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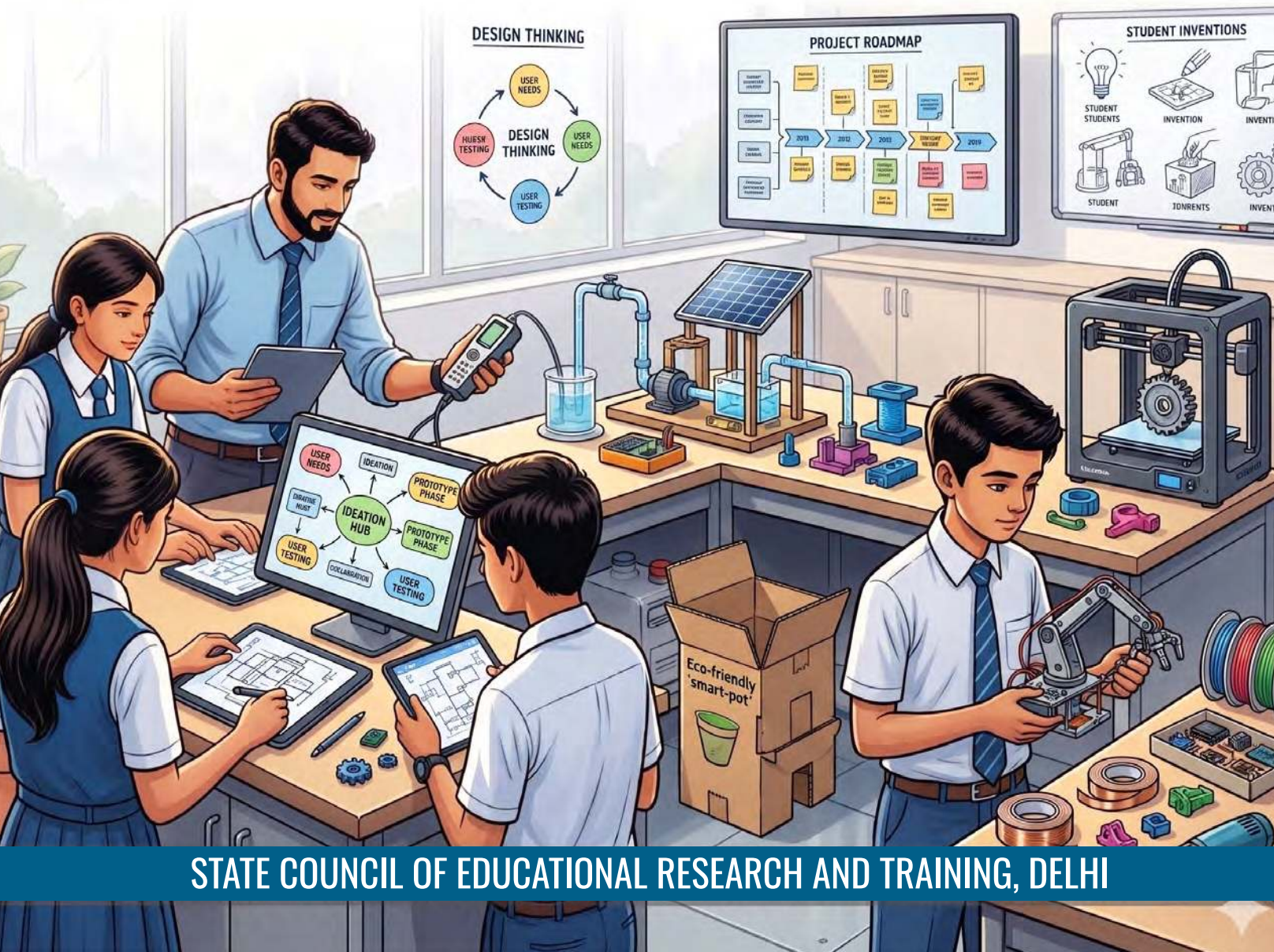
दिल्ली सरकार

