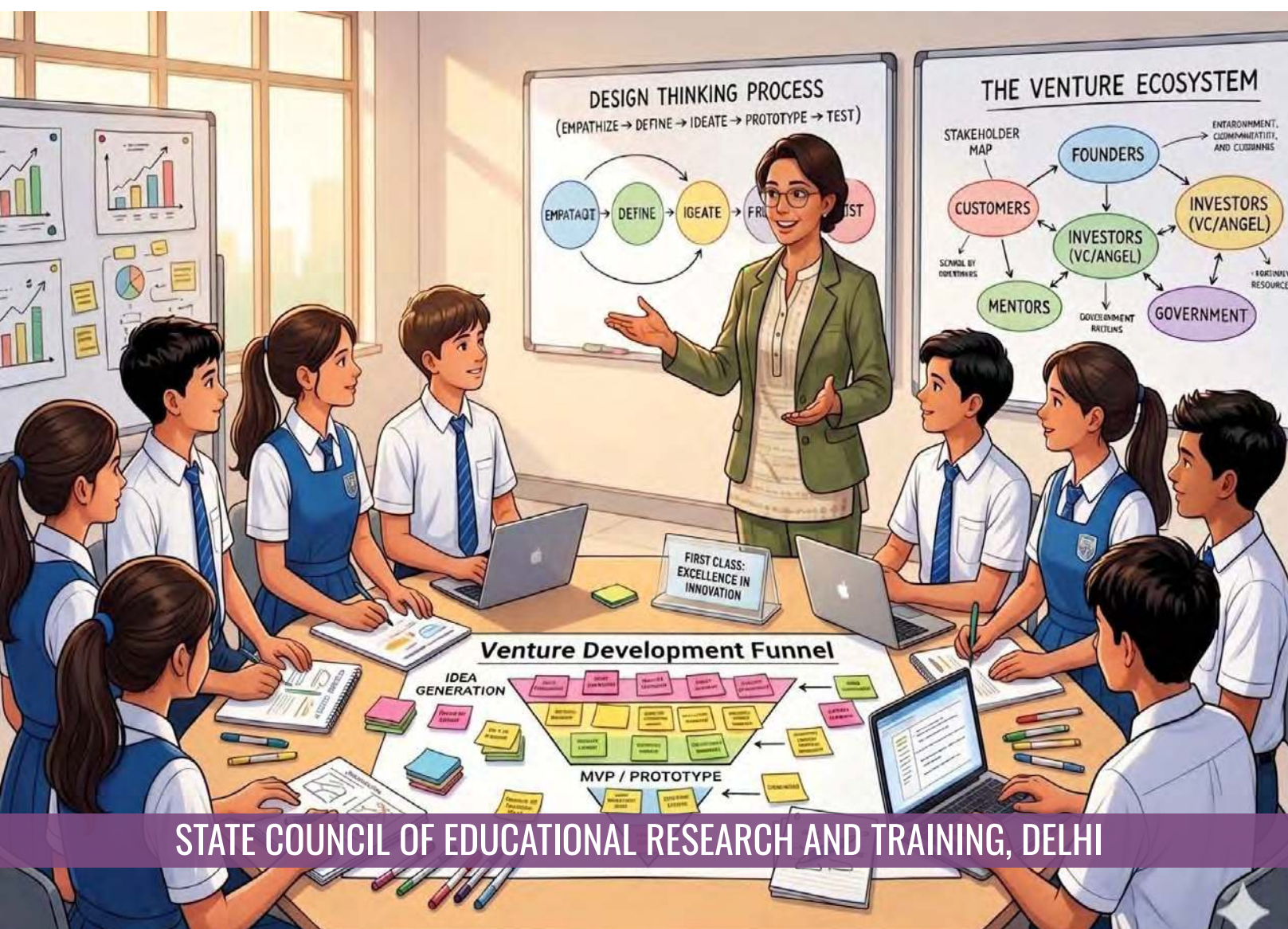


New Era of Entrepreneurial Ecosystem & Vision NEEEV

Teachers' Manual 2026-27

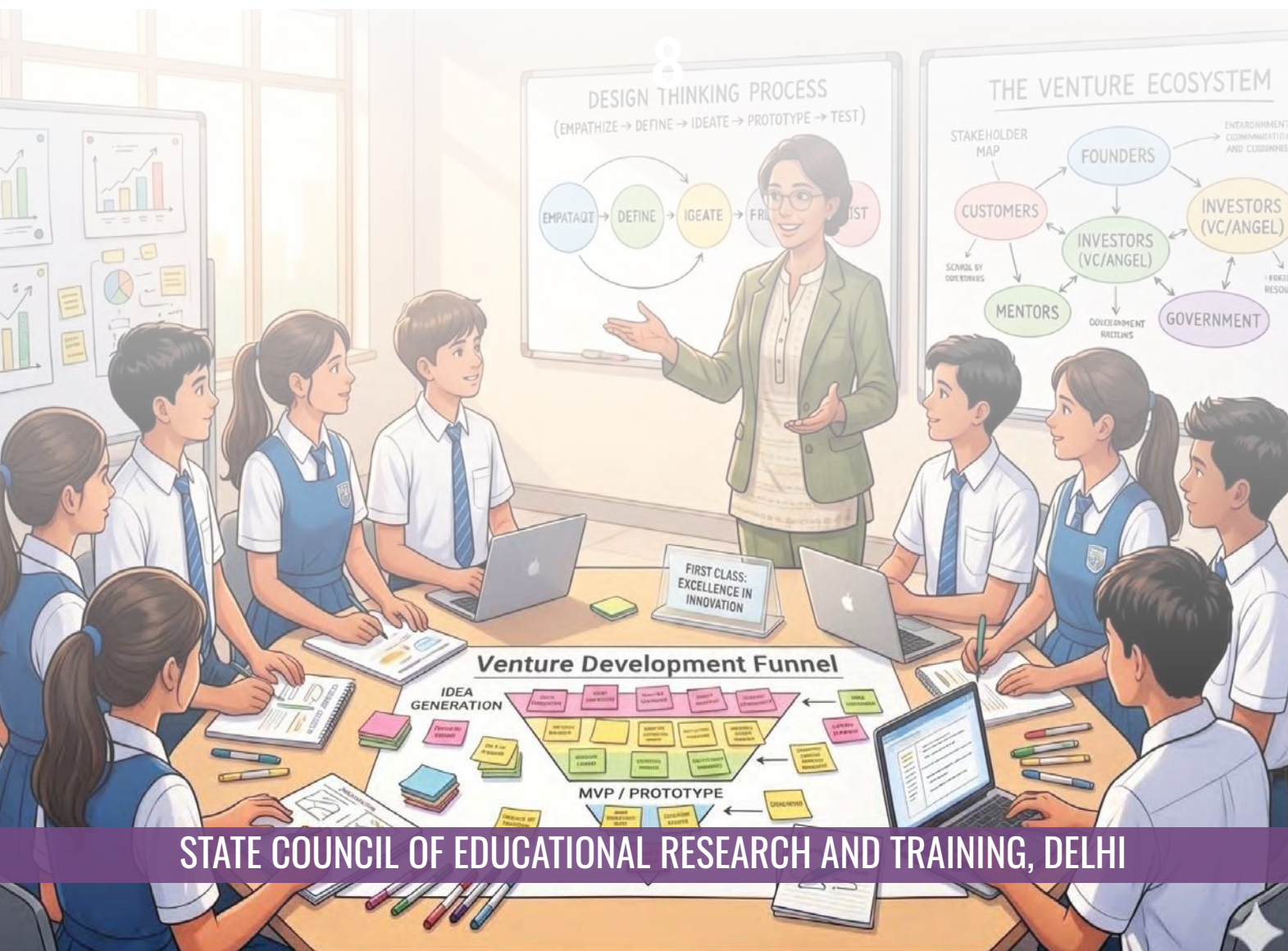


New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

सोच से सृजन तक - उद्यमिता की उड़ान

Teachers' Manual 2026-27

Class 8



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

NEEEV Teacher Manual for Class 8

February, 2026

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

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

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Rekha Gupta

Chief Minister, Delhi

MESSAGE

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

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

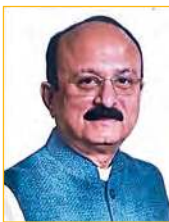
This Manual is a cornerstone in our efforts to empower our learners to turn learning spaces into hubs of innovation, where students are encouraged to ideate, explore, and take initiative.

