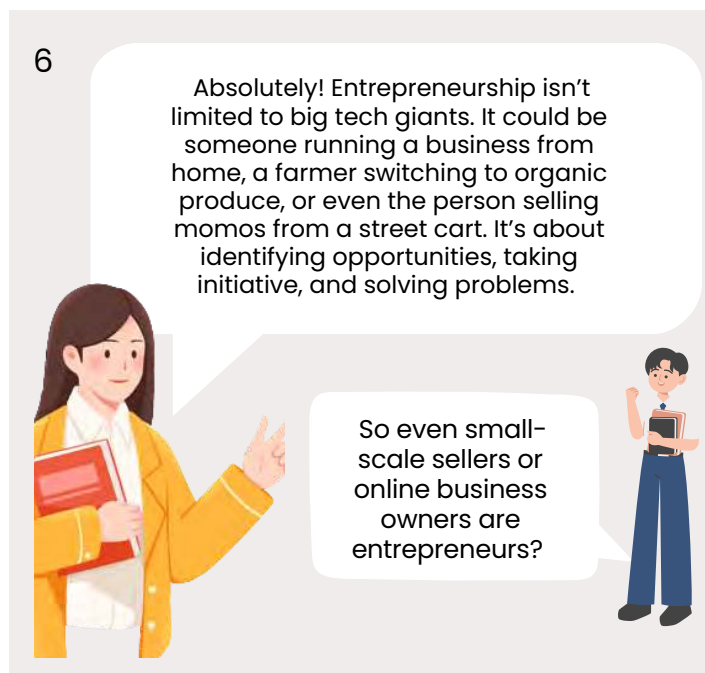
Objectives

- To build a deeper understanding about the entrepreneur and entrepreneurship
- To relate entrepreneurship to real-life examples.

Instructions

- Read the conversation between a teacher and a student given below.
- Think about how the teacher explains entrepreneurship in a simple way.







Reflection Questions

Q.1 What do you understand about entrepreneurship?

.....

Q.2 Which example do you relate to the most and why?

.....

Q.3 Do you know someone around you who acts like an entrepreneur?

.....



Knowledge Booster

- An entrepreneur is a person who identifies a problem and creates a new solution to add value for others. For example: The founders of Blinkit noticed that people needed daily essentials quickly, so they built an app that delivers groceries within minutes, saving time and meeting urgent needs. Today, Blinkit works in many cities using technology and a strong delivery network to make everyday shopping fast and convenient.
- Entrepreneurship is the process of turning such ideas into action by observing a problem, planning a solution, testing it, and improving it to create social or economic impact. In simple words: Entrepreneur = A person who starts, organizes, and runs a business. Entrepreneurship = The process of developing ideas and starting a business.

Weekly Task

- Look up the information on any entrepreneur (local or national) and write: the specific problem they solve, how they assist the community, and the primary challenges they face.
- Once you are done with the research, reflect on the following questions:
 1. Which problem did the entrepreneur identify?
 2. Who was benefited by her/his solution/service/product?
 3. One value the entrepreneur followed.



Activity 2

Name That Entrepreneur!

Objectives

- To identify who is an entrepreneur ?
- To recognise different types of entrepreneurs and relate them to examples from their local surroundings.

Instructions

- Form a group of 4 students.
- As a group, write the names of any 5 local business people you know. These can be people you see every day, such as tailor, bakery owner, tuition teacher, shopkeeper, etc.

Read the few types of entrepreneurs as given below:

- Innovator Entrepreneur: Creates new ideas or new ways to solve problems (e.g., a new app or product).
- Social Entrepreneur: Solves social or environmental problems using business approaches.
- Small Business Entrepreneur: Runs a local business serving the community.
- Scalable Startup Entrepreneur: Builds a business that can grow very large, often using technology.
- Match the local entrepreneurs from your list with the correct type and mark them.



Reflection Questions

Q.1 Which type of entrepreneur is most common in your list?

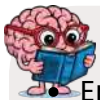
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Q.2 How do local entrepreneurs help your community?

.....

Q.3 Which type of entrepreneur would you like to become in the future? Give one reason.

.....



Knowledge Booster

- Entrepreneurship is not same for everyone and can take many different forms.
- Small business entrepreneurship serves local communities and meets everyday needs.
- Social entrepreneurship focuses on solving social or environmental problems. Innovative entrepreneurship brings new ideas, products, or solutions.
- Scalable startup entrepreneurship aims for large growth and wider impact.
- All types play important roles in the economy and society by creating value, generating opportunities, and addressing real-world needs.

Weekly Task

- Form a group of four students, now in your group identify a target group (elderly / children / persons with disability / street vendors) in society and think about a simple service or product to support them.
- Now, your group will be involved in sketching the idea and naming the potential startup. Remember your group has to design a simple inclusive service for: elderly / children / persons with disability / street vendors
- Draw the idea and name the startup.



Activity 3

Spot the Innovation Around You

Objectives

- To understand what innovation means and how it is connected to entrepreneurship.
- To identify different forms of innovation in everyday life.
- To recognise how new or improved ideas solve real problems and create value.

Instructions

- Read this example: **OLD WAY:** Paper tickets for bus/train
NEW WAY: Smart cards or QR codes on phone.
- Observe what changed? Same ride, better way to pay! That's INNOVATION!
- Look around your home, school, or neighbourhood. Find one thing that you think is new or better than before (a product, a service, or a way of doing work).

Here are some examples with the types of innovation:

- **Product Innovation** (Making new or better products such as eco-friendly pencils)
- **Process Innovation** (Improving how things are done or made such as a faster food delivery service)
- **Social Innovation** (Creating ideas that help people or the environment such as a neighbourhood clean-up program)
- **Technology Innovation** (Using technology in smart ways such as homework help app)
- Think and answer these questions:
 - What problem does it solve?
 - How is it better than the old way?
 - Who gets help from it?



Reflection Questions

Q.1 Can something be innovative even if it is simple? Why/Why not?

.....

Q.2 Can young people also think of new or better ideas? Give reason(s)

.....



Knowledge Booster

- Innovation is about **thinking creatively** and finding **new or better ways** to do things (new ideas, improvements, use of technology, better processes) while entrepreneurship is about taking those ideas into the real world to solve problems and create value for people and society.
- An entrepreneur may not always invent something completely new. Even small improvements to existing products or services (like digital payments changing how people use money), when applied in practice, can become successful entrepreneurial efforts.

Difference between Creativity, Invention and Innovation

Term	Simple Definition	Easy Example	Keyword to Remember
Creativity	Thinking of a new idea	Thinking of a colorful pencil box	Think
Invention	Making something new	Making a new type of pencil box	Create
Innovation	Making something better	Adding sharpener inside the pencil box	Improve

Weekly Task

- Observe your surroundings and identify one entrepreneur from your everyday life. This could be a shop owner, a street vendor, someone running a small business from home, a service provider, or even a student who has started something on their own.
- Try to notice what problem they solve, how they started, and what challenges they face. If possible, ask them or a family member about them a few simple questions to understand their journey better.



Activity 4

Design Your Entrepreneur Avatar

Objective

- To explain who is an entrepreneur, identify skills that make someone an entrepreneur.

Instructions

- Think of : “What qualities make someone a good entrepreneur?”
- Now (individually or in pairs) to create an Entrepreneur Avatar – a superhero version of themselves as an entrepreneur!
- Their avatar should include:
 - Name (e.g., Idea Spark, Problem Buster, Plan Master)
 - Superpowers (special entrepreneurial skills – creativity, leadership, courage)
 - Mission (what problem they want to solve)
 - Weakness (something that sometimes holds them back)
- Draw or create their avatar on paper.
- Write 2–3 lines describing their superhero.



Reflection Questions

Q.1 What superpower do you think real entrepreneurs need the most – and why?

Q.2 Which of your superhero’s traits do you already have in real life?



Knowledge Booster

- An entrepreneur is not just someone who starts a business, but someone who has important qualities such as creativity, confidence, leadership, problem-solving, and the courage to take risks.
- By imagining yourself as an “Entrepreneur Avatar,” you may realise that every entrepreneur has strengths as well as weaknesses, and that both are part of the learning journey.
- Entrepreneurial skills can be developed over time, and even small abilities, when recognised and strengthened, can help a person work towards solving real-world problems and creating positive change.



Case Story 1 Ritesh Agarwal – From a Simple Idea to a Global Impact

Objectives

- How real entrepreneurs identify opportunities and take action.
- Identify role models whose journeys represent different entrepreneurial paths.

Instructions

- Read the story carefully

Imagine being just days away from missing your rent, staring at an empty bank account, and wondering how you will survive in a new city with no safety net. For Ritesh Agarwal, this phase was not the end of the road but the beginning of deeper learning. As a young entrepreneur travelling across India, he stayed in hundreds of small hotels and guesthouses. What he observed was a pattern rooms were affordable but unreliable, cleanliness varied widely, and customers had no assurance of quality. Instead of seeing this as a limitation, Ritesh saw it as a system-level problem waiting for a solution.

He realised that most hotel owners were not intentionally providing poor service; they lacked systems, technology, and guidance. Ritesh's idea was to partner rather than compete to help small hotels.



Ritesh Agarwal

Ritesh worked closely with hotel owners, introduced basic quality standards, trained staff, and used technology to manage bookings and pricing, helping build a trusted brand for customers and this is how **OYO** started. At a young age, he faced doubt, rejection, and financial pressure, but he continued to listen, learn, and improve his approach. His journey shows that entrepreneurship is not just about ideas or fast growth, but about using innovation to solve problems, adapt to challenges, and build solutions that work for everyone involved.



Reflection Questions

Q.1 What risks do you think Ritesh Agarwal took, & how did he handle them?

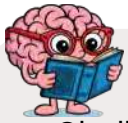
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Q.2 Have you ever noticed a small problem in your school or community that could become an opportunity? Write about the problem in one sentence.

.....

Q.3 What lesson do these stories teach about turning challenges into stepping stones?

.....



Knowledge Booster

- Challenges often appear as problems, but when a person thinks creatively, has the courage to try new ways, and does not give up easily, these challenges can turn into opportunities.
- Creativity helps in finding new solutions, courage helps in taking the first step, and resilience helps in continuing even when things are difficult.
- Entrepreneurship follows five key steps:
1. getting an idea; 2. planning how to work on it; 3. taking action; 4. being ready to take risks and learn from mistakes; and 5. creating value for others. This shows that even small ideas can grow into meaningful solutions when someone takes initiative and works on them with determination



Every entrepreneurial journey starts with an idea, a spark of creativity. It's about identifying a new solution, product, or service that addresses a need or a problem. Entrepreneurs think innovatively, imagining possibilities that others haven't yet explored.

Once the idea is clear, it's time to make a plan. Strategic planning is essential to understand the 'how' of executing the idea. Entrepreneurs define the steps they need to take, set clear goals, and identify the resources and support needed to succeed.

Ideas remain just ideas until they are put into action. Execution is where all the planning turns into reality. Entrepreneurs take concrete steps, from building prototypes to seeking customer feedback, to make their idea come to life. It's about turning plans into tangible outcomes.

Every entrepreneurial venture involves risk. Whether it's financial risk, time investment, or the risk of failure, entrepreneurs are willing to take the leap. They understand that growth comes with challenges and they are ready to face the uncertainty that comes with turning an idea into action.

The ultimate goal of entrepreneurship is to create value, not just for the entrepreneur, but for customers, communities, and society. Whether it's solving a problem, improving lives, or contributing to the economy, entrepreneurs focus on making an impact with their actions.



What we have learned

- Entrepreneurship is not just about starting a business; it is about thinking differently, solving problems, and creating value in everyday life.
- Anyone, at any age, can be an entrepreneur by noticing problems, imagining new possibilities, and taking action.
- We learned about different types of entrepreneurship such as innovative, social, small-scale, tech, innovative, creative, rural, and student entrepreneurship, showing that there are many ways to create impact.
- In the next class, we will continue this journey by learning about the entrepreneurial ecosystem.



CONCEPT

- **Entrepreneurship** is the process through which individuals or groups identify opportunities, develop ideas, take risks, and create value for society. Entrepreneurs solve problems by offering new products, services, or ways of doing things.
- According to the OECD (Organisation for Economic Co-operation and Development), "Entrepreneurship is about individuals turning ideas into action. It includes creativity, innovation, and taking responsibility for shaping one's environment."
Source: OECD, Entrepreneurship Education: A Guide for Educators, 2015.
- Why Entrepreneurship Matters in Today's World? The world is changing rapidly due to technology, new jobs, and global challenges. Entrepreneurship builds skills that help young people thrive whether or not they start a business.
- According to UNESCO, entrepreneurship education develops essential 21st-century skills, including: Critical thinking, Problem-solving Collaboration, Communication, Adaptability and resilience

Weekly Task

- What are the 5 key steps of entrepreneurship?
- How Ritesh used those 5 steps in his journey? Explain.