Class

9

New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

Teachers' Manual 2026-27



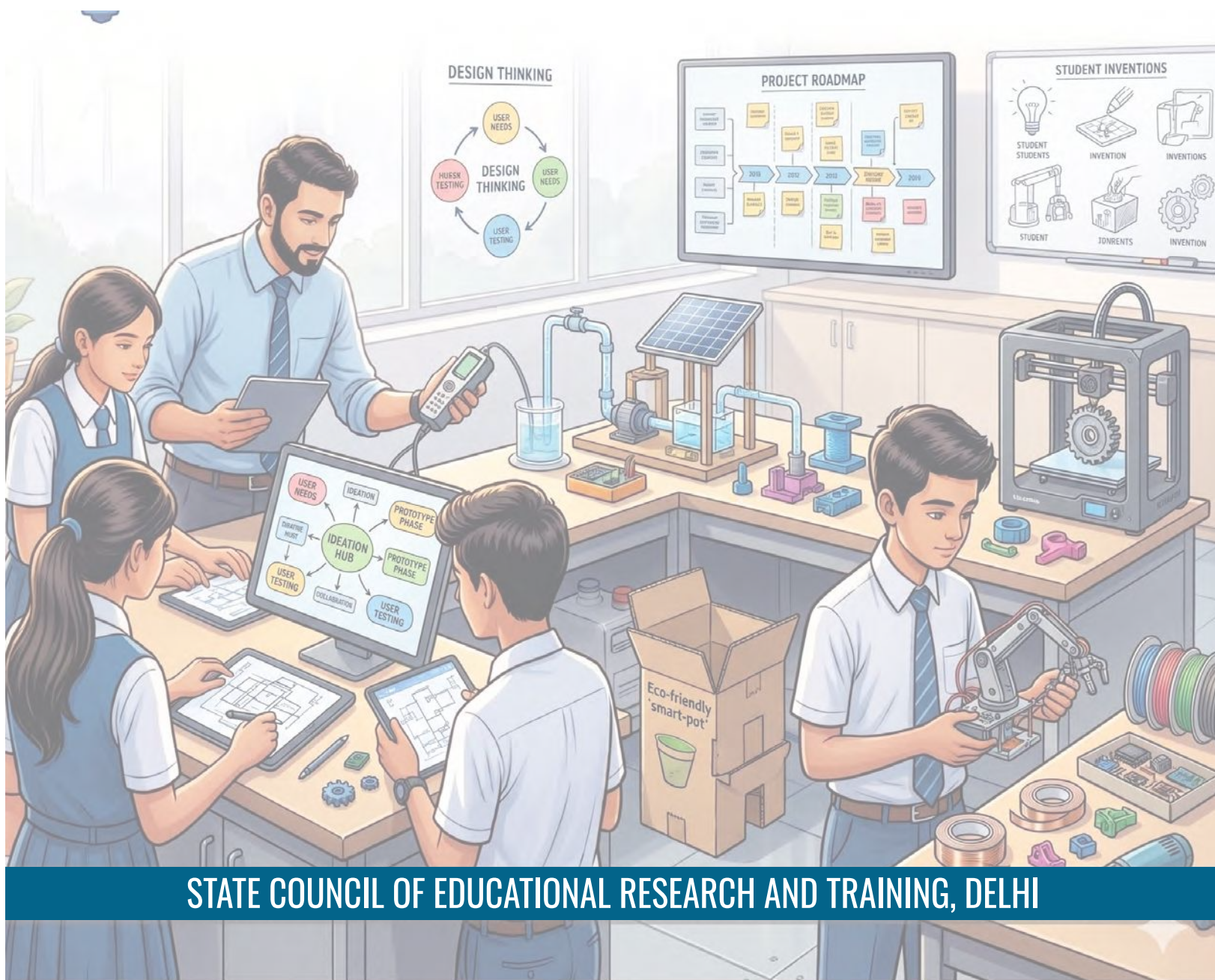
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

New Era of Entrepreneurial Ecosystem & Vision (NEEEV)

सोच से सृजन तक - उद्यमिता की उड़ान

Teachers' Manual 2026-27

Class 9



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, DELHI

NEEEV Teacher Manual for Class 9
February, 2026
Copies : 1780

Published by:

State Council of Educational Research and Training (SCERT)

ISBN No.: 978-93-6291-340-1

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First Edition: 2026

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

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



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.

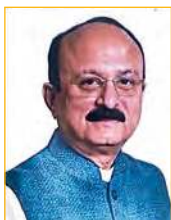
This Manual is a cornerstone in our efforts to empower our learners to turn learning spaces into hubs of innovation, where students are encouraged to ideate, explore, and take initiative.

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)

पांडुरंग के. पोले, भा.प्र.से
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PANDURANG K. POLE, IAS
SECRETARY (Education)



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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 responsibility and contributes to the greater good for the community. This Manual envisions a space where our educators act as mentors, guiding students to think independently, work collaboratively and turn ideas into action.

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

(VEDITHA REDDY, IAS)

Dr. Rita Sharma
Director SCERT



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MESSAGE

Today's classrooms must inspire more than academic excellence; they must empower students to become creative thinkers, innovators, and leaders of tomorrow. The NEEEV (New Era of Entrepreneurial Ecosystem & 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 an ecosystem prepares students not only for future careers, but also for responsible citizenship by strengthening resilience, opportunity recognition, ethical decision-making, and a solution-oriented mindset.

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

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

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

Dr. Sapna Yadav

Assistant Professor / Chairperson NEEEV
SCERT, Delhi

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LET'S KNOW ABOUT NEEEV SCHEME

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

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

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

Structure of NEEEV



Each component is discussed in detail in the following sections.

In-Classroom Learning

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

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

How to Use the Teacher Manual Effectively

Section	DOs	DON'Ts
A. 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 the activities • Don't treat Teacher Manual as a script
B. 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
C. 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
D. 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
E. 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
F. 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
G. 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.

Facilitator for Specialized Skill Workshop	Entrepreneurial Skills Developed	Insights for students
• Entrepreneurs and startup founders • Industry experts • Local business owners • Social entrepreneurs • Green entrepreneurs • Incubation mentors • Subject experts or innovators and others	• 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, financial professionals, legal advisors, technology specialists, communication trainers, and social innovators—these workshops may cover digital marketing, financial literacy, legal basics, design thinking, product development, AI tools, sustainability, leadership, negotiation, teamwork, and structured pitching. Through demonstrations, practice activities, simulations, and mock presentations, students learn by doing. The teacher facilitates coordination and reflection to ensure skill development, preparing students to become confident, capable, and future-ready.

Objectives

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

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

INDUSTRY/INCUBATION CELL VISIT

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

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

Objectives

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

Places that can be explored	Entrepreneurial Skills Developed	Insights for students
1. Manufacturing industries and factories	10. and other related places	16. Understanding real-world business operations and team dynamics.
2. Startups and small businesses	11. Observation and analytical thinking	17. Applying innovation and problem-solving in practical contexts.
3. Social enterprises and NGOs	12. Professional communication	18. Gaining clarity on business models and customer engagement.
4. Incubation centres and innovation labs	13. Industry awareness	19. Exploring the startup ecosystem, incubation, and support systems.
5. Technology companies and IT hubs	14. Career exploration and curiosity	20. Recognizing the importance of workplace ethics and professional conduct
6. Retail and service businesses	15. Adaptability and real-world learning mindset	
7. Financial institutions and fintech startups		
8. Creative industries (design, media, marketing)		
9. Agri-business and sustainability startups		

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

Progression from class 8 to class 12

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 journeys
- Year-End Milestone: Students cultivate curiosity, observational ability, and a value-creation orientation.