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

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


Rekha Gupta

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ASHISH SOOD

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

MESSAGE

Dear students and teachers,

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

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

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

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

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

Ashish Sood
(Ashish Sood)

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

PANDURANG K. POLE, IAS
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MESSAGE

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

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

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

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

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


(PANDURANG K. POLE)



MESSAGE

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

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

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

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

(VEDITHA REDDY, IAS)

Dr. Rita Sharma
Director SCERT



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RESEARCH and TRAINING**

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MESSAGE

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

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

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

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

Dr. Rita Sharma.

PREFACE

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

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

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

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

Dr. Sapna Yadav

Assistant Professor / Chairperson NEEEV

SCERT, Delhi

Index

Sr. No	Chapter Name	Page No
Chapter 1	Introduction to NEEEV	1
Chapter 2	Discovering Entrepreneurship	7
Chapter 3	Introduction to the Entrepreneurial Ecosystem	15
Chapter 4	Think Like an Entrepreneur	19
Chapter 5	Self-Discovery	28
Chapter 6	Introduction to Design Thinking	35
Chapter 7	Exploring digital world	43
Chapter 8	Foundation of Financial Literacy	49
Chapter 9	Legal Fundamentals	55
Assessment		63

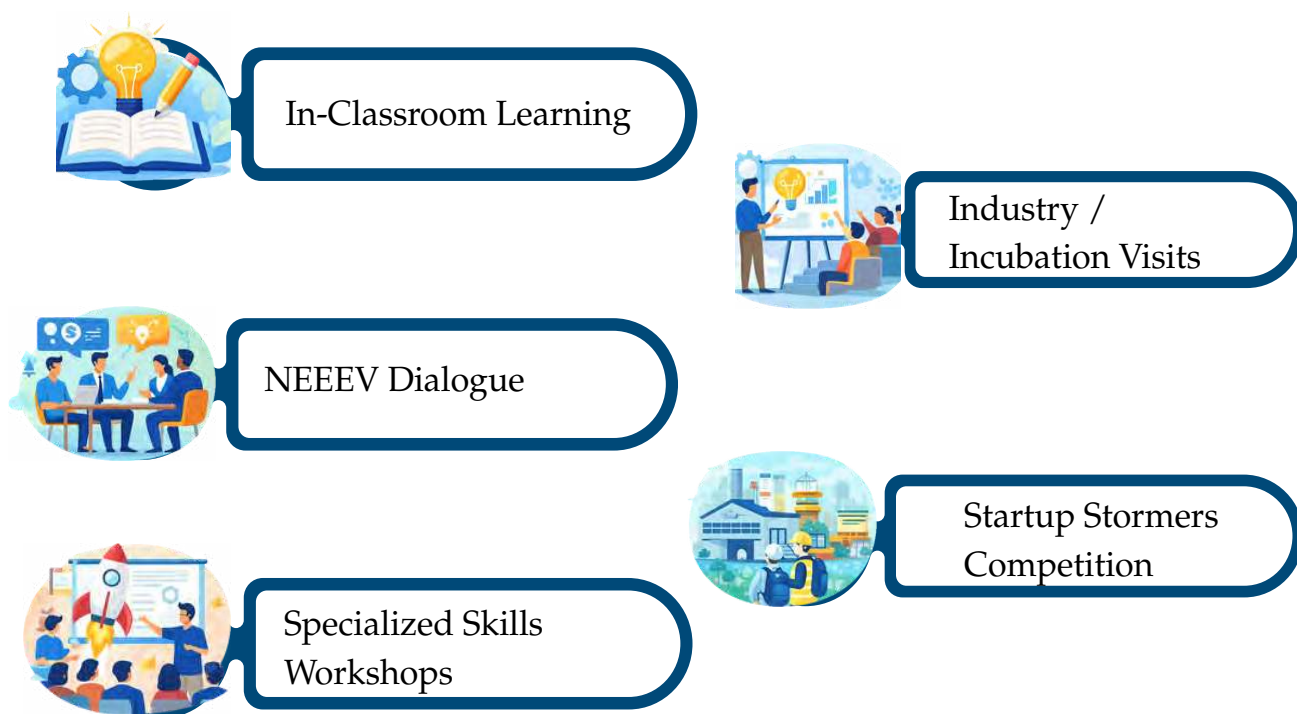
LET'S KNOW ABOUT NEEEV

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

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

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

▶ STRUCTURE OF NEEEV SCHEME



Each component is discussed in detail in the following sections.

IN-CLASSROOM STRUCTURE

The In-Classroom Structure refers to the weekly NEEEV session conducted once a week in a structured, facilitative manner. The Student Manual will be followed for all concepts and activities. Teachers will guide discussions and tasks as per the manual, keeping in mind the given Do's and Don'ts. The focus remains on experiential learning rather than lecturing.

ACTIONS	DOs	DON'Ts
Refer to Student Manual First	• Read the Student Manual before class • Understand stories, activities & weekly tasks • Plan questions/prompts in advance • Ensure continuity between previous & next class	• Don't repeat or dictate student content • Don't start without understanding activities • Don't treat Teacher Manual as a script
Start with Experiences, Not Explanation	• Begin with activity/story/real-life example • Let students think & respond first • Encourage observation & participation	• Don't begin with definitions • Don't give ready-made answers • Don't dominate with long lectures
Facilitate Reflection & Thinking	• Ask open-ended questions • Encourage multiple viewpoints • Connect learning to real life • Invite every student's voice	• Don't label answers right/wrong • Don't rush reflection • Don't ignore quieter students
Introduce Concepts After Exploration	• Explain concepts after discussion • Use board for summary • Refer to Concept Boxes for clarity	• Don't dictate definitions • Don't convert activities into lectures • Don't present concepts before experience

ACTIONS	DOs	DON'Ts
Support Entrepreneurial Skill Development	• Focus on critical thinking • Encourage problem-solving • Nurture creativity & innovation • Build communication & collaboration • Promote ethical reasoning & decision-making • Build confidence	• Don't focus only on syllabus completion • Don't prioritise perfection over learning • Don't discourage unconventional ideas
Classroom Management Approach	• Maintain safe & respectful environment • Encourage inclusive participation • Promote peer learning • Appreciate effort & improvement	• Don't compare students negatively • Don't allow ridicule • Don't prioritise speed over understanding
Using Weekly Tasks	• Explain purpose clearly • Encourage creativity • Use tasks for discussion • Revisit tasks next session • Accept varied responses	• Don't treat as tests • Don't expect uniform answers • Don't grade harshly

NEEEV DIALOGUE

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

Objectives

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

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

SPECIALIZED SKILLS WORKSHOP

Specialized Skills Workshops are hands-on sessions designed to build practical entrepreneurial and life skills beyond theory. Open to experts from diverse fields—such as entrepreneurs, DIET/SCERT/University Faculty, financial professionals, legal advisors, technology specialists, communication trainers, and social innovators—these workshops may cover digital marketing, financial literacy, legal basics, design thinking, product development, AI tools, sustainability, leadership, negotiation, teamwork,

SPECIALIZED SKILLS WORKSHOP

and structured pitching. Through demonstrations, practice activities, simulations, and mock presentations, students learn by doing. The teacher facilitates coordination and reflection to ensure skill development, preparing students to become confident, capable, and future-ready.

Objectives

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

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

INDUSTRY VISIT AND INCUBATION CELL VISIT

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

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

Objectives

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

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

STARTUP STORMERS COMPETITION

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

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

Objectives

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

▶ Startup Stormers as a Progression across classes

PHASE 1: ENTREPRENEURIAL FOUNDATION (Class 8)

Focus: Orientation to NEEEV and Opportunity Awareness

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

PHASE 2: IDEATION & TEAM FORMATION (Class 9)

Focus: Collaborative Problem Identification and Idea Generation

- Formation of structured 5-member entrepreneurial teams
- Identification of community/local challenges
- Structured brainstorming and divergent thinking
- Feasibility screening and selection of a viable idea

Year-End Milestone: Students demonstrate teamwork, ideation capability, and structured problem analysis.

PHASE 3: PROTOTYPE BUILDING and TESTING (Class 10)

Focus: Prototype Building and Testing

- Basic market research and user understanding
- Development of a Minimum Viable Product (MVP) or Prototype
- Field testing with peers/community
- Iterative refinement based on feedback

Year-End Milestone: Students acquire experimentation skills, validation techniques, and iterative thinking ability.