Introduction to the Entrepreneurial Ecosystem



No. of Periods: 3



In the previous chapter, we learned about the NEEEV mission, vision, and its key components, and we explored Ritesh Agarwal's inspiring story to understand how a simple problem can grow into a successful idea with the right mindset and support. Now we are ready to move forward and explore the bigger picture, the Entrepreneurial Ecosystem that supports every entrepreneur's journey.

Introduction

Every entrepreneur needs more than just a good idea; they need people, places, tools, and support that help their idea grow. Think about a small food stall (it could even be a momos stall nearby your school). The momos seller/shopkeeper depends on many other sellers/vendors to run his/her stall, the vegetable vendor, the gas supplier, the packaging shop, customers, and even online maps for delivery. All these parts together form an entrepreneurial ecosystem.

In this chapter, we will explore how different people and systems like mentors, suppliers, customers, technology, and government support help entrepreneurs start, build, and grow their ideas successfully. Just like a plant needs sunlight, soil, and water, every entrepreneur needs the right environment to bloom.



Learning Outcomes

- Understand about the entrepreneurial ecosystem.
- Identify the key components of an entrepreneurial ecosystem.
- Describe the role of each member in the ecosystem.
- Understand how different parts of the ecosystem work together.
- Recognise the importance of support systems for new ideas.
- Apply these concepts to their own ideas.



Activity 1

Build Your Own Entrepreneurial Ecosystem Map

Objectives

- To understand what is an entrepreneurial ecosystem.
- To know how different people and organisations help a business grow.

Instructions

- Imagine that you are an entrepreneur.
- Write your name in the centre of a page and draw a circle: "Entrepreneur: Me"
- Think of one simple business idea, such as a snack stall, handmade soap, eco-bags, or mobile repair.
- Around the centre circle, write the names of these people/groups (stakeholders):
 - Mentor
 - Customer
 - Government
 - Investor
 - Incubator
 - Community
- Draw lines from the centre to each stakeholder.
- For each one, write 2–3 short points about:
 - How they help your business?
 - Why they are important?
 - What problems they help you solve?
- After completing the mind map, share it with the class.
- Notice how different business ideas may have different types of support, even though the stakeholders are similar.



Reflection Questions

Q.1 According to you which player in your ecosystem is most important and why?

.....

.....

Q.2 What would happen to your business idea if any one of the stakeholders (like customers or mentors) was missing?

.....

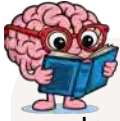
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Knowledge Booster

- In an entrepreneurial ecosystem different people and organisations work together. Each one plays a unique role in helping an idea grow into a successful business.
- **Mentor:** A guide who shares experience, gives advice, and helps avoid mistakes.
- **Customer:** The people who use the product or service and give feedback for improvement.
- **Government:** Provides rules, support schemes, permissions, and facilities that make it easier to run a business.
- **Investor:** Gives money and resources to help the business start and grow.
- **Incubator:** Offers training, workspace, and guidance to develop new ideas into strong businesses.
- **Community:** Includes local people and organisations who support, spread awareness, and create a positive environment for the business.

When these parts of the ecosystem connect and support an entrepreneur, the idea becomes stronger, better, and more likely to succeed. Entrepreneurship is never a solo journey, it grows because the ecosystem works together to solve problems and create opportunities.



Activity 2

Meet the Ecosystem – A Role Play

Objectives

- To observe how different ecosystem stakeholders (mentor, customer, investor, government, incubator) look at the same idea from different perspectives.
- To understand how feedback from various stakeholders helps an idea become more realistic, useful, and ready for implementation.

Instructions

- Make groups of 5 students.
- Choose one simple business idea (for example: a snack stall, eco-bags, a small stationery shop, or mobile repair).
- In each group, give one role to each student:
 - Mentor
 - Customer
 - Investor
 - Government
 - Incubator
- How different ecosystem stakeholders (mentor, customer, investor, government, incubator) look at the same idea from different perspectives.

- How feedback from various stakeholders helps an idea become more realistic, useful, and ready for implementation.
- Each student will think like the person in their role and say:
 - What they like about the idea?
 - What problems they can see?
 - What advice they would give?
- Listen to each other carefully and note how the same idea looks different to different people.
- At the end, discuss how this feedback can help improve the idea and make it more ready to start



Reflection Questions

Q.1 How did each stakeholder influence the idea differently?

Q.2 Which feedback changed the idea the most?



Knowledge Booster

- The same business idea can look very different to different people. A mentor thinks about guidance, a customer thinks about usefulness and price, an investor looks at profit and risk, the government focuses on rules and support, and an incubator looks at how the idea can be developed and trained.
- When an entrepreneur listens to all these views, the idea becomes clearer, stronger, and more practical. Feedback from different ecosystem stakeholders helps improve the idea and prepares it for real-life implementation



Case Story 1 Kavya's Clean Water Idea

Objectives

- To understand how different ecosystem stakeholders (mentor, customer, community, incubator, investor, government) support the development of an idea.
- To learn why testing, improving, and seeking feedback is essential for turning a rough idea into a real, usable solution.

Kavya, a Class 10 student from a small town, noticed that many homes in his neighbourhood were wasting water while washing vegetables. He thought of creating a simple filter that could let families reuse this water for plants. At first, Kavya had only a rough sketch. His mentor, a science teacher, helped him refine the design and guided him to create a basic prototype using cloth layers and a small container.

Next, Kavya spoke to customers – neighbours and shopkeepers to understand whether they would actually use such a filter. They told him the filter needed to be smaller and easier to clean. This feedback helped him improve the model.

The local **community** supported him by letting him test the filter in their kitchens. Some families even recorded how much water they saved in a week. When Kavya presented his improved prototype at a school event, a representative from a nearby **incubator** noticed his project. The incubator offered him access to better tools, a small grant, and workshops on design thinking. This helped Kavya create a stronger and more durable version of the filter.

Later, during a district exhibition, a small **investor** group appreciated the idea's potential. They suggested a low-cost manufacturing plan and offered to fund 100 units to test in the market. The **government's** innovation scheme covered his travel and provided a certificate that gave his idea credibility. With support from mentors, customers, community, incubators, investors, and government, Kavya's simple idea grew into a real, usable product, showing how every part of the ecosystem helps an innovator succeed.



Reflection Questions

Q.1. What would have happened if Kavya never spoke to customers or tested his prototype?

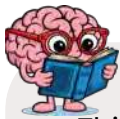
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Q.2. How did each stakeholder help Kavya improve his idea?

.....

Q.3. Which part of Kavya's journey did you find most important, and why?

.....



Knowledge Booster

- This story shows that a good idea grows when many people and organisations support it. Kavya did not work alone. His mentor helped him improve the design, customers gave useful feedback, the community helped in testing, the incubator provided tools and training, investors supported with funds, and the government gave recognition and support
- Each part of the ecosystem played an important role in making the idea stronger, more practical, and ready for real use. This teaches that entrepreneurship is a team journey, where guidance, feedback, resources, and encouragement together help turn a simple idea into a meaningful solution.



What we have learned

- In this chapter, we learned that every entrepreneur is supported by an ecosystem, a group of people and organisations that help ideas grow. We discovered that mentors guide us, customers give feedback, the community helps us test our ideas, incubators offer tools and training, investors provide money, and the government creates rules and opportunities. Each of them play a different role, and together they make it easier for an idea to become a real solution.
- Through Kavya's story, we understood that ideas cannot succeed alone. Her filter improved step by step because different people supported her at the right time. Our activities also showed us how the ecosystem works in real life, how different stakeholders think, what they expect, and how their support strengthens an idea.
- Overall, we learned that innovation is a team effort. When we understand our ecosystem and use it well, we can turn simple ideas into meaningful solutions that help our school, community, and society.



- According to global entrepreneurship research (Isenberg, Harvard Business Review; OECD Entrepreneurial Ecosystem Framework), an **entrepreneurial ecosystem** is: "A network of interconnected people, institutions, and resources that work together to support entrepreneurs in developing and scaling ideas." A strong entrepreneurial ecosystem usually includes:
 - **Mentors:** provide knowledge, skills, and experience
 - **Customers:** validate whether the idea solves a real problem

- **Community:** offers early support, testing space, and encouragement
- **Incubators:** provide training, tools, workspaces, and expert guidance
- **Investors:** offer funding and business networks
- **Government:** creates rules, policies, and schemes to enable growth
- These elements do **not** work separately – they support and reinforce one another.
- Modern entrepreneurship studies emphasise that: “Innovation succeeds when entrepreneurs are embedded in a supportive ecosystem rather than working alone.”
- This means every young innovator needs access to people, resources, learning opportunities, real users, and supportive systems to turn ideas into real solution

Weekly Task

- Choose one entrepreneur’s story. This can be someone from your neighbourhood, your family, a local shop owner, or a well-known entrepreneur like Peeyush Bansal (Lenskart), Ritesh Agarwal (OYO), or Praful Billore (MBA Chaiwala).
- Write a short paragraph (8–10 sentences) answering the following questions:
 - Who is the entrepreneur, and what problem did they solve?
 - Who supported them in the beginning?
 - (Mentor, family, teacher customer, community, investor, etc.)
- What feedback or help made their idea stronger?
- Did any organisation, government scheme, incubator, or mentor group support them?
- How did their ecosystem help them grow their idea or business?
- What is one lesson we can learn from their journey?
- After writing your paragraph, prepare it neatly in a file (A4 sheet or notebook page) and submit it in the next class.





Think Like an Entrepreneur



In the previous chapter, we learned what entrepreneurship truly means thinking differently, solving problems, and creating value by earning profit or contributing to society. We explored different types of entrepreneurs and understood how simple ideas can grow when someone takes initiative. Through inspiring stories and hands-on activities, we discovered that anyone, at any age, can act like an entrepreneur by noticing everyday challenges and turning them into opportunities.

Introduction

Entrepreneurial skills are the abilities that help a person think creatively, solve problems, take initiative, and turn ideas into action. These skills are not useful only for starting a business; they are important for everyday life as well. They help us observe our surroundings, identify opportunities, make decisions, work with others, and face challenges with confidence. In today's fast-changing world, being enterprising means being ready to learn, adapt, and find solutions rather than waiting for problems to be solved by others. This chapter will help you understand the key skills that entrepreneurs use and how you can begin to develop them in your own life.

As we move forward, this chapter focuses on how we learn, create, and build together. Entrepreneurship is not only an individual journey it also requires teamwork, collaboration, communication, and the ability to work with others.



Learning Outcomes

- Observe surroundings more carefully and identify problems and opportunities.
- Understand the emotional and social aspects of problems and develop empathy for others.
- Use curiosity and imagination to explore creative solutions.
- Build skills such as creativity, problem-solving, communication, teamwork, and decision-making.
- Work in teams using good listening and speaking skills.



Case Story 1 The Man Who Observed a Nation's Problem

Objectives

- To understand the need of careful observation as to how it helps in identifying real problems.
- To learn how asking the right questions can lead to meaningful solutions.
- To realise the importance of empathy and listening in understanding people's needs.

Instructions

- Read the story of Verghese Kurien and the Amul cooperative carefully.

In the 1940s, India was a newly independent country struggling to feed its people. Milk, an important source of nutrition, was scarce and expensive. Farmers worked hard but earned very little. Into this situation came Verghese Kurien, a young engineer who arrived in Anand, Gujarat, not to start a business, but simply to do his job. As Kurien lived among farmers, he carefully observed their daily lives. He noticed that milk was often spoiled because farmers had no cold storage.

Farmers had no power, and India depended on imported dairy products. Many people saw these problems, but Kurien asked deeper questions: Why should farmers suffer when they are the producers? Why can't they own the system themselves?



Verghese Kurien

Kurien spoke to farmers, listened patiently, and understood their needs. He realized that the main problem was not milk production but the organisation. This awareness led to the idea of a **cooperative system**, where farmers would pool their milk, share profits, and manage the business together.

With determination, Kurien helped establish **Amul**, a farmer-owned cooperative. Milk collection centers were set up in villages, technology was introduced, and profits went directly to farmers. Over time, India became the world's largest milk producer, and millions of rural families benefited.

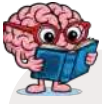


Reflection Questions

Q.1 What problems did Verghese Kurien observe in the lives of farmers while living among them?