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)

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

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

- Product refinement, market validation, and competitive positioning
- Investor-style pitch presentation

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

- Exploring external competitions, funding avenues, and future pathways

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

Facilitator Guidelines

- 👉 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

Student Manual QR code	Connecting the Dots QR Code
This enables the teacher to refer to the digital form of the same chapter of Teacher's Manual (Class IX) which they are reading in physical format.	A QR code is placed at the beginning of the <i>Connecting the Dots</i> section. This enables teachers to refer to the relevant chapter from the previous Class Student Manual for continuity and deeper understanding.

Assessment

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

Types of Assessment

1. Self-Assessment for personal reflection on learning and growth. This 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.

ASSOCIATION OF CHAPTERS WITH CORE SCHOOL SUBJECTS

Chapter 2: Exploring Entrepreneurs – Traits, Myths & Facts

- Social Science (Civics & Economics): Understanding livelihoods, equal opportunity, and the role of individuals in economic growth.
- Language (English/Hindi): Case study reading, reflective writing, discussion, and opinion expression.
- Life Skills / Social Emotional Learning: Self-awareness, resilience, growth mindset, and confidence building.
- Moral Science / Value Education: Challenging stereotypes, empathy, and belief in equal potential.

Chapter 3: Entrepreneurial Ecosystem – Structure and Function

- Social Science (Economics & Geography): Economic networks, startup hubs, and regional development.
- Civics: Role of government, public policies, and institutional support.
- Mathematics: Logical classification (Startup, Venture, Business), structured reasoning.
- Language: Case interpretation, analytical explanation, structured responses.

Chapter 4: The Art of Thinking and Building

- Science: Observation, experimentation, problem-solving.
- Mathematics: Logical thinking, structured idea evaluation.
- Art & Design: Mind mapping, sketching, creative redesign.
- Environmental Studies: Sustainability and responsible resource use (3P Framework).
- Language: Brainstorming, role play, feedback communication.

Chapter 5: The Power of Mindset

- Life Skills / SEL: Growth mindset, resilience, emotional regulation.
- Language: Reflective writing and personal expression.
- Physical Education / Co-curricular Activities: Handling setbacks, discipline, perseverance.
- Moral Science: Attitude toward effort, responsibility, and improvement.

Chapter 6: Our Team, Our Strength

- Civics: Democratic participation and respectful dialogue.
- Language: Communication, negotiation, and presentation skills.
- Life Skills / SEL: Teamwork, empathy, conflict resolution.
- Moral Science: Fairness, shared responsibility, ethical collaboration.

Chapter 7: Digital Toolkit

- Computer Science / IT: Digital tools, responsible technology use, documentation.
- Mathematics: Data organisation and basic tracking.
- Social Science: Technology and economic transformation.
- Language: Digital communication and formal writing.

Chapter 8: Language of Business

- Language (English/Hindi): Business vocabulary, formal communication, presentations.
- Commerce Foundations: Basic business terminology and transaction understanding.
- Life Skills: Confidence in articulation and clarity of thought.

Chapter 9: Legal Awareness for Business

- Civics / Political Science: Rights, duties, and legal systems.
- Economics: Business compliance and ethical trade practices.
- Moral Science: Integrity and responsible conduct.
- Language: Understanding legal terminology and structured explanation.

Introduction to NEEEV



No of Periods: 2

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

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

Rationale

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

Acronym NEEEV stands for:

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

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



Objectives of NEEEV Scheme

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



Activity 1 What Would You Do?

Instructions

Ask learners to

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

Reflection Questions

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

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



Case Story 1 Turning a Small Problem into a Big Idea

Instructions

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

Reflection Questions

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

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

Possible answers:

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

Q3: Think of a problem you face in your daily

life—how could it become an opportunity if you had the right support?