PHASE 4: VENTURE DESIGN and MARKET EXECUTION (Class 11)

Focus: Business Planning, financial support (₹20,000) per team and Market Positioning

- Business model and value proposition development
- Budgeting, costing, pricing, and financial planning
- Marketing, branding, and operational strategy
- Responsible utilization of ₹20,000 financial support
- Product refinement, market validation, and competitive positioning
- Investor-style pitch presentation

Year-End Milestone: Students demonstrate financial discipline, strategic planning, market readiness, and professional pitching competence.

PHASE 5: INCUBATION and FUTURE TRANSITION (Class 12)

Focus: Venture Strengthening and Ecosystem Engagement

- Refining and stabilizing their startup model
- Piloting or operating the venture in a real or simulated market setting
- Showcasing ventures through demo days or investor-style presentations
- Connecting with incubation centers, mentors, and startup networks
- Exploring external competitions, funding avenues, and future pathways

Year-End Milestone: Students demonstrate venture maturity, ecosystem awareness, and readiness to transition into incubation, higher education, employment, or independent entrepreneurship.

FACILITATOR GUIDELINES

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

► QR-Enabled Learning Resource Framework

Chapter Opening QR Code	Student Manual QR code Connecting the Dots QR Code	Teacher Insight Module (End of the Book)
At the beginning of each chapter, a QR code is provided. This QR code links directly to resources related to the ongoing chapter.	This enables the teacher to access the corresponding chapter in the student manual.	At the end of the book, an additional Teacher Insight Module is included. This section provides extended resources such as reference video , recommended books, supplementary reading materials. These QR codes and resource sections are designed to support seamless teaching-learning integration and enhanced conceptual understanding.

Assessment

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

Types of Assessment

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

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

Introduction to NEEEV



No of Periods: 3

Chapter Overview

Every big transformation begins with a simple idea. When that idea is shaped by careful observation and thoughtful questioning, it turns into purposeful action. This chapter introduces entrepreneurial thinking by encouraging learners to observe their surroundings, ask meaningful questions, and take purposeful action.

It presents entrepreneurship as an essential life skill through real stories, simple concepts, and experiential activities that nurture problem-solving, creativity, teamwork, ethical decision-making, and value-based thinking. Aligned with NEP 2020 and NCFSE 2023, and implemented through the activity-based NEEEV Scheme for Classes 8–12, the chapter guides learners from thinking to doing and reflecting, while helping them understand entrepreneurial ecosystems. Overall, it aims to develop confident, future-ready learners who can create value and become responsible change-makers.



Rationale

This chapter highlights the changing role of education, where real-life skills are considered as important as academic marks. It emphasises the need for problem-solving, creativity, teamwork, communication, and adaptability in today's innovation-driven India. It introduces learners to the concept of learning by doing through real-life examples and discussions, encouraging active participation in the learning process. It also explains how the NEEEV Scheme bridges classroom learning with real-world challenges and opportunities. Learners are encouraged to observe problems around them, think of practical solutions, and take initiative in everyday situations. Furthermore, it connects learning with the Sustainable Development Goals (SDGs) and promotes responsible citizenship.

Acronym NEEEV stands for:

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



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

Objectives of NEEEV

learners will be able to:

- 🎯 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 competence.
- 🎯 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?

Learners will be able to

•

Facilitator Instructions

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



Reflection Questions

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



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



Case Story 1 Turning a Small Problem into a Big Idea

Learners will be able to

.

Facilitator Instructions

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



Reflection Questions

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

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

Possible answers:

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

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



Debrief

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

About NEEEV

NEEEV- 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 financial literacy, entrepreneurship concept, innovation and problem-solving through real-life contexts.

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

NEEEV Dialogue



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



Curiosity and Creativity



Collaboration and Community



Integrity and Ethics



Inclusion and Accessibility



Sustainability and Vision



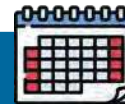
Lifelong learning

SIC-ZIC-DIC Structure of NEEEV

A three-level innovation support system:



Weekly Task



Facilitator Instructions

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

Reflection Questions

Q1 What is the problem?

Q2: Who faces this problem and how often does this problem happen?

Think Like an Entrepreneur

Q.1 Write your question: (It should start by Why /How)

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

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

- *Ecosystem player*
- *Family*
- *Teacher/Mentor*
- *Existing Service*
- *Users/Students*

- *How could they help*
- *Encouragement, feedback.*
- *Guidance and approval.*
- *Tools or systems to implement solutions.*
- *Testing ideas and giving feedback.*

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



Discovering Entrepreneurship



In the previous chapter, the learners learned about the **entrepreneurial ecosystem** and how ideas grow when supported by the right people, organisations, and resources. They also explored activities that helped us identify our own ecosystem and understand how different stakeholders guide, test, fund, and support young innovators. Now, in this chapter, we will start exploring what entrepreneurship truly mean,

Learning Objectives

learners will be able to:

- 🎯 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.

Chapter Overview

Entrepreneurship is often associated with starting businesses or becoming a startup founder. However, the essence of entrepreneurship lies in identifying opportunities, solving problems, and creating value for others. This chapter introduces learners to the concept of entrepreneurship through relatable examples, case discussions, and reflective activities.

Learners explore how entrepreneurs notice challenges around them and turn them into opportunities for innovation. Through interactive activities and real-life stories, learners discover that entrepreneurship is not limited by age or resources. Anyone who observes problems carefully, thinks creatively, and takes initiative can begin the entrepreneurial journey.



Rationale

Young learners often perceive entrepreneurship as something distant or achievable only by highly successful business leaders. This chapter aims to break that perception by demonstrating that entrepreneurship begins with simple observation, creativity, and initiative.

By understanding entrepreneurship early, learners develop problem-solving abilities, confidence, and an innovation mindset. These skills are essential not only for future careers but also for responsible participation in society. The chapter therefore focuses on developing entrepreneurial thinking rather than business knowledge alone.



Connecting with SDGs and NEP 2020



Core Focus of Chapter	Aligned SDGs	How the Chapter supports the SDGs	Alignment with NEP 2020
Discovering real-life examples of entrepreneurship through observation	 SDG 4 – Quality Education	Makes the learners aware about the traits of entrepreneur and how entrepreneurship encourages problem sensitivity as the first step toward solutions	Promoting experiential and inquiry-based learning
	 SDG 8 – Decent Work and Economic Growth		Encouraging creativity and innovation
	 SDG 9 – Industry, Innovation and Infrastructure		Developing life skills and entrepreneurial thinking. Connecting classroom learning with real-world contexts



Activity 1

Let's Deep Dive

Learners will be able to

- Understand the meaning of entrepreneur and entrepreneurship.
- Identify entrepreneurial behaviour in everyday life.

Facilitator Instructions

- Allow learners to go through the conversation in the student manual or read it to the students.
- Ask learners : When you hear the word entrepreneur, what comes to your mind?
- Note responses on the board.
- Provide simple examples such as:
 - A student organising a small event.
 - A person selling homemade snacks online.
 - A farmer introducing organic farming.
- Guide learners to understand that entrepreneurship means creating solutions and value.



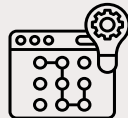
Reflection Questions

- 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?

Entrepreneurial Skills Developed



Curiosity



Opportunity recognition



Critical thinking



Initiative



Debrief

Entrepreneurship begins with **observing problems and imagining solutions**. It is not limited to business owners but applies to anyone who takes initiative to improve situations.

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:
 - Which problem did the entrepreneur identify?
 - Who was benefited by her/his solution/service/product?
 - One value the entrepreneur followed.



Activity 2 Name That Entrepreneur!

Learners will be able to

- Help learners identify entrepreneurs and their contributions.
- Encourage learners to connect ideas with innovators.

Facilitator Instructions

- Display pictures or clues about well-known entrepreneurs.
- Ask learners to guess the entrepreneur based on hints about their innovation or business.
- Encourage learners to discuss the problem each entrepreneur solved.
- Facilitate a short conversation about how ideas can create a large impact.

Facilitator Tips: Use entrepreneurs familiar to students (technology, food brands, local businesses). Encourage reasoning rather than quick guessing.



Reflection Questions

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

Entrepreneurial Skills Developed



Analytical
thinking



Observation



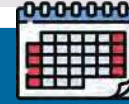
Knowledge
building



Debrief

Entrepreneurs come from different backgrounds, but they share common qualities such as curiosity, creativity, and determination.