Q.2 How did Kurien's awareness of farmers' struggles help him understand the real problem behind milk scarcity?

Q.3 How do you think the farmers felt because of low income, spoiled milk, and middlemen control?



Knowledge Booster

- This story shows that entrepreneurship begins with understanding people and observing their problems deeply. Verghese Kurien did not start with the idea of building a big company; he started by observing, listening, and caring about the farmers' situation.
- By asking why things were unfair and by thinking of a better system, he helped create a solution that benefited millions. It teaches that with empathy, clear thinking, and collective effort, even a simple idea can bring large-scale positive change.



Activity 1

The Empathy Interview

Objectives

- To understand how people feel in everyday situations.
- To listen carefully and notice thoughts, actions, and emotions.
- To develop empathy by seeing a problem from another person's point of view.

Instructions

- Pair up with a classmate.
- Ask your partner to share a recent situation where they felt uncomfortable or faced a problem (for example, feeling nervous before a class presentation, being left out during a game, or finding a subject difficult).
- Ask simple questions such as:
- How did you feel in that situation?
- What were you thinking at that time?
- What did you do?
- Complete the Empathy Map:
 - What the person said: _____
 - What the person did: _____
 - What the person thought: _____
 - What the person felt: _____



Reflection Questions

Q.1 How did understanding another person's feelings change the way you think?

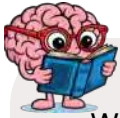
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Q.2 Was it easy or difficult to listen carefully? Why?

.....

Q.3 How can understanding others' feelings help you?

.....



Knowledge Booster

- When we listen carefully and try to understand how others feel, we become more kind and thoughtful. Empathy helps us respect different views and find better ways to solve problems together. Every person experiences problems in a different way and that their feelings are just as important as the problem itself.
- By listening carefully and without interrupting, we learn to respect others' thoughts and emotions. Empathy teaches us to be patient, kind, and supportive. When we understand how someone feels, we can respond in a better way and think of solutions that are helpful and caring. This skill is important not only for friendship and teamwork, but also for becoming responsible and sensitive individuals who can work well with others.

Weekly Task

- During the week, carefully observe your surroundings (home, school, or in your neighbourhood.) Pay attention to small difficulties or challenges that people face in their daily life. Choose one problem that you notice often.
- Speak to at least one person who is affected by this problem. Listen carefully to what they say and try to understand how the problem makes them feel. Do not interrupt or suggest solutions at this stage.
- **And write (6–8 sentences)**
 - What problems did you observe?
 - Where did you observe it?
 - Who is affected by this problem?
 - How does the problem affect people emotionally or practically?
 - What did you learn by listening to them?



Case Story 2

Ghazal Alagh- Questions That Created Mamaearth

Objectives

- To learn how curiosity helps in identifying real-life problems.
- To learn the importance of asking questions and observing carefully.
- To learn how listening to people and improving your idea based on feedback helps in its growth.

Instructions

- Read the story of Ghazal Alagh carefully.
- Identify the problem she noticed in her daily life.

Ghazal Alagh's entrepreneurial journey began not in an office or factory, but at home. As a young mother, she was deeply concerned about the products she was using for her baby. While shopping for baby-care items, she noticed that many products claimed to be "safe" or "natural," yet when she carefully read the ingredient labels, she found chemicals in the products/items that could be harmful. Instead of ignoring this concern, Ghazal became curious.

She began asking questions: *Don't parents clearly know what goes into baby products? Why are truly safe products so hard to find? Why can't companies be more honest and transparent?* Driven by these questions, Ghazal researched natural ingredients that can replace chemicals, spoke to doctors, scientists, and other parents, and studied global best practices. Using imagination and learning from feedback, she worked with her team to create **Mamaearth**.



Ghazal Alagh

it was a brand focused on toxin-free, honest, and eco-friendly products. The journey was not easy. Building trust took time. Products were tested, improved, and redesigned based on customer feedback. Ghazal and her team used digital platforms to educate parents and listen to their concerns. Mamaearth grew because it was built on curiosity, imagination, and a deep understanding of people's needs. Ghazal's story shows that asking the right questions can lead to meaningful solutions.



Reflection Questions

Q.1 What problem did Ghazal Alagh notice in children's products?

.....

Q.2 How did curiosity help her question existing products?

.....

Q.3 How did imagination help turn concern into a solution?

.....



Knowledge Booster

- This story shows that entrepreneurship often begins with curiosity and concern for people's well-being.

- By carefully observing, asking the right questions, and understanding real needs, meaningful ideas can be created. Ghazal Alagh's journey teaches that honesty, imagination, research, and feedback are important in building trust and developing solutions that truly help people.



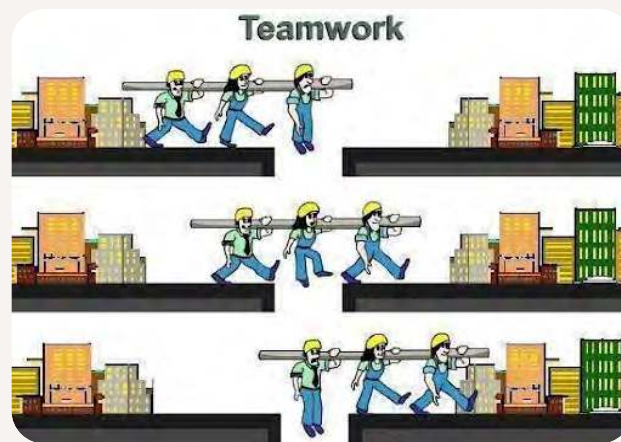
Activity 2

Bridge the Gap

Objectives

- Understand the importance of teamwork and collaboration.
- See how people support each other to complete a difficult task.
- Realise that working together makes challenges easier to solve.

Instructions



- Look at the above picture
Answer these questions:
- What do you understand from this picture?
- What do you think is happening?
Read this- The workers are facing a big gap. Instead of crossing alone, they work as a team. One person holds the pipe steady, another crosses, and then they help the next person. Step by step, everyone reaches safely.



Reflection Questions

Q.1 Why is it difficult to complete some tasks alone?

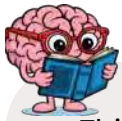
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Q.2 How does teamwork make work easier and safer?

.....

Q.3 What role do you usually play in a group (planner, speaker, helper, organiser, etc.)?

.....



Knowledge Booster

- This activity shows that teamwork and collaboration are very important for success. Just like in the picture, when people support one another and use their strengths together, even difficult tasks become possible.
- Everyone has a special role to play, and when these roles come together, the team becomes stronger. Working in a group helps us learn better, solve problems faster, and achieve goals that would be hard to reach alone.



Activity 3

Pass the Ball – Team Coordination Challenge

Objectives

- To understand the importance of coordination, communication, and shared responsibility.
- To experience how teamwork helps in completing a task successfully.
- Learn how planning and trust in teammates make difficult tasks easier.

Instructions

- Form teams of 6–8 students.
- Each team stands in a straight line, shoulder to shoulder, with a little space between each student.
- The first student in each team is given a soft ball (or a crumpled paper ball).
- The challenge is:
 - Pass the ball from the first person to the last without using your hands.
 - You may use only elbows, shoulders, or hold it under the chin.
 - If the ball falls, the team must start again.
- Your team gets 5 minutes to practice and decide:
 - Who will start?
 - In which direction will the ball be passed?
 - How will the team balance and support the ball?
- After practice, each team gets two official attempts.
- The team that passes the ball successfully in the shortest time wins.
- After the activity, the last student in each line shares how it felt to depend on teammates.



Reflection Questions

Q.1 Why was communication important in this activity?

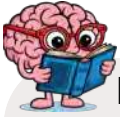
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Q.2 What happened when one person lost focus or balance?

.....

Q.3 How did teamwork help you complete the task?

.....



Knowledge Booster

- Success is not only about individual effort but about working together. When team members communicate clearly, support each other, and take shared responsibility, even challenging tasks become possible. Trust, coordination, and cooperation help a group move forward together and achieve a common goal.

Weekly Task

- Use the same problem you identified in weekly task one of this chapter. Now think creatively and imagine **one simple idea** that could help reduce or solve this problem. The idea does not have to be perfect, costly, or fully developed.
- Ask yourself questions such as:
 - Why does this problem exist?
 - What can be changed or improved?
 - How will this idea help people?
- **Students will write (6–8 sentences)**
- Briefly describe the problem again.
- Explain your idea or solution.
- How does your idea help people?
- What makes your idea useful or different?
- One difficulty you may face while using this idea.



Activity 4

Listen to Me Carefully

Objectives

- To listen with full attention and without interrupting.
- To understand others' emotions through words, tone, and body language.
- To communicate with sensitivity and respect.

Instructions

- Think of one incident from your life when you felt very happy, excited, or sad.
- Form pairs and take 5 minutes to decide which story each of you will share.
- One of you will share your story for 3 minutes while your partner listens silently.
- While listening, do not interrupt, maintain eye contact, and do not give opinions.
- Pay attention to the words, tone, and body language of your partner. You may make short notes.

- Then switch roles and repeat the same process.
- Now join two or three pairs to form a group of 6–8 students.
- Each student will retell their partner’s story to the group using the same words and feelings, without adding any new details.
- Each student will get 2–3 minutes to speak.



Reflection Questions

Q.1 How did you feel while listening to your partner’s story?

.....

Q.2 What was easy or difficult about listening without interrupting?

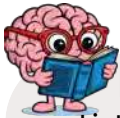
.....

Q.3 Did any thoughts or distractions come to your mind?

.....

Q.4 Do you think you represented your partner’s feelings correctly? Why?

.....



Knowledge Booster

- Listening is as important as speaking. When we listen carefully and with empathy, we understand others better and build trust. Paying attention to emotions, tone, and expressions helps us respond in a kind and respectful way.
- Retelling someone else’s story teaches us to be responsible with others’ feelings and to communicate honestly. These skills are important for teamwork, friendships, and becoming a thoughtful and supportive person.



What we have learned

- Observation & Curiosity: Entrepreneurship starts with noticing problems and opportunities by carefully observing the world and asking questions to improve what already exists.
- Empathy & Communication: Understanding others’ needs, listening actively, and respecting different viewpoints help in creating meaningful and useful solutions.
- Teamwork & Initiative: Working together, combining strengths, being creative, and taking initiative develop the mindset of a responsible and innovative problem-solver.



CONCEPT

- **Teamwork as a 21st-Century Skill:** Teamwork involves working together toward a shared goal by using each person's strengths and supporting one another. Source: OECD Future of Education and Skills 2030 Framework.
- **Collaboration:** Collaboration means combining diverse perspectives and skills to solve problems effectively. It includes sharing responsibilities, helping teammates, and creating solutions together. Source: UNESCO "Key Competencies for Lifelong Learning" (2019).
- **Communication:** Communication is the ability to share ideas clearly and listen actively to others. Strong communication includes speaking, listening, using body language, and expressing emotions respectfully. Source: Partnership for 21st Century Skills (P21 Framework).
- **Active Listening & Empathy:** Active listening means paying full attention to another person's words, tone, and emotions. Empathy helps us understand how others feel and respond with care. These skills strengthen teamwork and relationships. Source: World Economic Forum – "Skills for the Future of Work" (2020).

Weekly Task

- For your homework, observe your daily routine at home, school, or your neighbourhood and identify one situation where teamwork made something easier or more successful. This could be – working with classmates during a school activity, helping family members with chores, playing a team sport, preparing for an event or celebration, Solving a problem with friends etc.
- Now write a short paragraph (6–8 sentences) describing:
 - What the situation was?
 - Who was involved?
 - How everyone worked together?
 - What role you played?
 - How communication helped your team succeed?
 - What you learned about teamwork from that experience?



Self Discovery



No. of Periods: 3



In the previous chapter, we learned how empathy, teamwork and communication help us achieve more than we can achieve alone. Through activities we understood that cooperation, empathy, and clear communication make tasks easier and build stronger connections. We also discovered how good teams share responsibilities, support each other, and use everyone's strengths to grow together.

Introduction

Before we work with others, it is important to understand ourselves first. Every person has unique strengths, habits, and ways of thinking and these shape how we learn, communicate, and make decisions. This chapter will help us to think/reflect and understand who we are, what we are good at, and where we need support. When we know ourselves, we can grow with confidence, improve our weaknesses, and make better choices in our daily life.

It also helps in recognising one's interests, values, and emotions, and understanding how these influence actions and behaviour. By becoming more self-aware, people can set meaningful goals, handle challenges better, and develop a positive and resilient mindset. This self-understanding becomes the foundation for becoming responsible, confident, and thoughtful individuals.