Debrief

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

About NEEEV

NEEEV– Its Mission, Vision and Aim

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



VISION

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



MISSION

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



AIM

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

Key Components of the NEEEV Scheme



NEEEV Curriculum

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

NEEEV Dialogue

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



Startup Stormers

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

Specialised Workshops

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

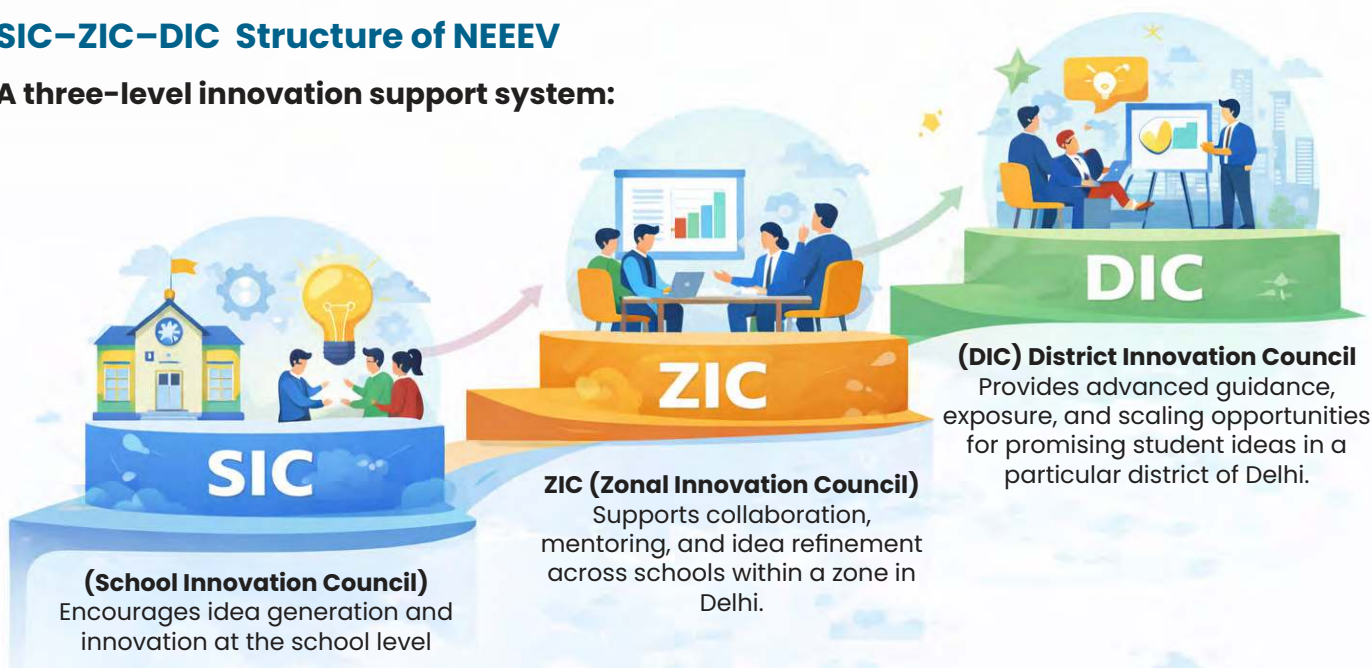


Industry Visit

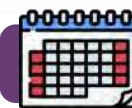
Experiential learning opportunities where students visit startups, industries, and innovation hubs to observe real business operations, understand workplace culture, and link theory with practical exposure.

SIC–ZIC–DIC Structure of NEEEV

A three-level innovation support system:



Spot – Question – Connect



Weekly Task

Instructions

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

Indicative Responses

Q1. What is the problem?

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

Think like an entrepreneur

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

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

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

Ecosystem Table (Sample Ideas) just for reference

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

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

Exploring Entrepreneurs : Traits, Myths And Facts



No of Periods: 3

Learning Objectives

Learners will be able to

- Identify the key traits commonly found in entrepreneurs.
- Distinguish between common myths and real facts about entrepreneurship.
- Relate and reflect on real-life situations to recognise entrepreneurship as a mindset that can be developed over time.

Connecting the Dots

In class 8th learners

- learnt about who entrepreneurs are and the different types of entrepreneurs found in society.
- Explored the relationship between innovation and entrepreneurship and understood how new ideas lead to meaningful change.
- learnt the difference between business and entrepreneurship.
- recognised that entrepreneurship is not only about profit but about creating value through creativity, initiative, and problem-solving.
- understand that entrepreneurs are change-makers who respond to needs and opportunities in society.



Chapter Overview

In this chapter, learners are introduced to entrepreneurship by understanding who entrepreneurs are and how they think and act in real-life situations. The chapter moves beyond the idea that entrepreneurship is only about starting businesses and helps learners see it as a mindset that involves problem-solving, creativity, and responsible decision-making.

The chapter begins by discussing common beliefs about entrepreneurs and examining whether these beliefs are myths or facts. Through simple examples and classroom discussions, learners understand that entrepreneurs are not defined by money, background, or special talent. Instead, entrepreneurship is shaped by learnable qualities such as curiosity, empathy, resilience, and the willingness to try new ideas.

Learners are then introduced to important entrepreneurial traits and explore how these traits are displayed in everyday situations at school, at home, and in the community. Activities and case studies help learners connect these traits to real actions and understand how challenges and failures can become opportunities for learning and improvement. By the end of the chapter, learners gain a clear and realistic understanding of entrepreneurship and are prepared to apply entrepreneurial thinking in future chapters and real-life situations.

Rationale for the Chapter

Many learners believe entrepreneurship is only for the rich, highly educated, or exceptionally talented. These misconceptions discourage participation and limit self-belief. This chapter is designed to break those myths early and introduce entrepreneurship as a learnable mindset. By focusing on traits, reflection, and real-life relevance, the chapter builds confidence and encourages learners to see themselves as potential problem-solvers and change-makers.



Connecting with SDGs and NEP 2020



Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Activities, case studies, and reflection tasks	 SDG 4 – Quality Education	Encourages experiential learning, reflection, and skill development	Experiential Learning
2. Promotes belief that all learners can be entrepreneurs	 SDG 5 – Gender Equality	Myth busting about women in business (Kalpana Saroj example)	Equity and Inclusion
3. Focus on entrepreneurial traits and mindset	 SDG 8 – Decent Work and Economic Growth	Understanding entrepreneurship as value creation	Skill Development
4. Problem - solving and observation in daily life	 SDG 12 – Responsible consumption	Understanding entrepreneurship as value creation	Critical Thinking

2.1 ENTREPRENEURS – WHO THEY REALLY ARE

Facilitator's Instructions

-  Introduce the scenario of a student-run school fair.
-  Narrate the story, highlighting the three different student responses.
-  Ask students to identify the thoughts of each student.

- 👉 Conduct a short group activity: Convert one limiting belief into an action-orientated statement.
- 👉 Ask students to write one small idea they can start with existing resources.

Debrief

- 👉 Discuss how thoughts influence actions and outcomes.
- 👉 Compare fixed mindset vs growth mindset responses.
- 👉 Emphasise that learning, confidence, and experience are valuable outcomes.
- 👉 Reinforce that success is not only about profit but about growth.

Entrepreneurial Skills Learned

Taking initiative and being willing to take risks, solving problems creatively and making effective use of available resources, showing resilience and learning from challenges, building confidence through action, and developing the ability to make thoughtful decisions.

Facilitator's Tips

- 👉 Entrepreneurship is about mindset, not talent or money.
- 👉 Encourage students to start small and experiment.
- 👉 Normalise fear and hesitation as part of learning.
- 👉 Highlight that action builds confidence and capability over time.



Case Story

From Sketch to Startup – The Story of AquaTap

Facilitator's Instructions

Narrate the story slowly. Pause and ask learners:

- 👉 What problem did the learners observe?
- 👉 Why did people avoid the taps?
- 👉 How did empathy help in creating the solution?

Facilitation Note: Encourage learners to connect this to water facilities in their own surroundings.

Debrief:

- 👉 Successful ideas often begin with empathy and observation.
- 👉 Understanding users builds trust in solutions.
- 👉 Ideas grow through testing, feedback, and improvement.