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

Learners will be able to

- Help learners identify innovation in everyday objects and services.
- Encourage observation of how problems are solved creatively.

Facilitator Instructions

- Display pictures or clues about well-known entrepreneurs.
- Ask learners to guess the entrepreneur based on hints about their innovation or business.
- Encourage learners to discuss the problem each entrepreneur solved.
- Facilitate a short conversation about how ideas can create a large impact.

Facilitator Tips: Use entrepreneurs familiar to students (technology, food brands, local businesses).

Encourage reasoning rather than quick guessing.



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)

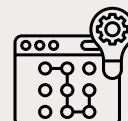
Entrepreneurial Skills Developed



Observation



Problem
Identification



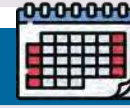
Opportunity
recognition



Debrief

Innovation often begins with simple improvements to everyday problems.

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 3

Design Your Entrepreneur Avatar

Learners will be able to

- Encourage learners to imagine themselves as future entrepreneurs.
- Build confidence and self-reflection about personal strengths.

Facilitator Instructions

- Ask learners to design an entrepreneur avatar representing themselves.
- The avatar should include:
 - A business idea
 - A problem they want to solve
 - Personal strengths that help them succeed.
- Invite learners to present their avatar to the class.

Facilitator Tips: Emphasise creativity rather than artistic perfection. Encourage learners to explain their ideas.



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?

Entrepreneurial Skills Developed



Creativity



Self-awareness



Communication



Debrief

Every learner has unique strengths that can contribute to entrepreneurial success.



Case story 1 Ritesh Agarwal- From a Simple Idea to a Global Impact

Learners will be able to

- Understand the stages of turning an idea into action.
- Recognise that entrepreneurship is a process.

Facilitator Instructions

- Ask the learners to go through the case story 1 given in their student manual. Then after reflection questions, explain them the five steps of entrepreneurship:

Idea: Creative Concept

Planning: Strategy to make that idea happen/work

Action: Execution Steps

- Risk-taking: Anticipating risk(s) and figuring out ways to overcome those risks.
- Value creation: So that the user (target audience) will engage with the product/idea/service.
- Ask learners to think of a simple idea they could start in school.
- Example prompts:
 - Recycling notebooks
 - School snack stall
 - Helping peers with homework



Reflection Questions

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

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?

Entrepreneurial Skills Developed



Creativity



Planning



Decision-making



Confidence



Debrief

Ideas become meaningful only when they are implemented and improved through action and feedback.

Concept Box

What Is Entrepreneurship?

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

Source: UNESCO, *Education for 21st Century Skills*, 2016.

Weekly Task



- What are the 5 key steps of entrepreneurship?
- How did Ritesh use 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 Tilak Mehta'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.

Learning Objectives

learners will be able to:

- 🎯 Understand the concept of an entrepreneurial ecosystem.
- 🎯 Identify different stakeholders who support entrepreneurs
- 🎯 Recognise the importance of collaboration in innovation.
- 🎯 Understand how support systems help ideas grow.

Chapter Overview

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 momo stall near your school. The seller depends on many others: the vegetable vendor, the gas supplier, the packaging shop, loyal 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. Just like plants grow best in a healthy natural ecosystem, entrepreneurs grow best in a supportive entrepreneurial ecosystem.

This chapter introduces learners to the various people and organisations that help entrepreneurs turn ideas into successful solutions. Through role-play activities and case stories, learners understand how collaboration strengthens innovation



Rationale

Many learners assume that entrepreneurs succeed solely through individual effort. In reality, successful entrepreneurs rely on a network of mentors, supporters, institutions, and communities. By understanding this ecosystem early, learners begin to recognise the value of collaboration, mentorship, and feedback.



Connecting with SDGs and NEP 2020



Core Focus of Chapter	Aligned SDGs	How the Chapter supports the SDGs	Alignment with NEP 2020
Making them understand the entrepreneurial ecosystem through daily life observation	 SDG 8 – Decent Work and Economic Growth	Promotes entrepreneurship and economic opportunity.	Encouraging collaborative learning
	 SDG 9 – Industry, Innovation and Infrastructure	Encourages innovation through collaboration and support systems. Builds awareness of entrepreneurial ecosystem and help the learners to understand the role of different stakeholders.	Promoting community engagement
	 SDG 17 – Partnerships for the Goals	Highlights the importance of partnerships and networks.	Connecting education with real-life innovation ecosystems



Activity 1

Build Your Own Entrepreneurial Ecosystem Map

Learners will be able to

- Understand what an entrepreneurial ecosystem is and why different players are important.
- Identify the roles of mentors, customers, government, investors, and incubators in helping ideas grow.

Facilitator Instructions

- Give each student an A4 sheet and ask them to draw a small circle in the center.
- Write inside it: “Entrepreneur: Me”
- Around this, ask them to draw circles, labeling them as
 - Mentor
 - Customer
 - Government
 - Investor
 - Incubator
 - Community
- Ask the students to choose any simple business idea (snack stall, handmade soap, eco-bags, mobile repair, etc.).
- Ask the students to write 2–3 points for each circle

- How this player supports their business
- Why this player is important
- What problems this player helps to solve
- Students paste the notes inside the correct circles to complete their Ecosystem Map.
- Invite 2–3 students to present their maps.
- Encourage others to observe how ecosystems can look similar or different based on the idea.



Reflection Questions

- Q.1 What According to you which player in your ecosystem feels most important and why?
- Q.2 hat would happen to your business idea if one player (like customers or mentors) was missing?

Entrepreneurial Skills Developed



Systems thinking



Collaboration



Problem analysis



Debrief

Entrepreneurship thrives when different stakeholders work together.



Activity 2

Meet the Ecosystem – A Role Play

Learners will be able to

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

Facilitator Instructions

- Select 5 student volunteers and assign them the following roles:
 - Mentor
 - Customer
 - Government Officer
 - Investor
 - Incubator Representative
- Give the Student Volunteer a simple idea (example: *a device to reduce water wastage*).
- Give role cards (verbally or on paper) and allow each student 1 minute to understand their character. Begin the role play
 - Mentor → Gives guidance, suggests improvements
 - Customer → Shares real needs, pain points, expectations
 - Government Officer → Talks about rules, permissions, and support schemes



Reflection Questions

- Q.1 How did each stakeholder influence the idea differently?
- Q.2 Which feedback changed the idea the most?

Entrepreneurial Skills Developed



Communication



Perspective-taking



Decision-making



Debrief



Case story 1 Kavya's Clean Water Idea

Learners will be able to

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



Reflection Questions

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

Discussion Prompts

- Who helped Kavya implement her idea?
- Why is collaboration important for entrepreneurs?

Concept Box

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 about the NEEEV mission, vision, and its key components, and we explored Tilak Mehta'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.

Learning Objectives

learners will be able to:

- 🎯 Observe surroundings to identify real-life problems and opportunities
- 🎯 Develop empathy to understand emotional and social needs
- 🎯 Use curiosity and imagination to explore creative solutions
- 🎯 Communicate clearly and listen actively
- 🎯 Work collaboratively in teams
- 🎯 Take initiative and make responsible decisions

Chapter Overview

This chapter focuses on developing core entrepreneurial skills such as observation, empathy, curiosity, creativity, teamwork, communication, and initiative. Through real-life entrepreneur stories and experiential activities, learners understand how successful entrepreneurs deeply observe problems, connect with people's needs, and work collaboratively to create solutions. The theme builds emotional intelligence alongside problem-solving abilities.



Rationale

Entrepreneurship is not only about starting businesses but about building skills to face everyday challenges confidently and responsibly. This theme equips learners with social-emotional skills, collaboration habits, and innovative thinking needed for future careers and citizenship, aligning strongly with NEP 2020's focus on holistic development.