Learning Outcomes

- Understand oneself in terms of personal strengths, abilities, and ways of thinking with clarity and confidence.
- Recognise areas for growth and realise that these skills can be improved with effort and practice.
- Reflect on emotions, habits, and behaviours and understand how they influence daily decisions and actions.
- Build self-awareness to make better choices and develop confidence for future learning and life.



Activity 1

Questions That Help Me Know Myself

Objectives

- To identify your strengths, fears, dreams, and areas where you want to improve.
- To think about yourself and your feelings.
- To reflect quietly and share your thoughts with confidence.

Instructions

What am I scared of?		What are my dreams?
What am I good at?		Who are my close people?
What needs my attention?		Where do I need to improve?

- Look at the picture of the two students who are thinking quietly.
- Sit silently for a few moments and observe the picture.
- Choose one question that feels most important to you and why.
- Listen to a few classmates who wish to share their thoughts. There are no right or wrong answers.
- Now, close your eyes and think silently about at least two of the given questions for one minute.
- You may share your thoughts with the class if you feel comfortable.



Reflection Questions

Q.1 Which question made you think the most about yourself, and why?

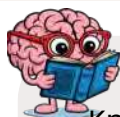
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Q.2 How did you feel when you thought about your fears or dreams?

.....

Q.3 What did you discover about your strengths while reflecting?

.....



Knowledge Booster

- Knowing ourselves is the first step to growing and improving. Thinking about our fears, dreams, strengths, and the areas where we want to change helps us become more aware of who we are. It is normal not to have all the answers immediately.
- The feedback we receive from people around us, such as our family, friends, and teachers. By recognising both what we are good at and what we need to work on, we can make better choices and prepare ourselves for the future. This reflection is the beginning of a journey to understand ourselves more deeply and to develop our abilities with confidence.

Weekly Task

- During the week, take some quiet time to think about yourself. Reflect on your feelings, thoughts, fears, dreams, and strengths. Choose **any two reflection questions** discussed in class (such as fears, dreams, strengths, or areas of improvement). Think honestly about them without worrying about right or wrong answers.
- You may talk to a trusted person (parent, sibling, friend, or teacher) if you feel comfortable, or reflect quietly on your own.
- **Write a short paragraph (6–8 sentences) describing:**
The two questions you chose
 - Why these questions felt important to you?
 - What you discovered about yourself?
 - How reflecting made you feel?



Case Story 1

Bhimavva: The Woman Who Kept the Shadows Alive

Objectives

- To understand how continuous learning, practice, and dedication contribute to personal and professional growth over time.
- To recognise how staying committed to one's skills and values can lead to growth, recognition, and long-term impact.

Instructions

- Read the story of Bhimavva carefully.

At the age of 96, Bhimavva Doddabalappa Shillekyathara is not just an artist — she is a living symbol of India's rich cultural heritage. From a small village in Karnataka, Bhimavva ji grew up surrounded by stories, songs, and shadows that danced on cloth screens. These shadows were part of Togalu Gombeyaata, Karnataka's traditional shadow puppetry.

As a young girl, Bhimavva ji did not attend any special art school. Instead, her classroom was her home, and her teachers were her elders. She watched carefully as they crafted puppets from leather, painted them with natural colours, and brought epic stories to life using light and music. With patience and practice, she slowly mastered the art. Each puppet Bhimavva ji created told a story— stories from the Ramayana and the Mahabharata, filled with courage, devotion, and wisdom. When she performed, the puppets came alive. Through her art, audiences could feel the emotions of kings, queens, warriors, and gods. For more than 70 years, Bhimavva ji dedicated her life to this ancient tradition. Even as times changed and modern entertainment replaced folk arts, she never gave up. She travelled across India and even performed in more than 12 countries, showing the world the beauty of Indian culture.

Her performances were not just shows; they were lessons from history and mythology. They connected people to their roots and reminded them of the values passed down through generations. Recognising her lifelong dedication, Bhimavva ji was honoured with the Padma Shri, one of India's highest civilian awards. This honour celebrates not only her talent but also her courage to preserve an art form that might have been forgotten. Bhimavva ji's life teaches us that passion, dedication, and respect for our culture can create a legacy that lasts forever – even in the shadows.



Reflection Questions

Q.1 How did Bhimavva ji learn the art of Togalu Gombeyaata without formal training?

.....

Q.2 What qualities of Bhimavva Ji inspire you the most? Explain why?

.....

Q.3 If you were given a chance to preserve one tradition or skill, what would that be it and why?

.....



Knowledge Booster

- Growth does not always happen through formal education or modern systems. It can come from observation, practice, and learning from experience over time. Bhimavva ji's journey shows that when a person continuously improves their skills, adapts to change, and stays committed to their passion, growth becomes lifelong. True growth is not just about success or awards, but about preserving values, creating impact, and leaving a legacy for future generations.

Weekly Task

- Observe your daily life at school, at home, or while playing with friends. Think about situations where you performed well and situations where you found something difficult to do. Identify at least two strengths and two areas where you want to improve, using real examples. Think about the story of Bhimavva ji and how patience, practice, and belief helped her grow without formal training.
- Write a short paragraph (6–8 sentences) describing:
 - Two strengths with examples and two areas for improvement with examples.
 - How one of your strengths can help you improve?
 - Who can support you in your growth?



Activity 2

Strength and Weakness Mirror

Objectives

- To identify your personal strengths and areas for improvement.
- To understand how your strengths can support your growth.
- To reflect on real-life situations to become more self-aware.

Instructions

- Sit quietly and think about your daily life at school, at home, and in the playground.
- Recall situations where you did something well and situations where you faced difficulty.
- Write at least three strengths with real examples (for example, "I explain things clearly to my friends" instead of just "good at speaking").

• **My Strengths:**

.....

- Write at least three areas for improvement with real examples (for example, "I get nervous during exams" instead of just "lack of confidence").

• **My Areas for Improvement:**

.....



Reflection Questions

Q.1 Which part of the activity made you think the most about yourself, and why?

.....

Q.2 How would you address the issue which you answered in question 1?

.....

.....

.....

.....



Knowledge Booster

- Everyone has both strengths and areas for improvement. Our strengths are not just things we are good at; they can also help us overcome our weaknesses. When we recognise our abilities and use them positively, improvement becomes easier. Believing in ourselves and taking support from others helps us grow step by step.



Activity 3

My Daily Habits Check

Objectives

- Observe your daily routine and understand how your habits affect your growth.
- Identify which habits support your learning and well-being.
- Decide which habits you would like to improve.

Instructions

- Think about your daily routine from morning till night.
- Read each habit given below carefully.
- Tick (✓) the habits that you follow regularly, at least 4–5 days a week.
- If you do not follow a habit regularly, leave it blank.
- Be honest with yourself; this is for your own learning, not for marks.
 - ☐ Waking up on time
 - ☐ Completing homework
 - ☐ Helping at home
 - ☐ Reading daily
 - ☐ Doing physical activity
 - ☐ Using digital devices responsibly



Reflection Questions

Q.1 Which habit helps you the most in your daily life? Why?

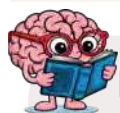
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Q.2 Which habit would you like to improve in order to become an entrepreneur ?

.....

Q.3 Which of your habits can help you to become an entrepreneur and why ?

.....



Knowledge Booster

- Our daily habits shape who we become. The small things we do every day, how we manage time, study, help others, and take care of our body and mind slowly build our future. Good habits make us disciplined, confident, and responsible. Even a small positive change, when practised regularly, can bring big improvement over time.
- Understanding ourselves is an important part of growing as students and individuals. We explored how self-reflection helps us recognise our strengths, the things we are naturally good at, and our growth areas, the skills or habits we want to improve. We also learned that our daily actions follow certain behaviour patterns. Some patterns help us succeed, like staying organised or helping others, while others may hold us back, like procrastinating or avoiding difficult tasks
- By noticing our habits and understanding why we behave in certain ways, we gained the power to make better choices, prepare for challenges, and set meaningful goals.



What we have learned

- The focus is on understanding oneself better by becoming aware of personal strengths, abilities, and ways of thinking. It helps in recognising areas where improvement is needed and in realising that skills and habits can be developed with effort and practice.
- The chapter also encourages reflection on emotions, behaviours, and daily actions to understand how they influence choices and decisions. Overall, it supports the development of self-awareness and confidence, enabling people to make more thoughtful decisions and grow positively in their learning and everyday life



CONCEPT

- **Self-awareness** is one of the core skills defined by CASEL's Social-Emotional Learning Framework. It includes:
- **Knowing Your Strengths & Growth Areas:** Students learn what they are good at and what they need to improve. This builds confidence and helps them set realistic goals.
- **Understanding Emotions:** According to Daniel Goleman's Emotional Intelligence theory, noticing our emotions helps us understand why we behave the way we do and how to manage reactions better.
- **Recognising Behaviour Patterns:** Behavioural psychology explains that habits shape our success. When students identify helpful and unhelpful patterns, they can replace bad habits with positive ones.

Weekly Task

- Observe your daily routine for a few days. Notice your habits related to time management, study, helping others, physical activity, and use of digital devices. Identify **one good habit** that supports your growth and **one habit** you would like to improve.
- Think about how habits shape behaviour and future success.
- **Write a short paragraph (6–8 sentences) describing:**
 - One habit that helps you in daily life.
 - One habit you want to improve and why?
 - How improving this habit can help you grow?
 - One small step you will take to improve yourself.
 - What you learned about yourself from this task?



Introduction to Design Thinking



In the previous chapter, we explored the importance of understanding ourselves. What we are good at, what challenges us, and how our habits shape the way we think and behave. We learned that each of us has strengths that help us grow and 'areas to improve' that can become new strengths with practice. Through activities like reflecting on personal questions, and mapping our habits, we discovered that our daily actions often follow patterns.

Introduction

One day, some students noticed that younger kids kept spilling water because their bottle caps were too tight. Instead of ignoring the problem, they got curious. They talked to the children, understood the issue, sketched ideas, and made a simple model of an easier cap. When they tested it, the spills stopped. This is what Design Thinking looks like, using curiosity and creativity to solve real problems. Design Thinking helps us think like innovators, explore possibilities, and build practical solutions that truly help people. It teaches us to observe, to understand, and to create with purpose. Design Thinking reminds us that even small ideas can lead to big improvements. Because every great invention begins with one simple question: "How can we make this better?" Design Thinking has five steps:

1. Empathize – Understand people's needs.
2. Define – Identify the real problem.
3. Ideate – Brainstorm creative ideas.
4. Prototype – Make a simple model or sketch.
5. Test – Try it out, get feedback, and improve.



Learning Outcomes

- Identify problems through observation and empathy.
- Apply the stages of Design Thinking to develop creative solutions.
- Work collaboratively to generate ideas, build simple prototypes, and refine them using feedback.
- Present and pitch solutions clearly, explaining the problem, idea, and expected impact.



Activity 1

What's Not Working

Objectives

- To observe your surroundings and identify real-life problems that affect many people.
- To create clear and meaningful problem statements based on what they see and understand.

Instructions

- Read the example
A student noticed that dustbins in his school overflowed because staff didn't know when they were full. He created a simple sensor that alerted them when the bin needed cleaning. This small idea made the whole school cleaner.
Now take A blank A4 sheet, Pens or markers, sticky notes (Optional)
- List three problems you notice in your school or community. Examples: Broken benches, wastage of paper, long queues at the water station, dirty corridors etc.
- Form groups of 4–5 students and discuss the problems.
- Select one issue from your list.
- Write a Problem Statement of the selected issue using this format:
 - Ideal: What should be happening
 - Reality: What is actually happening
 - Consequences: Why the gap matters
 - Solution Direction: How you solve the problem.



Reflection Questions

Q.1 Why do you think this problem is important to solve?

.....

Q.2 Who is most affected by this problem?

.....



Knowledge Booster

- Entrepreneurs don't start by thinking of fancy ideas, they begin by looking closely at what's not working around them.
- One powerful example comes from a Delhi Government school where students saw a lot of food being wasted in the canteen. Instead of ignoring it, they suggested giving smaller portions and creating a 'food-sharing corner' for leftovers. Their simple idea reduced waste and encouraged responsibility.
- This shows that even small observations can lead to impactful solutions when we take the time to empathise with people and understand their needs.