Entrepreneurial skills learned

Observing and identifying problems, understanding users through empathy, generating and designing solutions, building trust with users or stakeholders, and testing and improving ideas through iterative thinking.

Facilitator's Tips

- 👉 Good ideas begin by understanding people.
- 👉 Solutions improve through feedback.



Activity 2.1.1

Myths and Facts About Entrepreneurs

Facilitator's Instructions

Read each myth aloud. Ask learners to share whether they agree or disagree and explain their reasons before revealing the fact. Encourage open discussion.

Note: Avoid giving answers immediately. Let learners challenge each other's thinking.

Debrief

-  Many common beliefs about entrepreneurs are myths.
-  Entrepreneurial skills can be learnt and developed.
-  Failure is a learning opportunity, not the end.

-  Entrepreneurs succeed through teamwork and support.

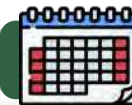
Entrepreneurial skills learned

Critical thinking, questioning common assumptions, developing a growth mindset, becoming aware of diversity and inclusion, and practising discussing ideas in teams while listening carefully to different perspectives.

Facilitator Tips

-  Skills are learnt, not inherited.
-  Myths restrict thinking; facts empower action.

Rethinking Myths: Learning from Real Entrepreneurs



Weekly Task

Facilitator's Instructions

-  Begin by briefly revisiting key myths and facts discussed in class.
-  Remind students that this is a personal reflection task, not a test.
-  Encourage them to think honestly about what they previously believed and why.
-  Guide students to refer specifically to real examples (especially Kalpana Saroj's journey) while answering.

2.2 UNDERSTANDING ENTREPRENEURIAL TRAITS

Ask students to read the traits described in the student manual and reflect on how these qualities can help someone identify problems and create useful solutions, and then proceed with the activity.



Activity 2.2.1

Spot the Entrepreneurial Trait

Facilitator's Instructions

Ask learners to first identify the traits individually, then discuss their responses in pairs. After the discussion, write the correct traits on the board.

Note: Reinforce that traits are visible in small actions.

Debrief:

- 👉 Entrepreneurial traits can be identified in real-life actions.
- 👉 More than one trait may apply to a situation.
- 👉 Justification is more important than one correct answer.

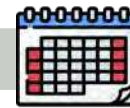
Entrepreneurial skills learned

Developing analytical thinking, recognising patterns, using reasoning to justify ideas, and applying concepts to real-life situations.

Facilitator's Tips

- 👉 More than one trait can apply.
- 👉 Explanation is more important than correctness.

Recognising Entrepreneurial Qualities in Action



Weekly Task

Facilitator's Instructions

- 👉 Introduce the task by explaining that entrepreneurship begins in everyday life, not only in business.
- 👉 Ask students to think about small, real situations from school, home, or their neighbourhood.
- 👉 Guide students to clearly describe:
 1. The problem or challenge
 2. The action taken
 3. The entrepreneurial trait reflected in that action
- 👉 Remind them to select only one key trait and explain it briefly.
- 👉 Encourage thoughtful reflection while writing about how this trait can help them in the future.

2.3 UNDERSTANDING YOURSELF AS AN ENTREPRENEUR



Activity 2.3.1 My Entrepreneurial Self

Facilitator's Instructions

Provide quiet time for reflection, as this is a personal activity. Encourage sharing only if learners choose to volunteer.

Debrief

1. Honest reflection builds confidence.
2. Traits can be developed intentionally.
3. Setting small goals supports improvement.

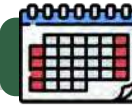
Entrepreneurial skills learned

Honest self-evaluation, Strength identification, Growth mindset and Planning small actions

Facilitator's Tips

1. No right or wrong answers.
2. Growth is personal.

Clean Change Champion



Weekly Task

Facilitator's Instructions

- 👉 Begin by reading the situation aloud with proper emphasis on Aarushi's actions.
- 👉 Ask students to first identify the problem clearly (mixed waste in one bin). Guide them to answer in one complete sentence.
- 👉 Help students identify the Entrepreneurial trait shown (e.g., initiative, leadership, persistence, responsibility, problem-solving). Encourage them to choose one primary trait.
- 👉 Lead a short discussion on how her actions created a positive impact for the whole class (cleaner environment, awareness, teamwork, better habits).

Supplementary Resource Material

1. <https://www.youtube.com/watch?v=-JfQvYLveGA>
2. <https://www.jagran.com/business/biz-richest-self-made-indian-woman-falguni-nayar-nykaa-founder-success-story-40088552.html>

Entrepreneurial Ecosystem: Structure and Function



No of Periods: 3

Learning Objectives

Learners will be able to

- Identify key players in an entrepreneurial ecosystem and how they support one another.
- Differentiate between a startup, venture, and business with examples.
- Describe how Indian cities and regions function as entrepreneurial ecosystems.

Connecting the Dots

- In Class 8, under the theme Entrepreneurial Ecosystem, learners understood that entrepreneurs do not work alone.
- They explored the idea that every venture operates within an ecosystem consisting of: Customers, Suppliers, Government bodies, Financial institutions, Mentors and Community.
- Learners recognised that entrepreneurship is not an isolated activity but a collaborative process supported by multiple individuals and institutions.



Chapter Overview

In Chapter 2, learners explored entrepreneurship by focusing on the entrepreneur as a person. They learnt that entrepreneurs are not defined by wealth, background, or special talent, but by traits such as curiosity, empathy, creativity, resilience, and the willingness to act. Through stories, activities, and self-reflection, learners understood how real-life problems can be turned into ideas and how these ideas grow through learning, effort, and persistence. The chapter helped learners recognise that entrepreneurial thinking is a learnable mindset and that anyone can begin this journey.