Connecting with SDGs and NEP 2020



Core Focus of the Chapter	Aligned SDGs	How the Chapter Supports the SDGs	Alignment with NEP 2020
Developing an entrepreneurial mindset through observation, empathy, curiosity and teamwork	 SDG 4 – Quality Education	Builds essential life skills such as communication, empathy, collaboration, and critical thinking through experiential activities and real-life case stories.	Promotes competency-based education and holistic development of learners.
Understanding people's needs through observation and empathy	 SDG 11 – Sustainable Cities and Communities	Encourages learners to identify real-life problems in their surroundings and think about solutions that improve community well-being.	Supports social-emotional learning and encourages connection between classroom learning and community experiences.
Encouraging curiosity, creativity and innovation	 SDG 8 – Decent Work and Economic Growth	Introduces learners to entrepreneurial competencies such as initiative, innovation, and creative problem-solving that support future economic participation.	Encourages inquiry-based learning and development of innovative thinking.
Promoting teamwork, communication and collaboration	 SDG 17 – Partnerships for the Goals	Demonstrates how collaboration and partnerships help solve problems effectively and generate better solutions.	Strengthens collaborative learning and communication skills among learners.
Connecting learning with real-life challenges and entrepreneurial ecosystems	 SDG 9 – Industry, Innovation and Infrastructure	Encourages learners to think about improving products, services and systems through innovation and teamwork.	Supports experiential learning and real-world application of knowledge.



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

Learners will be able to

- Understand how observation reveals real problems
- Recognise emotional aspects of challenges
- Practise empathetic thinking

Facilitator Instructions

- Narrate slowly with emotion
- Emphasise farmer struggles
- Pause for learner thinking
- Avoid giving answers early
- Narrate the story highlighting farmers' struggles, Kurien's listening approach, and the cooperative solution. Pause for learner thinking and response



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?

Entrepreneurial Skills Developed



Observation



Empathy



Problem
identification



Critical
thinking



Debrief

- 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

Learners will be able to

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

Facilitator Instructions

- Encourage respectful listening
- Stop interruptions gently
- Appreciate honest sharing
- Learners interview partners about a real difficulty and complete an empathy map.



Reflection Questions

- Q.1 How did understanding another person's feelings change the way you think?
- Q.2 Was it easy or difficult to listen carefully? Why?
- Q.3 How can understanding others' feelings help you?

Entrepreneurial Skills Developed



Observation



Empathy



Problem
identification



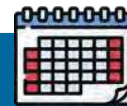
Critical
thinking



Debrief

- 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

Learners will be able to

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

Facilitator Instructions

- Highlight curiosity moments
- Ask learners to relate personally
- Stress learning from feedback
- Facilitator Focus: Highlight questioning, research, feedback, and improvement.



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?

Entrepreneurial Skills Developed



Curiosity



creativity



innovation



learning from
feedback



Debrief

- 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

Learners will be able to

- 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

Facilitator Instructions

- Show the picture (or describe it)
- Ask learners to interpret before explanation



Reflection Questions

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

Entrepreneurial Skills Developed



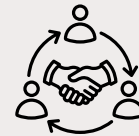
Curiosity



creativity



Imagination



Collaboration



Debrief

- 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

Learners will be able to

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

Facilitator Instructions

- Observe silently
- Do not intervene unless needed
- Note communication patterns, leadership, frustration, support



Reflection Questions

- Q.1 Why was communication important in this activity?
- Q.2 What happened when one person lost focus or balance?
- Q.3 How did teamwork help you complete the task?



Debrief

- 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 3 Listen to Me Carefully

Facilitator Instructions

- Pair sharing (3 minutes each)
- Silent listening
- Retelling partner's story in group



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?



Debrief

- 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.

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 was the situation?
 - Who was involved?
 - How did everyone work together?
 - What role did you play?
 - How communication helped your team succeed?
 - What did you learn about teamwork from that experience?

Concept Box

- **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.

- **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).

Self-Discovery



No of Periods: 3



In the previous unit, you learned that entrepreneurship is not only about starting a business. It is about observing problems, understanding people, working in teams, asking meaningful questions, and creating solutions that add value. Through activities and case stories, you practised empathy, curiosity, communication, and teamwork. All these skills begin with one important foundation — understanding yourself.

Learning Objectives

learners will be able to:

- 🎯 Understand themselves better by identifying your strengths and areas for improvement.
- 🎯 Reflect on their thoughts, actions, and habits in daily life.
- 🎯 Recognise how positive habits support personal growth
- 🎯 Use their strengths to work on areas that need improvement.
- 🎯 Set simple personal goals for self-growth.
- 🎯 Review their progress and make small changes over time.

Chapter Overview

This chapter introduces learners to self-discovery as the foundation of personal growth, learning, and responsible decision-making. Before working effectively with others or planning future goals, learners need to understand their own strengths, emotions, habits, and behaviour patterns

Through reflection-based activities, inspiring real-life stories, and habit-analysis exercises, learners explore who they are, how they think and feel, and how their daily actions shape their future. The chapter emphasises that self-awareness is not about judging oneself but about understanding oneself with honesty and confidence. By connecting self-reflection to confidence, emotional balance, and lifelong learning, the chapter helps learners recognise that personal growth is a continuous process. Students learn that abilities and habits can be improved with effort, practice, and support, enabling them to make better choices in school, relationships, and future careers.



Rationale

Learners often focus on external success such as marks, competition, or approval from others, while remaining unaware of their own emotions, strengths, habits, and growth needs. This chapter addresses that gap by helping learners look inward and build awareness of themselves as learners and individuals. Understanding oneself is essential for building confidence, managing emotions, improving behaviour, and developing resilience. When learners recognise their strengths, they gain self-belief; when they identify growth areas, they learn that improvement is possible through effort rather than fear or self-doubt.

By encouraging reflection on emotions, habits, and daily routines, this chapter supports learners in developing emotional intelligence, responsibility, and self-discipline. These qualities are essential not only for academic success but also for well-being, ethical decision-making, and future readiness. The chapter prepares learners to take ownership of their learning and personal development with clarity and confidence.



Connecting with SDGs and NEP 2020



Core Focus of the Chapter	Aligned SDGs	How the Chapter Supports the SDGs	Alignment with NEP 2020
Developing self-awareness through reflection on thoughts, emotions, strengths and habits	 SDG 4 – Quality Education	Encourages reflective learning, emotional awareness and metacognition that help learners understand how they learn and grow.	Promotes holistic and competency-based education that develops cognitive, emotional and ethical capacities.
Understanding emotions, habits and personal well-being	 SDG 3 – Good Health and Well-being	Builds awareness of mental well-being, emotional regulation and healthy daily habits that support balanced development.	Strengthens social-emotional learning (SEL) and emotional intelligence among learners.
Building confidence, resilience and growth mindset	 SDG 8 – Decent Work and Economic Growth	Develops foundational life skills such as self-discipline, responsibility and confidence that prepare learners for future careers and productive participation in society.	Encourages self-directed learning, resilience and responsible decision-making.
Learning from real-life role models and cultural traditions	 SDG 11 – Sustainable Cities and Communities	Highlights the importance of preserving cultural knowledge and learning from inspiring individuals who contribute to society and heritage.	Encourages respect for culture, values-based education and contextual learning.
Recognising the importance of habits and personal discipline in shaping the future	 SDG 12 – Responsible Consumption and Production	Encourages mindful daily habits, responsible behaviour and conscious choices that influence personal and social well-being.	Supports life-skills education and development of responsible and self-aware individuals.



Activity 1

Questions That Help Me Know Myself

Learners will be able to

- Reflect on their thoughts, feelings, fears, and dreams
- Begin identifying personal strengths and growth areas
- Understand that self-awareness is the first step to growth

Facilitator Instructions

- Show / describe the picture of two students thinking quietly
- Ask learners to sit silently and observe the picture for a minute
- Read out the self-reflection questions slowly
- Discussion Prompts (display or read)
- What am I scared of?
- What are my dreams?
- What am I good at?
- Who are my closest people?
- What needs my attention?
- Where do I need to improve?
- *Facilitator Note: Do not summarise immediately. Let learners arrive at “ourselves” naturally.*



Reflection Questions

- Q.1 Which question made you think the most? Why?
- Q.2 How did it feel to think about your fears or dreams?
- Q.3 What did you discover about your strengths while reflecting?

Entrepreneurial Skills Developed



**Self-
awareness**



**Emotional
reflection**



**Confidence in
self-expression**



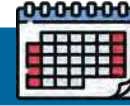
**Honest
thinking**



Debrief

- 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 did these questions feel important to you?
 - What you discovered about yourself?
 - How reflecting made you feel?



Case story 1 Bhimavva: The Woman Who Kept the Shadows Alive

Learners will be able to

- Identify personal strengths with real examples
- Recognise areas for improvement without fear
- Learn from real-life role models and cultural stories

Facilitator Instructions

- Narrate the story with respect and calm tone
- Emphasise
 - Learning without formal training
 - Patience and practice
 - Cultural pride and dedication



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 and why?