Weekly Task

- Over the next 2–3 days, carefully observe your surroundings (home, school, or in your neighbourhood.) Look for **one small everyday problem** that people face regularly. For example: cleanliness, safety, comfort, time wastage, confusion, or inconvenience.
- Try to notice **who faces the problem most** and how it affects them. If possible, talk to one person who experiences this problem and listen to their experience.
- **Write a short paragraph (5–6 sentences) describing:**
 - What problem you observed?
 - Where you observed it?
 - Who is affected by this problem?
 - How the problem affects people?
 - Why you feel this problem should be solved?



Activity 2

Dig Deeper with WHY

Objectives

- To define a clear, focused problem statement by understanding what truly needs to be solved.
- To analyse the root causes of a problem using the “5 Why” technique.

Instructions

- Look at the example:
- Problem: Students come late to class.
- Keep asking ‘Why?’ again and again (up to five times) to go deeper and find the real cause.
- Example:
 - Why? → Buses arrive late
 - Why? → Heavy traffic
 - Why? → Students live far
 - Why? → No proper school transport
 - Why? → Planning and timing are not aligned
- In your group, take the problem you selected for the previous activity.
- Make a Problem Tree on a chart paper:
 - Trunk: Main Problem
 - Roots: Causes (ask “Why?” repeatedly to find hidden reasons)
 - Branches: Effects (what happens because of the problem)
- Write one clear problem statement.
- What exactly is the problem you want to solve?

- What is not part of the problem?
- Use colours, drawings, arrows, or sticky notes to show connections between causes and effects.



Reflection Questions

Q.1 What did you learn by asking “Why” multiple times?

.....

Q.2 Did your group’s final root cause surprise you?

.....

Q.3 How can knowing the true cause help us find better solutions?

.....



Knowledge Booster

- One of the most important skills of design thinking is digging deeper. When we see a problem, our first explanation is usually not the whole truth. By asking ‘Why?’ again and again, you uncovered hidden reasons and understood the problem more clearly.
- The example of the ‘problem tree’ shows this perfectly. When we identify the real cause, our solutions become smarter and more effective. This activity shows that good entrepreneurs don’t just fix what they see, they investigate and understand what lies beneath.

Weekly Task

- Use the same problem you identified in Period 1. Now think deeply about **why this problem exists**. Ask the question “Why?” (at least 5 times) to go beyond the surface.
- Based on this thinking, try to define the problem clearly in one or two simple sentences.
- **Write a short paragraph (6–7 sentences):**
 - About the problem
 - Write at least two reasons why the problem happens.
 - Identify what you think is the root cause.
 - Write one clear problem statement (what exactly needs to be solved).



Activity 3

Crazy 8 Idea Sprint

Objectives

- To generate multiple creative solutions quickly without self-judgment.
- To think freely, explore different possibilities, and choose promising ideas as a group.

Instructions

- Take an A4 sheet and fold it into 8 equal parts. This is called the Crazy 8 format.
- Draw 8 different ideas in 8 minutes—one idea in each box.
- Set a timer for 8 minutes.
- In each box, quickly sketch one idea to solve the problem you identified earlier.
- Your drawings can be simple stick figures or rough sketches. Remember:
 - No idea is wrong.
 - No idea is too simple or too wild.
 - Just think freely and draw.
- After 8 minutes, sit with your team and share all your 8 ideas.
- As a team, discuss and vote for 1–2 best ideas using raised hands or sticky notes.
- Choose ideas that are:
 - Simple
 - Low-cost
 - Practical and useful to develop further.



Reflection Questions

Q.1 Which idea from your Crazy 8 excites you the most, and why?

.....

Q.2 How did listening to others' ideas help you improve or rethink your own ideas?

.....

Q.3 Did any idea surprise you or make you think differently about the problem?

.....



Knowledge Booster

- When we think freely and explore from different perspectives, new and unexpected solutions start to appear leading us to innovation.
- Remember, the best solutions often come from simple sketches, quick thoughts, or ideas that seem unusual at first.

Weekly Task

- Think creatively about **one simple idea** that could help reduce or solve the problem you worked on earlier. The idea does not have to be perfect, expensive, or final. It should be practical and easy to explain. You may draw a small sketch or diagram to support your thinking.
- **Write a short paragraph (6–7 sentences):**
 - Describe your idea clearly and explain how your idea will help people.
 - Mention one challenge or limitation your idea might face.



Activity 4

Build It on Paper

Objectives

- To understand prototype and its importance.
- To create an idea into a simple model or drawing.
- To test and improve an idea before making it final.

Instructions

- Choose one idea that your group selected in the previous activity.
- Remember: A prototype is a simple first version of an idea. It does not have to be perfect.
- Draw a neat labelled sketch of a prototype or make a small model using paper, cardboard, clay etc.,
- Give your prototype a name and write 2–3 lines explaining how it works.
- Show your prototype to another group and listen to their feedback.
- Note one suggestion and improve your design.



Reflection Questions

Q.1 What was easy and what was difficult while making your prototype?

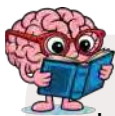
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Q.2 How did feedback help you improve your idea?

.....

Q.2 What change did you make after testing your model?

.....



Knowledge Booster

- Ideas become stronger when we turn them into simple models and test them. A prototype helps us see what will work and what needs improvement. It teaches us that mistakes are part of learning and that feedback helps make solutions better, more practical, and more useful.

Weekly Task

- Share your idea with **one friend, family member, or classmate**. Explain the problem and your idea clearly. Ask them what they like about the idea and what could be improved. Listen carefully without interrupting.
- Think about how feedback and testing can help improve ideas.
- **Write a short paragraph (6–8 sentences) covering:**
 - Whom you shared your idea with
 - One feedback or suggestion you received
 - How this feedback helped you think differently
 - One change you would make to improve your idea
 - End with the sentence:
“This is a problem I would like to explore further using Design Thinking.”



Activity 5

Pitch It Smart

Objectives

- To present ideas clearly and confidently to others.
- To know how feedback helps improve and refine their solutions.

Instructions

- Bring your prototype or the sketch your team has made.
- Present your idea in 2–3 minutes, explaining:
 - What problem you are trying to solve
 - What your idea is
 - Who it will help and how
- After each presentation, the audience will share:
- One positive point about the idea
- One suggestion to improve it
- Write down the feedback you receive.
- Use the suggestions to improve or refine your idea if needed.
- Note: While one team is presenting, the other teams will listen carefully as the audience.



Reflection Questions

Q.1 What was easy and what was difficult while deciding your pitch?

.....

Q.2 How did feedback help you improve your idea?

.....

Q.3 What change did you make after the feedback?

.....



Knowledge Booster

- Presenting ideas and receiving feedback helps us see our work from different points of view. It teaches us to communicate clearly, listen respectfully, and improve our solutions.



What we have learned

- In this chapter, we learned that Design Thinking helps us turn everyday problems into meaningful solutions. We understood that innovation begins with noticing issues, understanding people's needs, and thinking creatively. Through the five stages – Empathize, Define, Ideate, Prototype, and Test – we explored how ideas grow step by step.
- We practiced identifying real problems, asking “Why?” to find the root cause, brainstorming many ideas, building simple prototypes, and improving them through feedback. These activities showed us that anyone can be an innovator. We don't need fancy materials – just curiosity, teamwork, and the courage to try.
- Design Thinking teaches us to look closely, think differently, learn from mistakes, and keep improving. Even small ideas can create a big impact when we understand the problem well and work together to solve it.



C O N C E P T

- Design Thinking is a globally recognised problem-solving approach developed by Stanford d.school and used widely by IDEO. It helps innovators solve real problems through five clear stages:
- **Empathize** – Understand People's Needs

- We observe and listen deeply to the people facing the problem, so our ideas are meaningful for real users. Empathy helps us make solutions that actually fit people's lives.
- **Define** – Identify the Real Problem
- We organise all the information we gathered and find the exact challenge that needs to be solved. A clear problem statement becomes the roadmap for a strong solution.
- **Ideate** – Generate Many Creative Ideas
- We think freely, explore all possibilities, and create as many ideas as we can without judging. More ideas mean more chances to discover something innovative.
- **Prototype** – Build Simple Models
- We turn our ideas into quick, low-cost models or sketches to see how they might work. Prototypes help us learn fast and fix mistakes early.
- **Test** – Gather Feedback & Improve
- We share our prototype with users, listen to their feedback, and make improvements.
- Testing teaches us what works, what doesn't, and how to make the idea stronger.

Weekly Task

- Think back on your entire Design Thinking journey in this chapter — from observing problems, asking “Why?”, generating ideas, creating a simple solution, and improving it through feedback. Reflect on what you learned about **problem-solving, creativity, teamwork, and yourself**.
- There are no right or wrong answers. Focus on your learning experience rather than the final idea.
- **Write a reflective paragraph (7–8 sentences) describing:**
 - One important thing you learned about solving a problem.
 - One challenge you faced during any stage of Design Thinking.
 - How you handled or tried to overcome that challenge?
 - One skill you developed (such as observation, creativity, teamwork, or communication) during the process.
 - How this skill can help you in school or daily life?
 - One thing you would do differently next time.
 - End with one sentence on how Design Thinking changed the way you look at problems



Exploring Digital World



No. of Periods: 3



In the previous chapter, we learned how everyday problems can become opportunities for innovation. We explored the five steps of Design Thinking: Empathize, Define, Ideate, Prototype, and Test. We discovered how observing real issues, asking deeper questions, brainstorming ideas, and improving solutions through feedback can turn simple thoughts into meaningful innovation.

Introduction

We live in a world where technology is part of almost everything we do from ordering food and booking tickets to paying bills and learning new skills. For today's learners and future entrepreneurs, having good ideas is important, but knowing how to use digital tools wisely is just as important. This chapter introduces you to Digital Literacy, which means understanding and using digital devices, applications, and online platforms in a safe, responsible, and effective way.

In this chapter, you will explore both digital and non-digital ways of working, learn the basics of email writing, understand the importance of online safety, and create your own digital posters. You will also get an introduction to Artificial Intelligence (AI) and learn how it is different from human intelligence. These skills will help you communicate clearly, stay safe online, think creatively, and use technology to support learning and problem-solving



Learning Outcomes

- Understand the meaning and importance of digital and non-digital tools in daily life and learning.
- Learn to communicate clearly and responsibly through email writing and digital content.
- Develop awareness about online safety and responsible use of the internet.
- Create simple digital posters to share ideas creatively.
- Understand the difference between Artificial Intelligence (AI) and Human Intelligence (HI).



Activity 1

Digital Detectives

Objectives

- Identify the digital tools you already use in daily life.
- Understand how the same tools are used by entrepreneurs to run and grow their businesses.

Instructions

- Today, you are *Digital Detectives*. Your job is to find where technology is used in your daily life.
- Match each activity with the purpose mentioned in table below.

Digital Tools in My Daily Life

Activity	Purpose
Watched YouTube	Communication
Paid with UPI	Recreation
Sent WhatsApp message	Information
Used Google Maps	Entertainment / Learning
Checked weather	Finding places
Played online games	Online payment

- Each business may be using multiple digital tools. First, identify the applicable tool (s) to each business and then match each identified tool with the purpose for that business.

Digital Tools in Business

Business Type	Digital Tool Used	Purpose
Fruit vendor	WhatsApp	Learns new designs
Tailor	YouTube / Google	Sends offers and takes orders
Snack shop	Instagram	Fast cashless payment
Stationery shop	UPI	Promotes new snacks/
Home baker	Canva / ChatGPT	Makes posters and captions



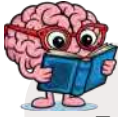
Reflection Questions

- Which digital tool is mostly used by the vendors around you?

.....

- What is the basis

.....



Knowledge Booster

- Technology is now closely connected to our everyday activities. Simple actions like searching on Google, chatting on WhatsApp, making digital payments, or watching videos are important digital skills.
- These tools help in learning new things, communicating with customers, promoting products, and managing money. Digital literacy is not only for big companies; even small shopkeepers and home-based workers can use technology to work smarter and reach more people.
- Understanding and using digital tools wisely can open new opportunities and support future entrepreneurial ideas.

Weekly Task

- Over the next two days, carefully observe your daily routine at home, school, or in your neighbourhood. Identify at least **three digital tools or apps** that you or people around you use (such as YouTube, WhatsApp, Google Search, UPI, Google Maps, weather apps, or online games).
- In your notebook, write **one short paragraph** (6–8 sentences) describing:
 - The digital tools you observed
 - Who used them (you, family member, shopkeeper, teacher, etc.)
 - Why the tool was used
 - How it made the task easier, faster, or better
 - End your paragraph with this sentence:
- **“This shows that digital tools are an important part of our everyday life.”**



Case Story 1 Krishna Yadav – From Homemaker to Pickle Empire Owner

Objectives

- To understand how digital literacy helps people in real life to start and grow a business.
- To learn how simple digital tools like YouTube, Google, WhatsApp, UPI, Canva, and AI can be used to learn new skills, promote products, communicate with customers, and manage money.