This Chapter introduces the concept of the entrepreneurial ecosystem, helping learners understand that no idea grows in isolation. Just as an entrepreneur needs traits and motivation, they also need support from customers, investors, mentors, incubators, government policies, markets, and technology. Through the SEWA inspiration story, a relatable case study of three

friends, matching activities, and reflection exercises, learners understand that entrepreneurship is supported by networks. The chapter also clarifies the progression from startup to venture to business and highlights how Indian startup hubs function due to strong ecosystem support.

Rationale for the Chapter

At the Class 9 stage, learners are at a critical point in their cognitive and emotional development, where they begin to question assumptions, form self-belief, and explore future possibilities. This chapter is designed to help learners understand entrepreneurship not as a distant or elite activity, but as a realistic and attainable pathway grounded in everyday thinking and behaviour. By focusing on traits, myths, and real facts, the chapter addresses common fears and misconceptions that often prevent learners from taking initiative or trying new ideas.

This chapter also prepares learners for future learning under the NEEEV framework by laying a strong foundation for teamwork, problem-solving, and idea development. Understanding who entrepreneurs are and how they grow equips learners to better engage with upcoming chapters on entrepreneurial ecosystems, innovation, and venture development. Overall, the chapter supports the goals of NEP 2020 and NCFSE 2023 by promoting experiential learning, inclusivity, critical thinking, and readiness for future careers and responsible citizenship.



SDG and Alignment with NEP 2020



Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Activities based on real-life surroundings	 SDG 4 – Quality Education	Learning through observation, case study, and reflection	Experiential Learning
2. Recognising women's role in entrepreneurship	 SDG 5 – Gender Equality	SEWA is an example of women-led ecosystem	Equity and Inclusion
3. Understanding startup ecosystem and stages	 SDG 8 – Decent Work & Economic Growth	Understanding how ecosystems promote enterprise growth	Skill Development
4. Analysing why certain cities become hubs	 SDG 9 – Industry, Innovation & Infrastructure	Startup hubs and incubators	Critical Thinking

3.1 ENTREPRENEURIAL ECOSYSTEM

Inspiration Corner : SEWA



Allow students to read about SEWA and Ask learners how unity and support help small workers grow.

Debrief

1. Entrepreneurship can be collective and community-based, not only individual.
2. Strong ecosystems can support people with limited resources.
3. Inclusion, cooperation, and shared purpose can create long-term impact.
4. Social entrepreneurship plays a key role in economic growth and dignity of work.

Entrepreneurial skills learned

Understanding social entrepreneurship, practising collective leadership, developing awareness of inclusivity and equity, engaging in community-based problem solving, and applying ethical and value-driven thinking.

Facilitator's Tips

- 👉 Emphasise that entrepreneurship can also be **collective and community-based**, not only individual.
- 👉 Explain how organisations like **SEWA create supportive ecosystems** that help workers access opportunities, resources, and fair working conditions.
- 👉 Encourage learners to reflect on how **unity, cooperation, and shared support** help small workers grow and become stronger together.
- 👉 Highlight that entrepreneurship can create social impact, dignity of work, and inclusive economic growth.



Case Story : Are All Businesses The Same

Facilitator's Instructions

- 👉 Read the case story aloud and ask students to identify the three different types of entrepreneurial efforts.
- 👉 Guide them to classify: small venture, startup idea, and established family business.
- 👉 Ask students to note how each one depends on different types of support.

Debrief

- 👉 Discuss how Falak, Sameer, and Arjan represent different stages of entrepreneurship.
- 👉 Ask: What makes a startup different from a long-running business?
- 👉 Highlight the role of family, customers, and community in all three cases.
- 👉 Introduce the term 'entrepreneurial ecosystem' and explain it in simple terms.

Entrepreneurial Skills Learned

Understanding stages of enterprise, Idea generation and innovation, Value of long-term trust and consistency, Awareness of support systems and Strategic thinking

Facilitator's Tips

- 👉 Entrepreneurship exists in different forms and stages.
- 👉 No venture grows alone—support systems matter.
- 👉 Trust, innovation, and small beginnings all contribute to success.
- 👉 Encourage students to recognise the ecosystem around any enterprise.



Activity 3.1.1 Understanding The Entrepreneur's Support System

Read it and Conduct it as a matching activity. Let learners attempt individually, then discuss answers collectively.

Debrief

- 👉 Entrepreneurs depend on multiple ecosystem players.
- 👉 Each player has a specific and important role.
- 👉 Businesses grow when players work together, not in isolation.
- 👉 Understanding roles helps entrepreneurs seek the right support at the right time.

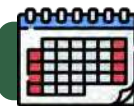
Entrepreneurial skills learned

Differentiating business models, Value creation understanding, Comparative thinking and Context-based decision-making

Facilitator's Tips

- 👉 All forms of enterprises matter.
- 👉 Support systems influence growth.

Support Circle of an Entrepreneur



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that no entrepreneur succeeds alone; every journey involves support from different people and systems.
- 👉 Briefly discuss examples of supporters such as family, friends, teachers, mentors, customers, investors, government schemes, and community members.
- 👉 Guide students to think beyond financial help—emotional support, guidance, motivation, and safe surroundings also matter.
- 👉 Encourage them to answer each question with specific examples rather than general words like everyone.

- 👉 Ask students to reflect on how different supporters play different roles at the starting stage and growth stage of a business.
- 👉 Conclude by reinforcing that building and valuing a support network is an important entrepreneurial skill.

3.2 DIFFERENCE BETWEEN STARTUP, VENTURE AND BUSINESS

Discuss the concept given in the student manual and conduct the ensuing activity



Activity 3.2.1 Entrepreneur's Journey – Startup, Venture, and Business

Discuss each scenario, and ask learners to justify why it is a startup, venture, or business.

Debrief

- 👉 Innovation and risk help identify startups.
- 👉 Stability and regular income indicate a business.
- 👉 Clear direction and growth signal a venture.
- 👉 Correctly identifying stages improves decision-making.

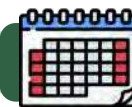
Entrepreneurial skills learned

Classification and analysis, Innovation recognition, Risk evaluation and Logical reasoning

Facilitator's Tips

- 👉 Stage identification prevents wrong expectations.
- 👉 Understanding risk improves planning.