Entrepreneurial Skills Developed



Growth mindset



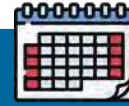
Learning from role models



Debrief

- 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 can one of your strengths help you improve?
 - Who can support you in your growth?



Activity 2

Strength and Weakness Mirror

Learners will be able to

- Identify your personal strengths and areas for improvement.
- Understand how your strengths can support your growth.
- Reflect on real-life situations to become more self-aware

Facilitator Instructions

- Ask learners to sit silently and reflect for a minute
- Read out the self-reflection questions slowly



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?

Entrepreneurial Skills Developed



Self-confidence



Honest self-assessment



Debrief

- 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

Learners will be able to

- Observe their daily habits
- Understand how habits influence success and behaviour
- Identify habits that support entrepreneurial growth

Facilitator Instructions

- Ask learners to think about their daily routine
- They tick habits they follow regularly
 - ☐ Waking up on time
 - ☐ Completing homework
 - ☐ Helping at home
 - ☐ Reading daily
 - ☐ Physical activity
 - ☐ Responsible use of digital devices



Reflection Questions

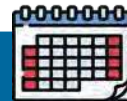
- Q.1 Which habit helps you the most? Why?
- Q.2 Which habit would you like to improve to become an entrepreneur?
- Q.3 Which of your habits can help you to become an entrepreneur and why ?



Debrief

- 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.

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 can improving this habit help you grow?
- One small step you will take to improve yourself.
- What did you learn about yourself from this task?

Concept Box

- **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.



Introduction to Design Thinking



In the previous chapter, learners explored self-awareness- their strengths, habits, and areas for growth. They learned that improvement begins with reflection and awareness. This chapter extends that learning outward: From understanding ourselves → to understanding people around us From observing personal habits → to observing real-world problems From reflection → to action and solution-building .

Learning Objectives

learners will be able to:

- 🎯 Identify real-life problems through observation, empathy, and root-cause analysis.
- 🎯 Apply the five stages of Design Thinking to develop meaningful solutions.
- 🎯 Collaborate in teams to ideate, prototype, test, and refine solutions.
- 🎯 Present and pitch ideas clearly, explaining problems, solutions, and impact.
- 🎯 Understand that innovation is a process of learning, feedback, and improvement.
- 🎯 Observe surroundings to identify real-life problems and opportunities

Chapter Overview

This chapter introduces learners to Design Thinking as a structured yet creative approach to problem-solving used by entrepreneurs, innovators, and changemakers worldwide. Through hands-on activities, learners experience how ideas evolve—from noticing a problem to testing a solution. The chapter emphasizes empathy, collaboration, experimentation, and feedback rather than perfection. Learners understand that even small ideas, when thoughtfully designed, can create real impact.



Rationale

Many learners believe innovation requires advanced technology or extraordinary talent. This chapter breaks that myth by showing that innovation begins with observation and empathy. By engaging learners in Design Thinking, the chapter nurtures problem sensitivity, creative confidence, teamwork, and resilience. It prepares learners to approach challenges systematically while remaining human-centered—an essential entrepreneurial mindset aligned with NEP 2020.



Connecting with SDGs and NEP 2020



Core Focus of the Chapter	Aligned SDGs	How the Chapter Supports the SDGs	Alignment with NEP 2020
Developing problem-solving skills through observation, empathy, and root-cause analysis	 SDG 4 – Quality Education	Encourages experiential learning where learners investigate real-life problems and think critically about solutions.	Promotes competency-based, inquiry-driven learning through hands-on activities.
Encouraging creativity and innovation to solve everyday challenges	 SDG 9 – Industry, Innovation and Infrastructure	Introduces learners to innovation processes used by entrepreneurs and designers to create practical solutions.	Supports creativity, innovation, and interdisciplinary thinking.
Promoting sustainable and practical solutions to community problems	 SDG 12 – Responsible Consumption and Production	Encourages learners to design low-cost, sustainable prototypes using locally available materials.	Encourages environmentally responsible thinking and real-life problem solving.
Building awareness of community issues and collaborative solutions	 SDG 11 – Sustainable Cities and Communities	Learners observe problems in their school and community and develop ideas that improve everyday life.	Connects classroom learning with community engagement and civic responsibility.
Strengthening teamwork, communication, and feedback-based improvement	 SDG 17 – Partnerships for the Goals	Highlights the importance of collaboration, idea-sharing, and feedback in building strong solutions.	Promotes collaborative learning and peer-based knowledge construction.



Activity 1

What's Not Working

Learners will be able to

- Observe real-life problems around them
- Frame meaningful problem statements
- Understand why problem clarity matters

Facilitator Instructions

- Read the given example aloud (dustbin sensor story).
- Ask learners to quietly list three problems they notice in school or community.
- Form groups of 4–5 learners.
- Each group selects one common problem.
- Guide learners to write a Problem Statement using:
 - Ideal situation
 - Reality
 - Consequences
 - Direction for solution



Reflection Questions

- Q.1 Why do you think this problem is important to solve?
- Q.2 Who is most affected by this problem?

Entrepreneurial Skills Developed



Observation,



Empathy



Problem
identification



Communication



Debrief

- 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 have you observed?
 - Where did you observe it?
 - Who is affected by this problem?
 - How does the problem affect people?
 - Why do you feel this problem should be solved?



Activity 2

Dig Deeper with WHY

Learners will be able to

- Analyse problems using the '5 Whys' technique
- Identify root causes rather than surface symptoms

Facilitator Instructions

- Demonstrate the 'Why' chain using the given example.
- Groups create a Problem Tree:
 - Trunk → Main problem
 - Roots → Causes
 - Branches → Effects
- Guide learners to write one focused problem statement.



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?

Entrepreneurial Skills Developed



Creativity



Idea
generation



Open-
mindedness



Collaboration



Debrief

- 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

Learners will be able to

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

Facilitator Instructions

- Demonstrate how to fold the sheet into 8 boxes.
- Set a timer for 8 minutes.
- Learners sketch one idea per box—no judging.
- Groups share ideas and vote for 1–2 promising ones.



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?

Entrepreneurial Skills Developed



Creativity



Idea
generation



Open-
mindedness



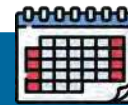
Collaboration



Debrief

- 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

Learners will be able to

- Understand the prototype and its importance.
- Create an idea into a simple model or drawing.
- Test and improve an idea before making it final.

Facilitator Instructions

- Groups build a simple model or labelled sketch.
- Encourage low-cost, local materials.
- Groups exchange prototypes and gather feedback.
- Make one improvement based on suggestions.



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?

Entrepreneurial Skills Developed



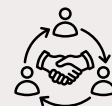
Creativity



Idea
generation



Open-
mindedness



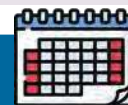
Collaboration



Debrief

- 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

Learners will be able to

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

Facilitator Instructions

- Each group presents for 2–3 minutes:
- Problem
- Solution
- Impact
- Audience shares:
- One positive
- One suggestion



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 ?

Entrepreneurial Skills Developed



Communication



Confidence



Adaptability



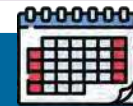
Feedback
acceptance



Debrief

- 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.

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 do you handle or try to overcome that challenge?
 - One skill you developed (such as observation, creativity, teamwork, or communication) during the process.
 - How can this skill 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

Concept Box

- 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.

Exploring Digital World



No of Periods: 4



In the previous chapter, learners explored **Design Thinking** and learned how everyday problems can be turned into meaningful solutions through observation, empathy, ideation, prototyping, and testing. This chapter builds on that foundation by introducing **digital literacy** as a powerful support system for ideas. Learners now move from *creating ideas* to *using digital tools* to communicate, promote, improve, and scale those ideas responsibly.

Learning Objectives

learners will be able to:

- 🎯 Understand the meaning and importance of digital and non-digital tools in daily life and learning.
- 🎯 Communicate clearly and responsibly using email and simple digital content.
- 🎯 Create simple digital posters to express ideas creatively.
- 🎯 Understand the basics of Artificial Intelligence (AI) and how it differs from human intelligence.