Instructions

- Read the case study: *Krishna Yadav – From Homemaker to Pickle Empire*.
 - While reading, note down:
 - Which digital tools Krishna used.
 - How each tool helped her in learning, promoting, selling, and growing her business.

Krishna Yadav, a homemaker from Delhi, started her journey with almost no formal education and very limited resources. To support her family, she began making homemade pickles. But instead of stopping there, she turned to the Internet to learn more.



Krishna Yadav,

She watched YouTube videos to understand food preservation and packaging, used Google Search to find suppliers for bottles and labels, and registered her brand to build trust. She shared photos of her pickles on Facebook and WhatsApp, collected orders online, and used UPI payments to make transactions easy for customers. When she wanted professional-looking labels, she used Canva and simple AI tools to design them. Slowly, her business grew today, Shri Krishna Pickles earns over ₹5 crore annually, and she is known across India for her determination and smart use of digital tools.

Krishna's story proves that digital literacy is not about expensive technology, it is about learning, exploring, and using simple tools wisely to grow opportunities.

Summary Table

Activity	Purpose
YouTube	Learn recipes, packaging, and business tips
Google Search	Find suppliers & market information
Facebook / WhatsApp	Share products & collect orders
UPI	Easy and trusted payments
Canva / AI Tools	Design labels, posters, and captions



Reflection Questions

Q. 1 Which part of Krishna Yadav's journey inspired you the most and why?

.....

Q.2 How did digital tools help her grow her business faster and smarter?

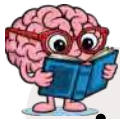
.....

Q.3 Can you think of a small business in your neighborhood that could grow like this with digital tools?

.....

Q.4 which digital tools would you use for your business one day?

.....



Knowledge Booster

- Krishna Yadav was not a trained business expert, she was someone just like many families we know.
- But she used simple digital tools that all of you already use every day to learn, improve, and grow her business into something big. Digital literacy is not difficult or far away from your life.
- You already use YouTube, Google, WhatsApp, UPI, and even AI tools. Krishna Yadav used the exact same tools but with purpose. She used them to learn, to promote her products, to communicate with customers, and to grow her income.

Weekly Task

- Over the next two days, carefully observe your daily routine at home, school, or in your neighbourhood. Identify at least **three digital tools or apps** that you or people around you use (such as YouTube, WhatsApp, Google Search, UPI, Google Maps, weather apps, or online games).
- In your notebook, write **one short paragraph** (6–8 sentences) describing:
 - The digital tools you observed
 - Who used them (you, family member, shopkeeper, teacher, etc.)
 - Why the tool was used
 - How it made the task easier, faster, or better
- End your paragraph with this sentence:
This shows that digital tools are an important part of our everyday life.



Activity 3

The Email Architect

Objectives

- To understand what an email is and how it is used for formal communication.
- To learn how to write a clear, polite, and respectful email.
- To practice writing an email to request permission for a school activity.

What is an Email?

–First, understand what an email is: An email is a digital letter sent through the internet to communicate with teachers, offices, friends, or organisations.

–For example, when you send a message to your teacher using Gmail or Outlook, that message is called an email.

Instructions

- Open an email app such as Gmail, Outlook, or the Mail app on your phone or computer.
- If you do not have a device, write the email on paper in the same format.
- Write a clear Subject Line to show the purpose of your email.
 - For example: *Subject: Request to organise school gaming tournament*
- Begin with a polite Greeting.
 - For example: *Dear Sir/Madam, or Respected Teacher,*
- In the main body, write clearly:
 - Who you are (your name and class)
 - What you want to do (organise a gaming tournament)
 - When it will happen (date and time)
 - Why it is important (fun, teamwork, learning, healthy competition)
- End the email politely by thanking the reader and writing your name. For example:
 - *Thank you for your kind consideration.*
 - *Yours sincerely,*
 - *Your Name, Class 8*
- Read your email again and check for spelling, clarity, and polite language before submitting or sending it.



Reflection Questions

Q.1 How did you feel while writing a formal email?

.....

Q.2 What was easy and what was difficult in writing your email?

.....

Q.3 When might you need to write such an email in real life?

.....



Knowledge Booster

- Email is a formal way of communicating and must be written clearly and respectfully. A well-written email includes a proper subject, polite greeting, clear message, and a courteous closing.

- Using the right words and format shows good manners and helps the reader understand our purpose easily. Learning how to write emails will help us communicate better with teachers, schools, and later in workplaces, making our messages more effective and professional.

Weekly Task

- Imagine you want to organise a school activity (such as a cleanliness drive, gaming tournament, exhibition, or club meeting).
- Write a formal email to your teacher or school authority asking for permission.
- Your email must include: A clear subject line, a polite greeting (Respected Sir/Madam or Dear Teacher)
- A clear explanation of who you are, what you want to do, when it will happen, and why it is important.
- A polite closing with your name and class.



Activity 4

Is It AI or Just a Machine?

Objectives

- To understand what Artificial Intelligence (AI) means in simple terms.
- To learn to distinguish between smart machines (AI) and ordinary machines.

Instructions

- Read the examples given below.
- Tick (✓) whether you think it is AI or Not AI.

Example	AI	Non AI
Calculator adding numbers		
Mobile phone unlocking with face		
Fan rotating on speed 3		
YouTube recommending videos		
Traffic signal changing automatically		
Voice assistant answering questions		



Reflection Questions

Q.1 Which example surprised you the most?

.....

Q.2 How is a calculator different from a voice assistant?

.....

Q.3 Why is learning an important part of intelligence?

.....



Knowledge Booster

- Not every machine that looks modern or digital is Artificial Intelligence.
- The key difference lies in how the machine works.
- Ordinary machines work only on fixed instructions given by humans.
- They do the same task in the same way every time and do not learn.
 - For example: A calculator always adds numbers using a fixed formula.
- AI-powered machines can learn from data, recognise patterns, and improve their responses over time.
- They can adjust their actions based on experience or user behaviour.
 - For example: YouTube suggests videos based on what you watch and like.
- If a machine can learn, think, or decide differently in different situations, it is likely AI. If it only follows commands exactly as given, it is Not AI.



Activity 5

AI or Human?

Objectives

- To define Artificial Intelligence (AI).
- To distinguish between Artificial Intelligence (AI) and Human Intelligence (HI).

Instructions

- Read the situations given in the table below.
- For each situation, think and decide who can do it better:
 - AI (a machine or computer)
 - Human (a person)
 - Both (AI and Humans together)
- Put a tick (✓) in the correct column.
- After completing the table, think about why you chose each answer.

Situtaion	AI	Human	Both
Solving maths quickly			
Understanding a friend's feelings			
Finding places on a map			
Writing a poem with emotions			
Recommending videos			
Making a fair decision			



Reflection Questions

Q.1 Which tasks can machines do better than people?

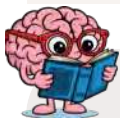
.....

Q.2 Which tasks need human emotions and thinking?

.....

Q.3 How it would be like if humans and AI work together? Share your views.

.....



Knowledge Booster

- Not all machines are intelligent. Some machines only follow fixed instructions, like a fan that runs at a set speed or a calculator that only adds numbers. AI systems, however, can learn from data and improve with experience.

- For example, YouTube suggests videos based on what you watch, Google Maps finds faster routes by studying traffic patterns, and your phone unlocks by recognising your face. Voice assistants can understand your questions and give answers, and cameras can identify people in photos.
- AI is also used in translation apps, online shopping recommendations, and even in games that adjust their level based on how you play. These examples show that AI helps in thinking, learning, and making decisions, and is becoming an important part of education, work, and everyday life.



What we have learned

- In this chapter, we learned that digital literacy is already part of our daily lives. We use phones, apps, and the internet without even realising that these are the same tools entrepreneurs use to learn, communicate, promote their work, and grow their businesses.
- By exploring real-life examples and the inspiring journey of Krishna Yadav, we understood that anyone can learn, create, and succeed with the help of simple digital tools.
- We also learned about Artificial Intelligence (AI) and how it supports humans by working fast, analysing information, and giving smart suggestions, while humans bring creativity, emotions, and judgement. We now know that when we use technology and AI smartly, responsibly, and creatively, we build strong skills that help us in school, in life, and in future entrepreneurial journeys.



CONCEPT

Source: P21 Framework for 21st Century Learning

- P21 identifies **ICT Literacy** as a core skill involving:
 1. Applying digital tools for research
 2. Using technology to create and communicate
 3. Making informed choices about online information
 4. These skills directly strengthen entrepreneurial abilities in:
 5. Market research
 6. Customer communication
 7. Branding and marketing
 8. Problem-solving using digital tools
- UNESCO defines *digital literacy* as: "the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies."
- Key components linked to entrepreneurship:
 - **Access & Use:** Using phones, apps, online platforms
 - **Communication:** Sharing information, promoting work
 - **Creation:** Making digital content (photos, messages, videos)
 - **Safety:** Understanding privacy, cyber safety, responsible use



Foundation of Financial Literacy

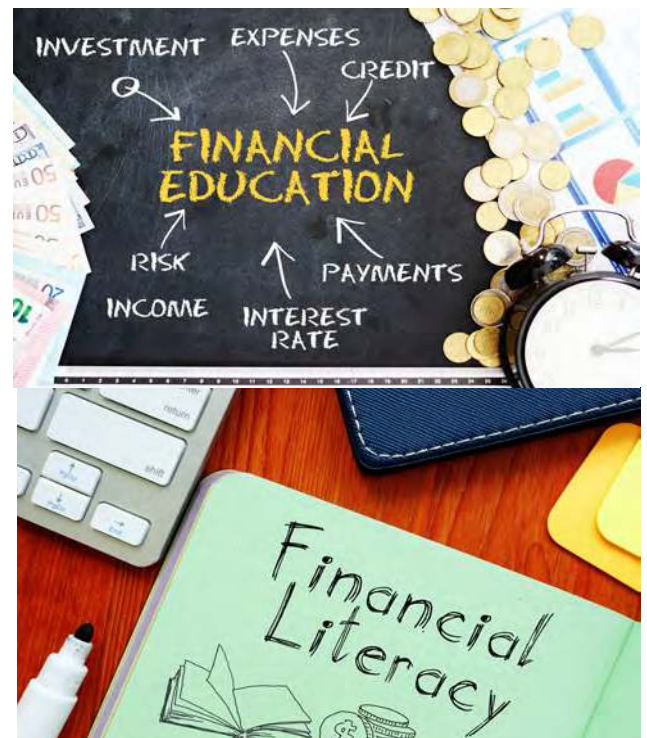


In the previous chapter, we learned how digital tools are already part of our everyday lives, even when we don't realize it. From watching videos and searching online to using UPI payments and chatting on WhatsApp, we discovered that these simple actions are actually important digital skills. We also saw how small business owners like fruit sellers, tailors, and home bakers use the same tools to promote their products, learn new skills, and connect with customers.

Introduction

Money plays an important role in our daily life and in business. But to use money wisely, we must first understand the difference between what we need and what we want. Needs are the things we must have like food, clothes, notebooks, or medicines while wants are the extra things we like to have, such as fancy shoes, gaming accessories, or the latest gadgets. Both are part of life, but learning to prioritise needs helps us make better decisions.

In this chapter, we will explore how understanding the difference between needs and wants helps us not only in our personal life but also in business. Entrepreneurs must decide where to spend money, how to save, and what to invest in so their business can grow. If they confuse wants with needs, they may waste money and face losses. But when they focus on needs first, they build stronger and more successful businesses.



Learning Outcomes

- To differentiate clearly between essentials, needs, and wants.
- To recognise how spending choices reflect priorities.
- To understand basic money concepts.
- To analyse real-life situations and case studies.
- To build responsible money habits.



Activity 1

Understanding Our Spending

Objectives

- To identify different ways money is used in daily life.
- To analyse how spending choices reflect needs, wants, and priorities.

Instructions

- Recall last week spending at your home and make a list of:
 - Three things you spend money on (for example: bus fare, snacks, stationery).
 - One thing you wish you could buy but cannot right now.



Reflection Questions

Q.1 Which of the three items are **necessary (need)** and which are **optional (want)**?

.....

Q.2 Why do you think you cannot buy the item you want right now? (Not enough money / need to save / not a priority)

.....

Q.3 Compare your items with any one of your classmates and mention the similar and different items.

.....