The Transformation Story



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining the difference between a startup (new idea stage) and a business (stable, consistent operations stage).
- 👉 Allow students to choose a well-known company (a national, global, or local brand they relate to).
- 👉 Guide them to research briefly (books, internet, or prior knowledge) before writing.
- 👉 Ask students to clearly describe:
 1. The original idea or problem the company aimed to solve.
 2. How the company evolved into a stable business.
- 👉 Encourage simple, factual answers in 4–6 clear sentences.

3.3 CASE STUDY: INDIA'S ENTREPRENEURIAL HUBS

Allow students to read the Case study and conduct the ensuing activity



Activity 3.3.1 Reflection Questions

Encourage open thinking. There are no fixed answers. Allow learners to relate to their own town or city.

Debrief

- 👉 Ecosystems differ across regions.
- 👉 Talent, markets, policy support, and culture shape success.
- 👉 Government initiatives can boost innovation.
- 👉 Local strengths influence entrepreneurial growth.

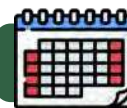
Entrepreneurial skills learned

Critical thinking, Local problem analysis, Vision building and Civic awareness

Facilitator's Tips

- 👉 Learners can imagine local change.
- 👉 Ecosystems can be strengthened intentionally.

Understanding Entrepreneurship Around You



Weekly Task

Facilitator's Instructions

- 👉 Ask students to observe one real local enterprise in their surroundings.
- 👉 Guide them to identify its type and stage (startup, venture, or established business).
- 👉 Encourage them to note who supports the enterprise (family, customers, suppliers, etc.).
- 👉 Ask them to suggest one area where support can be improved (funding, training, digital tools, marketing, mentorship).
- 👉 Emphasise real observation and clear, short responses.

Supplementary Resource Material

<https://inc42.com/features/from-hyderabad-to-pune-which-city-holds-indias-startup-hub-baton/>



No of Periods: 5

The Art of Thinking and Building

Learning Objectives

- Use creative thinking tools like SCAMPER and Mind Mapping to generate and organise ideas based on real-life observations.
- Demonstrate decision-making, collaboration, and leadership skills while working in groups.
- Apply the 3P Framework (People, Planet, Profit) to select and justify sustainable ideas.

Connecting the Dots

- In Class 8, under the theme *Entrepreneurial Skills*, learners were introduced to teamwork, collaboration, and communication through the Concept Box of the 4Cs.
- They explored how observation and awareness improve understanding of surroundings. They learnt how curiosity and imagination lead to idea generation.
- Learners recognised that entrepreneurship is not only about having ideas, but about working together, thinking creatively, and responding thoughtfully.
- They understood that entrepreneurial success depends on both individual thinking and collective effort.
- Through activities, they experienced the importance of listening, sharing, observing, and imagining as key parts of problem-solving.



Chapter Overview

This chapter focuses on how ideas are born, improved, and validated. Learners explore creativity through tools like SCAMPER, brainstorming, role play, and mind mapping. They understand how teamwork and feedback strengthen ideas and how leadership helps move ideas into action. The 3P Framework is introduced as a way to check whether ideas are responsible and sustainable. Through case studies, activities, and reflection, learners practise thinking and acting like young innovators.

Rationale for the Chapter

Entrepreneurship begins with thinking differently. Before learners can create ventures or businesses, they must learn how to observe problems, generate ideas, collaborate, and

lead responsibly. This chapter builds foundational thinking, collaboration, and sustainability skills that are essential for entrepreneurial growth and real-life problem-solving.

 SDG and Alignment with NEP 2020 			
Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. SCAMPER, role play, feedback circle	 SDG 4 – Quality Education	Experiential learning through activities and reflection	Experiential learning
2. 3P Framework and sustainability focus	 SDG 12 – Responsible Consumption	Focus on waste reduction and sustainable thinking	Critical Thinking
3. Planet aspect of 3P Framework	 SDG 13 – Climate Action	Encouraging environmentally responsible ideas	Environmental Awareness
4. Group activities and leadership tasks	 SDG 17 – Partnerships	Emphasis on teamwork and collaboration	Collaborative Learning

4.1 One Problem, Many Possibilities

Story of Ayra

Facilitator's Instructions

- 👉 Read the story aloud and ask students to listen carefully for the problem and the action taken.
- 👉 Ask students to answer both Think & Write questions in complete sentences.
- 👉 Encourage them to focus on what Ayra noticed and how her response differed from complaining or ignoring.
- 👉 Remind students to base answers on the story, not assumptions.
- 👉 Allow 5–7 minutes for individual written reflection.

Debrief

- 👉 Discuss: What was the real problem – forgetting bottles, plastic waste, or lack of awareness?
- 👉 Compare reactions: ignoring, complaining, and taking initiative.
- 👉 Ask: Why did Ayra speak to others before suggesting a solution?
- 👉 Highlight how small observation led to meaningful impact.

Entrepreneurial Skills Learned

Problem identification, Curiosity and observation, Empathy, Initiative, Solution-oriented thinking and Environmental responsibility

Facilitator's Tips

- 👉 Emphasise the importance of observing everyday problems carefully before taking action.
- 👉 Highlight how initiative and thoughtful communication help turn observations into practical solutions.
- 👉 Encourage learners to see that small actions can create meaningful impact when they respond with responsibility instead of ignoring or complaining.



Activity 4.1.1 Think Like an Innovator (SCAMPER Sprint)

Instructions

- 👉 Divide learners into groups of 3–4.
- 👉 Assign one everyday object per group.
- 👉 Guide groups to apply each SCAMPER prompt.
- 👉 Ask groups to write at least three improved ideas.

Debrief

- 👉 Innovation often improves existing objects.
- 👉 Structured tools help expand thinking.

- 👉 Group discussion strengthens ideas.