Chapter Overview

This chapter introduces learners to digital literacy as an essential life and entrepreneurial skill. Through relatable activities, real-life stories, and hands-on practice, learners explore how digital tools such as smartphones, apps, email, online platforms, and AI are already part of their everyday lives. The chapter emphasizes that digital literacy is not about advanced technology but about using simple tools wisely, safely, and creatively for learning, communication, and problem-solving.



Rationale

Today's learners grow up surrounded by technology, but using digital tools does not automatically mean being digitally literate. This chapter helps learners move from *casual use* of technology to *purposeful and responsible use*. By connecting digital skills to entrepreneurship, communication, and creativity, the chapter prepares learners to become confident, ethical, and future-ready citizens aligned with NEP 2020.



Connecting with SDGs and NEP 2020



Core Focus of the Chapter	Aligned SDGs	How the Chapter Supports the SDGs	Alignment with NEP 2020
Developing digital literacy for communication, learning, and creativity	 SDG 4 – Quality Education	Builds digital skills such as email writing, online research, and digital content creation for meaningful learning.	Supports digital literacy, technology integration, and future-ready competencies.
Understanding how digital tools support entrepreneurship and livelihoods	 SDG 8 – Decent Work and Economic Growth	Demonstrates how small businesses and individuals use digital platforms to learn, communicate, and grow economically.	Encourages skill development relevant to future careers and entrepreneurship.
Exploring innovation and Artificial Intelligence in everyday life	 SDG 9 – Industry, Innovation & Infrastructure	Introduces learners to emerging technologies such as AI and their role in solving problems and improving efficiency.	Encourages technology-enabled innovation and interdisciplinary learning.
Promoting responsible and safe use of digital technologies	 SDG 16 – Peace, Justice and Strong Institutions	Encourages ethical behaviour, responsible communication, and safe internet practices.	Develops responsible digital citizenship and ethical awareness.
Connecting digital tools with creativity, communication, and collaboration	 SDG 17 – Partnerships for the Goals	Demonstrates how digital platforms enable collaboration, idea sharing, and global communication.	Encourages collaborative learning and effective communication using technology.



Activity 1

Digital Detectives

Learners will be able to

- Identify digital tools used in daily life.
- Understand how entrepreneurs use the same tools in business.

Facilitator Instructions

- Tell learners they are Digital Detectives for the day.
- Display or read out the table of daily activities and purposes.
- Guide learners to match activities with correct purposes.
- Move to the business table and discuss how shops and small businesses use digital tools.



Reflection Questions

- Q.1 Which digital tool is mostly used by the vendors around you?
Q.2 What is the basis?

Entrepreneurial Skills Developed



Awareness of technology



Observation



Application of tools for problem-solving



Communication



Debrief

- Digital literacy is not limited to big companies. Even small vendors and home businesses use simple digital tools to learn, communicate, and grow.



Case Story 1

Krishna Yadav: From Homemaker to Pickle Empire Owner

Learners will be able to

- Understand how digital tools support entrepreneurship.
- Recognise that learning and growth are possible with simple tools.

Facilitator Instructions

- Read the case story aloud with pauses.
- Ask learners to note down digital tools used by Krishna Yadav.
- Discuss how each tool supported learning, promotion, sales, and trust-building.



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

Entrepreneurial Skills Developed



Communication



Professional etiquette



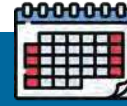
Clarity of expression



Debrief

- Digital literacy is about *how* we use tools, not *how expensive* they are.

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 2

The Email Architect

Learners will be able to

- Understand what an email is.
- Practice writing a formal, polite email.

Facilitator Instructions

- Explain email as a digital letter for formal communication.
- Walk learners through subject, greeting, body, and closing.
- Ask learners to write an email requesting permission for a school activity.



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?

Entrepreneurial Skills Developed



Communication

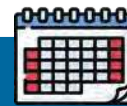


Professional etiquette



Clarity of expression

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 3

Is It AI or Just a Machine?

Learners will be able to

- Understand the meaning of AI.
- Differentiate between AI and non-AI machines.

Facilitator Instructions

- Read out the examples one by one.
- Ask learners to tick AI or Not AI.
- Explain that learning and pattern recognition are key to AI.



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?



Activity 4

AI or Human?

Learners will be able to

- Understand differences between AI and human intelligence.
- Appreciate collaboration between humans and machines.

Facilitator Instructions

- Display the situation table.
- Let learners tick AI, Human, or Both.
- Discuss reasoning behind choices.

Entrepreneurial Skills Developed



Analytical thinking



Ethical reasoning



Decision-making



Debrief

- AI works best when combined with human creativity, empathy, and judgment.

Concept Box

Digital Literacy (UNESCO, 2018): The ability to access, manage, understand, evaluate, and create information safely using digital technologies.

ICT Literacy (P21 Framework) includes: Research using digital tools

Communication and collaboration

Digital creation and safety

Artificial Intelligence (AI) AI refers to machines that can learn, recognise patterns, and make decisions based on data.

Key Idea: Technology is powerful when used responsibly, creatively, and with purpose.



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.

Learning Objectives

learners will be able to:

- 🎯 Differentiate clearly between Essentials, Needs, and Wants.
- 🎯 Recognize how spending choices reflect priorities.
- 🎯 Understand basic money concepts.
- 🎯 Analyze real-life situations and case studies.
- 🎯 Build responsible money habits

Chapter Overview

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.



Rationale

Today's learners grow up surrounded by technology, but using digital tools does not automatically mean being digitally literate. This chapter helps learners move from *casual use* of technology to *purposeful and responsible use*. By connecting digital skills to entrepreneurship, communication, and creativity, the chapter prepares learners to become confident, ethical, and future-ready citizens aligned with NEP 2020.



Core Focus of Chapter	Aligned SDGs	How the Chapter supports the SDGs	Alignment with NEP 2020
Getting familiar with financial literacy through understanding spending and understanding needs and wants	 SDG 4 – Quality Education.	Builds awareness among the learners about the financial literacy.	The chapter supports NEP 2020 by: Integrating life skills into education
	 SDG 12 – Responsible Consumption and Production	Encourages mindful spending and resource management.	Promoting financial awareness Connecting learning with real-life decision-making



Activity 1

Understanding Our Spending

Learners will be able to

- Identify different ways money is used in daily life.
- Begin to understand how spending choices reflect needs, wants, and priorities.

Facilitator Instructions

- Ask students simple, relatable questions to start thinking about money:
- What are some things your family spends money on every day?
- Can you think of something you got recently that didn't require money?
- What would happen if we stopped using money for a week?
- Write 3-4 student responses on the board (*examples: food, transport, electricity, snacks*).
- Divide the class into groups of 3- 4 students.
- Ask each group to list:
- Three things they spend money on daily or weekly
- (e.g., bus fare, snacks, stationery).
- One thing they wish they could buy but cannot right now.
- After 3- 4 minutes, invite 1- 2 groups to share.
- Use their responses to highlight that every spending choice reflects a need, want, or value.



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.

Entrepreneurial Skills Developed



Financial awareness



Decision-making



Planning



Debrief

- Every individual makes daily spending decisions, whether consciously or unconsciously. Observing and recording spending helps people understand their financial habits. Responsible spending enables individuals to manage their resources more effectively. Entrepreneurs must carefully track expenses to ensure their business remains sustainable.

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?

Learners will be able to

- Differentiate between needs, wants and demands/desire
- Understand how spending choices reflect personal and financial priorities.

Facilitator Instructions

- Divide students 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:
 - Rent
 - School fees
 - Fruits
 - Branded shoes
 - Family vacation
 - Medicines
 - Electricity bill

- Mobile phone
- Game console
- Jewellery
- Ask groups to discuss and classify each item into:
- Needs – Basic survival needs
- Wants – Important but flexible
- Demands/Desires – Luxuries or nice-to-have items
- Encourage students to justify their choices. Remind them that different opinions are normal and part of the learning process.
- Ask Groups fill in their Needs–Wants-Demands/Desiresj table

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



Reflection Questions

- Q.1 What did you notice while deciding between needs, wants and demands/desires?
- 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?

Entrepreneurial Skills Developed



Prioritisation



Responsible
Financial
Behaviour,



Critical
Thinking



Prudent
Resource
Allocation



Debrief

- Needs are essential for survival and well-being, while wants provide comfort or enjoyment. Understanding this difference helps individuals make wiser financial choices. Entrepreneurs must prioritise needs, especially when resources are limited. Careful financial decisions allow businesses to grow and manage risks effectively.