Knowledge Booster

- Money is a part of our everyday life and is used to meet our needs and wants. By thinking about what we spend on and what we wish to buy,
- We learned that every spending choice shows what is important to us and our family. We also realised that some things in life, such as love, care, and sharing, do not need money.
- Understanding how the use of money helps us in becoming more aware, responsible, and thoughtful in our decisions.

Weekly Task

- Recall your last week's spending at home and make a list of:
 - Three things you or your family spent money on (for example: bus fare, snacks, stationery).
 - One thing you wish to buy but could not buy right now.
 - Identify which of the three items are needs and which are wants.
 - Write 1–2 lines explaining why you cannot buy the item you want right now.
- Compare your list with one classmate.



Activity 2

Is It a Need or a Want?

Objectives

- Differentiate between Needs, and Wants.
- Understand how spending choices reflect personal and financial priorities.

Instructions

- Sit into small groups of 3–5 members.
- Read the Item List and Provide the following list to every group and ask them to read it carefully:
 1. School fees
 2. Fruits
 3. Branded shoes
 4. Family vacation
 5. Medicines
 6. Electricity bill
 7. Milk
 8. Mobile phone
 9. Game console
 10. Jewellery
- Every group to discuss and classify each item into:
 - Need – Basic requirement (must)
 - Wants – Something we would like to have (comfort)
 - Demand – Strong wish for something special (wish)
- Every group fill in their needs-wants-desire table:

Needs (live)		Wants (live better)		Desires (dream)



Reflection Questions

Q.1 What did you notice while deciding between needs, wants and desire?

.....

Q.2 Did your group agree on all the items, or did opinions differ? Why?

.....

Q.3 What does this activity tell us about how people make financial decisions differently?

.....



Knowledge Booster

- When we learn to separate what we truly *must* have from what we simply *wish* for, we become better at managing our resources. This is the same skill entrepreneurs use when they decide where to spend or save money for their business. We learned that managing money wisely begins with understanding the difference between **needs, wants and desires**.
- **Needs– Things we must have to live and study**
- **Wants– Things that make life easier or more comfortable**
- **Desire– Things we wish to have for fun or status**
- Recognizing these categories helps us make smarter financial decisions. As future entrepreneurs, this understanding will guide you in planning budgets, avoiding unnecessary spending, and building stronger money habits.

Weekly Task

- For the next 5–6 days maintain a daily record of your own income" (allowances) and expenses.
- Keep a small record of your daily expenses to understand how you use money. Every time you spend even a small amount,
 - Snacks
 - Travels
 - Stationery or anything else
- write down what you bought, how much it cost, and whether it was a need, want, or essential.
- At the end of the week, write a short paragraph (5–6 sentences)
 - Explaining what you spent the most on, which expenses were truly necessary Which ones you could have avoided, and how much you think you can save next week.
- At the end of of this task:
 - Interview a family member about how they make financial decisions.
 - Start a **Savings Jar Challenge** to practice financial discipline.
 - Write it in your notebook as well.



Case Story 1 Priya's Homemade Candle Business

Objectives

- To understand the basic money concepts of income, expenses, profit, and loss through a real-life example.
- To analyse the importance of saving, reinvesting, and tracking money to make smarter financial decisions.

Instructions

- Read the case study of *Priya's Homemade Candle Business* carefully.
- Note down the following from the story:
 - Priya's total income
 - Her total expenses
 - Her profit

Priya, a Class 9 student, wanted to try something meaningful during her winter break, so she decided to start a small scented candle business. Her father supported her idea and gave her ₹500 as starting capital. Priya planned her expenses carefully and spent ₹300 on wax and wicks, ₹150 on colours and fragrances, and ₹50 on packaging, bringing her total expense to exactly ₹500. With these materials, she made 10 scented candles and sold each one for ₹60, earning a total income of ₹600.

This helped her calculate her profit using a simple formula

$$\text{Profit} = \text{Income} - \text{Expenses}$$

which came to ₹100. Priya felt proud that she not only recovered her initial investment but also earned extra money through her own effort. Instead of spending the entire profit, she made a wise decision: she saved ₹50 and reinvested the remaining ₹50 to buy more materials for her next batch of candles. She also started maintaining a small diary where she wrote down every expense and every earning, which helped her avoid unnecessary spending, keep track of what materials cost most, and understand which candle designs sold faster. Over time, Priya realised that certain fragrances, like lavender, were more popular, so she adjusted her spending accordingly. These small but smart actions helped her grow her business slowly and steadily, teaching her that saving, planning, and reinvesting are key to earning consistent profit and becoming a responsible young entrepreneur.



Reflection Questions

Q.1 What were Priya's expenses, and how did she use ₹500?

.....

Q.2 How much income did Priya earn from selling the candles?

.....

Q.3 Did she make a profit or a loss? How do you infer?

.....



Knowledge Booster

- By tracking expenses, understanding profit, saving carefully, and reinvesting wisely, even a small idea can grow successfully. Whether for a school project or a future business, smart money habits help us make better choices and turn small efforts into big achievements.
- Planning a simple budget helps avoid unnecessary spending and keeps finances under control.
- Comparing costs and prices teaches us how to get the best value for money.
- Keeping clear records builds transparency and makes it easier to review decisions.
- Setting short-term and long-term goals gives direction to how money is used.



What we have learned

- In this chapter, we learned how money is used in our daily life and why it is important to make smart financial decisions.
- We also learned about income, expenses, and profit through Priya's candle business. Her story showed us that even a small idea can grow when we plan our money well. Priya kept track of her expenses, earned income from selling candles, calculated her profit, saved some money, and reinvested the rest to grow her business.
- This chapter taught us that financial literacy means using money wisely, spending on what matters, saving for the future, and thinking before we buy. These simple habits help us become responsible individuals and better future entrepreneurs.



CONCEPT

(Based on NCERT "Financial Education" for Classes 6–10 and RBI Financial Literacy Framework)

- Needs are the basic things required for survival and functioning.
- For examples: food, water, shelter, medicines, school supplies, transport.
- NCERT classifies these as essential expenditure that must be prioritised.
- Wants are items we desire for comfort, pleasure, or lifestyle improvement.
- For examples: branded shoes, video games, fancy stationery, gadgets, vacations.
- According to OECD financial literacy guidelines, wants should be managed carefully because they can lead to overspending.
- RBI and NCERT both highlight that understanding the difference between needs and wants helps individuals

- ✓ avoid impulsive spending
- ✓ save money
- ✓ plan a budget
- ✓ make responsible financial decisions
- ✓ run a business more efficiently

- Successful entrepreneurs prioritise needs in their business such as raw materials, tools, and customer requirements before spending on *wants* like decoration, branding upgrades, or expansion.

Weekly Task

- Think and write in your notebook about one thing you want to buy in the future (for example: a bicycle, books, headphones, shoes, or a small gadget).
- Why you want this item and how it will be useful to you?
- Estimate how much money the item may cost (approximate amount).
- Write how you can plan to save for this item (example: saving pocket money, reducing snacks, helping at home to earn, saving festival money).
- Decide how long it may take to save for this item (weeks or months).
- Complete this sentence in 3–4 sentences:

One thing I learned about planning for future spending is...





Legal Fundamentals



In the previous chapter, we learned how to make smart money decisions by understanding the difference between needs, wants and desires. We also explored how planning our expenses, saving, and reinvesting just like Priya did in her candle business helps us manage money wisely. Through activities and discussions, we realised that financial literacy is not just about earning money, but about using it thoughtfully, avoiding unnecessary spending, and making choices that support our goals. These habits prepare us to think like responsible individuals and future entrepreneurs

Introduction

Money plays an important role in our daily life and in every business. But to use money wisely, we must first understand the difference between what we need and what we want. Needs are the things we must have like food, clothes, notebooks, or medicines while wants are the extra things we like to have, such as fancy shoes, gaming accessories, or the latest gadgets. Both are part of life, but learning to prioritize needs helps us make better decisions.

In this chapter, we will explore how understanding needs and wants helps us not only in our personal life but also in business. Entrepreneurs must decide where to spend money, how to save, and what to invest in so their business can grow. If they confuse wants with needs, they may waste money and face losses. But when they focus on needs first, they build stronger and more successful businesses.



Learning Outcomes

- Understand why honesty, fairness, and originality are essential.
- Learn why every business must follow rules.
- To identify the difference between an original brand and a copied one, and understand why copying is illegal and harmful.
- Analyse the importance of intellectual property (IP) such as brand names, logos, and designs and why protecting them builds trust.
- Learn how following legal and ethical practices helps a business earn trust, avoid problems, and grow successfully.



Activity 1

Original or Copy?

Objectives

- To understand why every business must have its own original name, logo, and identity.
- To build awareness that copying someone else's brand is unfair, confuses customers, and is illegal.

Instructions

- Look at pairs of similar brand names (for example: Coca-Cola vs Koka-Kola, Pepsi vs Papsi, Amul vs Amool).
- Identify which one you think is the real brand.
- Observe the differences in colour, font, logo, and spelling.
- Discuss why the copied brand may look confusing to customers.
- Think about fake or duplicate products you have seen in markets (shoes, chips, toys, stationery, etc.).
- Read these simple ideas:

Term	What It Means	Is It Allowed?
Copying	Learning or taking ideas	Sometimes
Plagiarism	Claiming others' ideas as your own	✗ No
Infringement	Using protected work without permission	✗ No (Illegal)



Reflection Questions

Q.1 Why do you think real brands want to protect their names and logos?

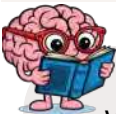
.....

Q.2 How would you feel if someone copied your idea or design?

.....

Q.3 Why is it important for every business big or small to have its own identity?

.....



Knowledge Booster

- When we build our own name and logo, we earn trust and show integrity. Originality is the foundation of doing business the right way.
- To understand this idea even better, let's look at a real classroom-style story that shows what happens when a business idea is copied and how honesty and originality can still win.

Weekly Task

- Find examples of creative work (such as posters, mobile apps, songs, videos, or designs) in your daily life and explain why protecting this original work is ethical and necessary.
- Also mention how protecting creative work respects the effort and ideas of the creator and encourages innovation and creativity in society. This will help you understand why copyright laws are important for fair use and originality.



Case Story 1

Story Discussion - Ritika's Handmade Bags

Objectives

- To understand the importance of fairness, originality, and ethical behaviour in business.
- To recognise how copying someone's work harms trust, creativity, and honest competition.

Instructions

- Read the story of Ritika's Handmade Bags silently and carefully.
- Underline the parts that show:
 - The original idea and brand name
 - The copying problem
 - The final solution

Ritika, a cheerful Class 9 student who loved art and design, was excited when her school announced a Business Mela. She and her friends wanted to create something useful and eco-friendly. After brainstorming, they chose to make handmade paper bags from old newspapers. They decorated the bags with floral patterns, natural colours, and jute handles. They named their brand EcoEase, meaning *eco-friendly and easy to use*. For several days, the group worked after school drawing designs, stamping a green leaf logo, and carefully writing their slogan: "EcoEase – Carry Nature with You."

Their stall immediately became popular. Students and teachers appreciated their originality and creativity. But the next day, something unexpected happened. Ritika noticed another group selling almost identical bags, with similar designs, similar colours, and even using the same brand name, "EcoEase." Their bags were priced lower, so customers shifted to the copied stall. Ritika and her team felt upset and discouraged.

When Ms. Sharma, the teacher-in-charge, learned what happened, she explained to the second group that copying someone else's name, design, or idea without permission is unfair and unethical. She encouraged both groups to redesign their stalls and choose unique names. Ritika's group stayed positive and added a new creative twist: they stamped motivational eco-friendly quotes like "Reuse Today, Save Tomorrow." Customers loved their honesty and hard work. By the end of the fair, Ritika's team sold all their bags and learned that real success comes from integrity, originality, and respect for others' ideas.



Reflection Questions

Q.1 What was Ritika's original business idea?

.....

Q.2 Why should one not copy someone else's design or business idea?

.....

Q.3 How did the second group's actions affect Ritika's team?

.....

Q.4 What could the second group have done instead of copying?

.....

Q.5 What lesson does this story teach about honesty and originality?

.....



Knowledge Booster

- Creating original ideas helps a business stand out in the market and gain customer trust. Respecting others work encourages ethical practices and builds a positive reputation and original designs and ideas protect us from legal issues related to copying or misuse.
- Innovation grows when we think independently and solve problems in new ways. Fair practices attract long-term customers, partners, and supporters.
- Building something of our own gives confidence and pride in our work.
- Ethical and original businesses contribute positively to society and inspire others to do the same.

Weekly Task

- Go on an observation walk in your neighbourhood, market, school, or home, identify three different logos or symbols used by businesses or products.
- For each logo or symbol:
 - Write the brand name and describe where you found it.
 - Explain how the trademark protects the brand's identity and builds customer trust by helping people recognise genuine products.



Activity 2

Create Your Own Brand

Objectives

- To understand the importance of originality in creating a brand identity.
- To encourage creativity, ethical thinking, and confidence in developing unique business ideas.

Instructions

- Sit into small groups of 4–5.
- Each group imagines a simple business idea (e.g., snack stall, handmade soaps, eco-friendly bags, bookmarks, candles).
- Materials Required: Chart paper or A4 sheets, sketch pens, crayons, and markers.
- The groups will create:
 - A unique brand name
 - A unique logo
 - (Optional) A short slogan
- Remember:
 - *“Your brand must be completely original. Do not copy an existing brand’s name, logo, colours, or spelling.”*
 - *“Think about what makes your idea different and special.”*
 - You have 7–10 minutes to prepare your brand poster.
- Present your brand name, logo, and idea to the class.



Reflection Questions

Q.1 What makes your brand unique compared to others?

Q. 2 Why is it important for a business to protect its own brand name and logo?

Q.3 How could copying someone else’s brand affect trust and reputation?



Knowledge Booster

- Original brands earn loyalty because they offer something unique. Your ideas today show how creativity, honesty, and originality help entrepreneurs stand out in a crowded market.
- Original brands build trust, because customers know the product or idea is genuine. Creativity helps entrepreneurs solve problems in new ways, not just copy what already exists.
- Honest and original work creates a strong brand identity that people remember easily. When ideas are unique, competition becomes healthier and businesses grow fairly and ethically. Original thinking encourages innovation, which helps markets and communities improve.



Activity 3

Selling Snacks at the School Mela

Objectives

- To understand the needs of permissions, rules, and safety checks as to why they are necessary before starting any business activity.
- To analyse how to follow procedures builds fairness, trust, and responsibility in a business environment.

Instructions

- "If you wanted to sell snacks at the School Mela tomorrow, what steps would you need to take first?"
- Sit into four groups, every group has one a role:
 - Group 1: Student Entrepreneurs (selling snacks)
 - Group 2: School Management (Principal/teachers giving permission)
 - Group 3: Parents/Community (concerned about safety & hygiene)
 - Group 4: Visitors/Customers (deciding whether to buy)
- Every group has 5 minutes to prepare a short 2-minute role-play showing:
 - Requesting permission
 - Checking rules (hygiene, safety, fairness, space allocation)
 - Parents/customers responding to safety & hygiene
 - Decision-making based on whether rules were followed
- Now come forward and perform their role-play for the class.



Reflection Questions

Q.1 Who gave permission in your role-play, and why was it needed?

.....

Q.2 What problems could occur if students start selling without any permission or rules?

.....

.....

Q.3 How do rules help make the school mela safer, fairer, and better organised?

.....

Q.4 How does following the right process show honesty and responsibility?

.....

.....



Knowledge Booster

- Every business activity, even a small one, needs permission to ensure everyone's safety and comfort.
- Rules help prevent problems like safety concerns, overcrowding at stalls/water stations, or unfair competition.
- Following proper procedures builds trust between students, teachers, parents, and customers.
- Safety and hygiene checks protect people's health and show care for others.
- Permissions make sure resources like space, time, and materials are used fairly by all.
- When entrepreneurs follow rules, they show honesty, responsibility, and discipline.
- Good businesses don't just focus on profit—they respect people, rules, and the community.

Weekly Task

- Draft a "Fairness Agreement" for your future employees, outlining clear rules for workplace safety, on-time payment of wages, and respectful treatment.
- Also include points on equal opportunities, reasonable working hours, and the right to be heard if any problem arises. This task will help you understand the importance of labour laws and ethical responsibility in running a fair and responsible business.

**Objectives**

- To understand about why permissions, hygiene, and fairness are important when running a business.
- To realise short-term shortcuts may bring quick success, but long-term trust comes only through honesty and responsibility.

Instructions

- Read the story of *Arjun and Ravi's Chaat Stall* carefully.

Arjun and Ravi, two friends from Class 9, decided to set up a chaat stall near their school. They were excited about earning money and serving their classmates. But even though they started with the same idea, they took very different paths.

Arjun first approached the local municipal authority and took proper permission to set up his stall. He named it "Chatpata Junction." He kept his stall neat and tidy, always wore gloves, used a covered container for the food, washed utensils regularly, and placed a dustbin nearby. Hygiene, safety, and rules were important to him, and he took them seriously.

on the other hand, Ravi did not take any permission. He simply put up his stall right outside the school gate where more students could see it. His food was left uncovered, he used open containers, and no dustbin was kept nearby. His prices were slightly cheaper, so in the beginning, more students bought from him.

He even teased Arjun for being "too slow" and "too rule-following. For the first few days, Ravi earned more money and felt proud of his quick success. Arjun, however, continued to patiently run his stall the right way, clean, safe, and responsible.

After a week, trouble came. A student fell sick after eating from Ravi's stall. Complaints reached the school authorities and the local health office. When officers inspected Ravi's stall, they found it unhygienic, unsafe, and without permission. The stall was shut down immediately, and all his earnings were lost. Ravi felt regret and disappointment.

Arjun, meanwhile, earned appreciation from teachers, parents, and students. His clean and safe practices built trust. More customers began visiting him, and with steady savings, he expanded his stall by adding another table and even took help from his younger brother. His business grew slowly but strongly built on honesty and rules.

Later, Ravi visited Arjun and admitted his mistake. He realised that it wasn't rules that stopped him, it was his own carelessness. Arjun's simple words stayed with him:

"Rules are not meant to stop us; they are meant to protect us. A good business is built not only on profit but on trust."

**Reflection Questions**

Q.1 How did Arjun's honesty and hygiene help his business grow?

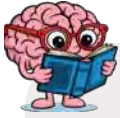
.....

Q.2 Do you think a business can succeed without following rules? Why or why not?

.....

Q.3 What lesson does this story teach about fairness and responsibility?

.....



Knowledge Booster

- Rules, permissions, and hygiene are not obstacles, they are protections. Ravi earned money quickly at first, but because he ignored basic safety and fairness, his entire stall was shut down. Arjun, on the other hand, showed patience, honesty, and responsibility.
- He followed the rules, kept his food clean, and earned trust from parents, teachers, and students. This trust helped his business grow steadily.
- Every entrepreneur must understand that real success comes from doing business the right way, responsibly, safely, and with integrity. Now, let's move to our next activity, where you will apply these ideas in a practical situation.



What we have learned

- In this chapter, we learned that honesty, originality, fairness and following rules are the foundations of doing business the right way.
- We discovered that when we create our own ideas, respect others' work and follow important safety and permission rules, people begin to trust us and trust is what makes any business strong.
- We also learned that copying someone else's name, logo or idea may look small but it is actually unfair, dishonest and even illegal.
- This chapter taught us that creativity and fairness make our ideas stronger and help us build a positive reputation.



CONCEPT

- According to the **World Intellectual Property Organization (WIPO)**, **intellectual property law** gives creators, the exclusive rights to their creations for a limited time, including names, and logos. By respecting IP law, entrepreneurs protect their originality and prevent copying.

- Similarly, **ethical business frameworks**, such as **OECD Guidelines for Multinational Enterprises** emphasise, that companies should act with integrity, fairness and accountability in all operations. Following legal rules and ethical norms, help businesses earn trust, operate responsibly, and avoid risk- making trust the foundation of a strong, long-lasting venture.

Weekly Task

- Visit a **market near you**.
- Observe the items sold **inside or outside a shop**.
- Look at the **brand names** on products or boards.
- Decide if the brand name is **original or copied**.
- Write your observations in a table with **following columns**:
 - Item
 - Brand Name
 - Original or Copied?
 - What made you think so?
- **Submit in the next class.**



Glossary

Accountability: Taking responsibility for your actions.

Active Listening: Listening carefully and giving full attention to the speaker.

Adaptability: Being able to adjust when things change.

Asset: Something valuable that you own.

Behaviour Pattern: A way you usually act in certain situations.

Budget: A plan for how to use your money.

Collaboration: Working together to complete a task.

Communication: Sharing ideas and information clearly.

Community: A group of people living or working together.

Compliance: Following rules and laws.

Confidence: Believing in yourself and your abilities.

Coordination: Organising work smoothly within a team.

Corporate Social Responsibility (CSR): When businesses help society and protect the environment.

Creativity: Thinking of new and different ideas.

Critical Thinking: Thinking carefully before making decisions.

Curiosity: Wanting to learn and ask questions.

Cyber Safety: Using the internet in a safe way.

Cyberbullying: Hurting someone through messages or posts online.

Data Security: Keeping digital information safe.

Define: Clearly explain what the problem is.

Design Thinking: A step-by-step way to solve

problems creatively.

Digital Footprint: Information about you that exists online.

Digital Literacy: Knowing how to use digital devices safely and correctly.

Digital Responsibility: Using technology in a respectful and safe way.

Discipline: Controlling yourself and staying focused.

Email Communication: Sending messages using email.

Empathize: Trying to understand how others feel.

Empathy: Understanding and caring about others' feelings.

Entrepreneur: A person who starts a business to solve problems.

Entrepreneurial Ecosystem: People and organisations that support businesses.

Entrepreneurial Mindset: Thinking in a way that looks for solutions and opportunities.

Entrepreneurship: The process of starting and running a business.

Ethics: Doing what is right and fair.

Expense: Money you spend.

Fair Trade: Buying and selling in a fair and honest way.

Feasibility: Whether an idea can really work.

Feedback: Advice or suggestions for improvement.

Financial Literacy: Understanding how to manage money.

Funding: Money given to support a business or project.

Goal Setting: Deciding what you want to achieve.

Government Scheme: A program started by the government to help people.

Growth Areas: Skills you need to improve.

Habit: Something you do regularly.

Ideate: Thinking of many new ideas.

Income: Money you earn.

Incubator: A place that helps new businesses grow.

Initiative: Taking action without being told.

Innovation: A new or better way of doing something.

Integrity: Being honest and doing the right thing.

Interest: Extra money earned on savings or paid on loans.

Investment: Using money to earn more money later.

Iteration: Improving something again and again.

Leadership: Guiding and motivating others.

Liability: Money you owe.

Loss: When you spend more money than you earn.

Media Literacy: Understanding and checking if online information is true.

Mentor: A person who guides and advises you.

Mission: Actions taken to reach a goal.

NEEEV: A learning program that builds entrepreneurial and life skills.

Networking: Meeting people who can help you grow.

Online Privacy: Keeping personal information safe online.

Opportunity Recognition: Finding a problem that can be solved.

Personal Development: Improving yourself and your skills.

Problem-Solving: Finding answers to challenges.

Profit: Money left after paying all expenses.

Prototype: A simple model of an idea.

Reflection: Thinking about what you learned.

Resilience: Not giving up when things are difficult.

Responsibility: Doing what you are supposed to do.

Risk-Taking: Trying something new even if unsure.

Savings: Money kept for future use.

Scalable Startup: A business that can grow quickly.

Search Engine: A tool used to find information online.

Self-Awareness: Knowing your strengths and weaknesses.

Skill Development: Learning and improving your abilities.

Small Business Entrepreneur: A person running a local business or starting a business to help society.

Social Impact: Positive change made in society.

Stakeholders: People connected to a business.

Sustainability: Using resources carefully so they last long.

Teamwork: Working together as a group.

Test: Trying something to see if it works.

Transparency: Being open and honest.

User-Centric: Focused on the needs of users.

Value Creation: Making something useful for others.

Value Proposition: Benefit a product gives to customers.

Vision: A big goal for the future.

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Disclaimer

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

NEEEV – Multi-Peer Assessment Sheet / समूह मूल्यांकन तालिका

Entrepreneurship is a Journey / उद्यमिता एक यात्रा है

Name / नाम: _____ Class / कक्षा: _____ Date / दिनांक: _____

Rating Scale / रेटिंग पैमाना:

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

Assessment Table / मूल्यांकन तालिका

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

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

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

Feedback / फीडबैक

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

- Peer Classmate A _____
- Peer Classmate B _____

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

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

NEEEV – Self-Assessment Checklist / स्वयं मूल्यांकन चेकलिस्ट

Name / नाम: _____ Class / कक्षा: _____ Date / दिनांक: _____

Rating Scale / रेटिंग पैमाना:

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

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

Reflection Questions / चिंतन प्रश्न

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

Student Signature / छात्र-छात्रा के हस्ताक्षर: _____

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