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

Learners will be able to

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

Facilitator Instructions

- Allow the learners to go through the case story, and guide them to understand the key concepts and aspects which appear in the case story simultaneously.
- Discussion Prompts:
 - Why is financial planning important for entrepreneurs?
 - How can small savings support business growth?



Reflection Questions

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

Entrepreneurial Skills Developed



**Financial
Discipline**



**Opportunity
Recognition**



**Persistence &
Initiative**



**Business
Planning
Awareness**



Debrief

- Small businesses often begin with limited financial resources. Careful planning and responsible spending help entrepreneurs gradually expand their ventures. Reinvesting profits allows entrepreneurs to improve products and increase production. Financial discipline is essential for long-term success.



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 do you want this item and how will it 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...

Concept Box

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

- Needs are the basic things required for survival and functioning.
- 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.
- 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.
- Why the difference matters
- 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
- Entrepreneurship connection
- 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.

Legal Fundamentals



No of Periods: 4



In the previous chapter, we learned how to make smart money decisions by understanding the difference between Essentials, Needs, and Wants. 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

Learning Objectives

learners will be able to:

- 🎯 Understand why the values are essential for running a responsible business.
- 🎯 Learn why every business must follow rules.
- 🎯 Identify the difference between an original brand and a copied one.
- 🎯 Understand the importance of intellectual property (IP).
- 🎯 Learn how following legal and ethical practices helps a business.

Chapter Overview

Every business, big or small, runs successfully only when it follows the right rules. Just like we have school rules that keep everyone safe and fair, businesses also have rules that protect customers, workers, and the business itself.

In this chapter, we will learn why simple rules like keeping records, being honest with customers, using safe materials, following fair prices, and respecting others' ideas are essential for any entrepreneur. Whether a student sells handmade crafts, starts a snack stall, or creates an online service, doing business the right way helps build trust and prevents problems. Understanding basic legal practices helps us avoid mistakes, treat people fairly, and grow our business with confidence. This chapter will help students understand that responsibility, fairness, and honesty are not just rules, they are the foundation of a successful and respected business.



Rationale

Today's learners grow up surrounded by technology, but using digital tools does not automatically mean being digitally literate. This chapter helps learners move from *casual use* of technology to *purposeful and responsible use*. By connecting digital skills to entrepreneurship, communication, and creativity, the chapter prepares learners to become confident, ethical, and future-ready citizens aligned with NEP 2020.



Connecting with SDGs and NEP 2020



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



Activity 1

Original or Copy?

Learners will be able to

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

Facilitator Instructions

- Begin the activity by telling students: Today we will look at how important it is for every business to have its own identity.
- Display or draw two similar brand pairs on the board, such as:
 - Coca-Cola vs. Koka-Kola
 - Pepsi vs. Papsi
 - Amul vs. Amool
- (If possible, show printed or digital logo images for clearer comparison.)
- Ask guiding questions to spark observation:
 - Which one do you think is the real brand?
 - What helped you recognise it? The colour? The font? The shape of the logo?
 - What differences do you notice between the two?
 - Does the copied one look confusing? Why?
- Tell students that copying a name, design, logo, or brand style without permission is not only unfair but also illegal. Introduce the terms plagiarism, infringement, and copying in simple language.

- Ask students following
- Have you ever seen fake products in markets?
- Have you seen shoes or chips packets that look like the real brand but are slightly different?
- Use examples like toy brands, chips packets, duplicate shoes, or stationery to make the idea relatable.
- Explain why copying harms everyone:
- Customers get confused.
- The real brand loses trust and money.
- The copied product is usually lower quality.
- The person copying may face legal trouble.
- Tell students that a good entrepreneur always builds their own identity name, style, logo, message because originality earns respect, trust, and success



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?

Entrepreneurial Skills Developed



**Financial
Discipline**



**Opportunity
Recognition**



**Persistence &
Initiative**

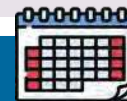


**Business
Planning
Awareness**



Debrief

- Original ideas demonstrate creativity and innovation. Copying someone else's idea without improvement may reduce trust and credibility. Entrepreneurs who develop unique ideas create stronger brand identities. Ethical behaviour in business builds long-term respect and customer loyalty.



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 Ritika's Handmade Bags

Learners will be able to

- Understand why fairness, originality, and ethical behaviour are essential in business.
- Recognise how copying someone's work harms trust, creativity, and honest competition.

Facilitator Instructions

- Allow the learners to go through the case story. Ask them to underline the part that shows: the original idea and brand name, the copying problem and how she solved the issue.
- Discussion Prompts
- What made Ritika's product unique?
- Why is originality important in business?



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?

Entrepreneurial Skills Developed



Creative
Thinking,



Market
Awareness



Problem-
Solving



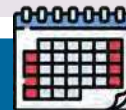
Confidence &
Initiative



Debrief

- Creativity can help entrepreneurs develop products that stand out in the market. Using unique designs or materials can attract customers. Entrepreneurs often succeed by turning simple ideas into distinctive products. Customers value authenticity and originality.

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

Learners will be able to

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

Facilitator Instructions

- Divide students into small groups of 4–5.
- Ask each group to imagine a simple business idea (e.g., snack stall, handmade soaps, eco-friendly bags, bookmarks, candles).
- Give each group chart paper or A4 sheets, along with sketch pens, crayons, and markers.
- Instruct them to create:
 - A unique brand name
 - A unique logo
 - (Optional) A short slogan
- Remind them:
 - *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.*
- Give them 7–10 minutes to prepare their brand poster.
- Invite 2–3 groups to present their 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?

Entrepreneurial Skills Developed



Branding &
Communication



Creative
Expression



Strategic
Thinking



Presentation
Skills



Debrief

- A brand helps customers recognise and remember a product or business. Elements such as a name, logo, and tagline contribute to a brand's identity. Strong branding communicates the purpose and value of a product. Entrepreneurs use branding to connect with customers and build trust.



Activity 3

Selling Snacks at the School Mela

Learners will be able to

- Understand why permissions, rules, and safety checks are necessary before starting any business activity.
- Analyse how following procedures builds fairness, trust, and responsibility in a business environment

Facilitator Instructions

- Begin by asking students
- If you wanted to sell snacks at the School Mela tomorrow, what steps would you need to take first?
- Collect 4–5 responses. Then summarise
- We cannot start selling without taking permission.
- Permissions ensure safety, fairness, and order.
- Divide the class into four groups, assigning each 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)
- Give groups 5 minutes to prepare a short 2-minute role-play showing
- Students requesting permission
- School checking rules (hygiene, safety, fairness, space allocation)
- Parents/customers responding to safety & hygiene
- Decision-making based on whether rules were followed
- Invite 2–3 groups to 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?

Entrepreneurial Skills Developed



Customer
Understanding,



Teamwork and
Collaboration



Basic
Business
Planning



Communication
and Persuasion



Debrief

- Selling involves understanding customer needs and preferences. Planning pricing, promotion, and service helps businesses attract customers. Teamwork and communication are essential when managing a business activity. Positive customer experiences encourage repeat purchases and trust.



Case Story 2 Arjun & Ravi's Snack Stall

Learners will be able to

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

Facilitator Instructions

- Allow the students to go through the story and guide them to underline the important aspects of the story.
- Discussion Prompts
- What strategies helped them succeed?
- How does customer experience affect sales?



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?

Entrepreneurial Skills Developed



Customer Service
Orientation



Practical Business
Thinking



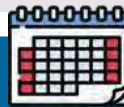
Problem-Solving



Debrief

- Friendly service and fair pricing can significantly influence customer decisions. Entrepreneurs must consider both product quality and customer experience. Simple strategies such as presentation and communication can increase sales. Small entrepreneurial experiments help learners understand real-world business practices.

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.**

Concept Box

- According to the **World Intellectual Property Organization (WIPO)**, intellectual property 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 the **OECD Guidelines for Multinational Enterprises** emphasise that companies should act with “integrity, fairness and accountability” in all operations. Following legal rules and ethical norms helps businesses earn trust, operate responsibly, and avoid risks — making trust the foundation of a strong, long-lasting venture.”

Disclaimer

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

NEEEV Facilitator Assessment Checklist

(To be recorded twice in a year)

April to September /October to March

Academic Year:_____ Student Name: _____

Class & Section: _____

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

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

Key Strengths: _____

Areas for Improvement: _____

Teacher Signature: _____ **Date:** _____

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