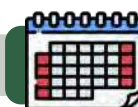
Entrepreneurial Skills Learned

Creative problem-solving, Flexible thinking, Ideation, Collaboration and Innovation mindset

Facilitator's Tips

- 👉 Encourage all ideas without judgement.
- 👉 Remind learners that improvement is also innovation.
- 👉 Support quieter learners to share.

Solve a Small Daily Problem



Weekly Task

Facilitator's Instructions

- 👉 Explain that innovation begins with observing daily problems.
- 👉 Ask students to identify one real, small problem from their routine.
- 👉 Guide them to suggest a simple, practical solution and mention who benefits.
- 👉 Encourage brief, clear responses to reflection questions.
- 👉 Emphasise realistic thinking and thoughtful observation.

4.2 The 3P Framework: A Guide for Sustainable Ideas

Read the activity and explain the 3P concept.



Activity 4.2.1 Role Play – Solve It Together

Facilitator's Instructions

- 👉 Form groups of four and assign roles.
- 👉 Ask groups to discuss the food waste problem.
- 👉 Guide them to agree on one solution.

Debrief

- 👉 Strong solutions are built together.
- 👉 Different perspectives strengthen outcomes.

- 👉 Teamwork improves decision quality.

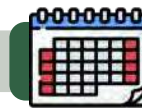
Entrepreneurial Skills Learned

Teamwork, Communication, Role-based thinking, Collaboration and Conflict handling

Facilitator's Tips

- 👉 Ensure role clarity.
- 👉 Encourage respectful listening.
- 👉 Intervene only if discussion stalls.

Applying the 3P Framework



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining the 3P Framework (People, Planet, Profit/Purpose) in simple terms.
- 👉 Guide students to select one everyday object related to waste at home.
- 👉 Ensure they complete one task each day
(Observation → Mind Map → SCAMPER → Sketch → 3P Check → Feedback → Improvement).
- 👉 Encourage creative thinking, but keep solutions practical and realistic.
- 👉 Remind students to maintain daily notes in their notebook.
- 👉 Emphasise that innovation is a process—observe, improve, validate, and refine.

4.3 Learning Together: How Feedback Helps Ideas Grow



Case Story

Improving the School Fair Stall

Facilitator's Instructions

- 👉 Read the case story aloud and ask students to identify the original idea and the changes made after feedback.
- 👉 Ask students to discuss how feedback influenced the final outcome of the stall.
- 👉 Encourage them to list the specific suggestions given and the improvements made.
- 👉 Allow students to answer reflection questions in complete sentences.

Debrief

- 👉 Discuss how feedback strengthened the original idea.
- 👉 Ask: What would have happened if the group ignored suggestions?
- 👉 Highlight the importance of respectful communication and active listening.
- 👉 Reinforce that improvement often comes through collaboration.

Entrepreneurial Skills Learned

Openness to feedback, Adaptability, Collaboration and teamwork, Customer

awareness (pricing and demand thinking) and Continuous improvement

Facilitator's Tips

- 👉 Emphasise that feedback and collaboration help improve ideas, making them more practical and effective.
- 👉 Highlight the importance of listening respectfully to others and adapting ideas, as continuous improvement is an essential part of entrepreneurship.



Activity 4.3.1 Feedback Circle – Help Ideas Grow

Facilitator's Instructions

- 👉 Organise groups and presentations.
- 👉 Guide learners to give one strength and one suggestion.
- 👉 Monitor tone and respect.

Debrief: Key Learning Points

- 👉 Feedback must be kind and useful.
- 👉 Teams grow through shared learning.
- 👉 Communication skills matter.

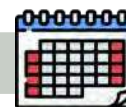
Entrepreneurial Skills learned

Communication, Active listening, Constructive feedback and Team collaboration

Facilitator's Tips

- 👉 Correct negative or personal comments immediately.
- 👉 Reinforce feedback to ideas, not people.

The Feedback Lens



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that feedback is a tool for improvement, not criticism.
- 👉 Guide students to choose a small, simple project they can realistically present at home.
- 👉 Encourage them to clearly explain their idea while presenting it.
- 👉 Instruct students to listen quietly and respectfully when receiving one strength and one suggestion.
- 👉 Remind them to honestly attempt one improvement based on the suggestion.
- 👉 Ensure students complete the reflection thoughtfully, focusing on how feedback helped refine their idea.

4.4 Validating an Idea: The 3P Check

Ask students to read the text about 3 P (people, planet and profit) and discuss the *Inspiration Corner*.

Inspiration Corner



Jeevan Bindi

Facilitator's Instructions

- ➡ Read the case aloud and ask students to identify the core problem and the solution.
- ➡ Guide students to explain how the Jeevan Bindi addresses iodine deficiency.
- ➡ Ask them to think about why this solution was practical and culturally appropriate.
- ➡ Encourage students to write brief responses in complete sentences.

Debrief

- ➡ Discuss the health issues faced by women in the community.
- ➡ Ask: Why was this solution more effective than simply giving tablets?

- ➡ Highlight how understanding local habits led to a better solution.
- ➡ Emphasise the role of empathy and cultural awareness in innovation.

Entrepreneurial Skills Learned

Problem identification, Empathy and user understanding, Creative thinking, Cultural sensitivity and Social innovation

Facilitator's Tips

- ➡ Good innovation fits into people's daily lives.
- ➡ Empathy is essential for meaningful solutions.
- ➡ Small, thoughtful ideas can create strong social impact.
- ➡ Entrepreneurship can address social and health challenges, not just business goals.



Activity 4.4.1 Validate Your Idea (3P Check)

Facilitator's Instructions

- ➡ Ask learners to apply the 3P questions to their idea.
- ➡ Encourage honest responses.
- ➡ Allow time for reflection.

Debrief: Key Learning Points

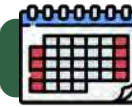
- ➡ Ideas need validation before action.
- ➡ Balance strengthens ideas.
- ➡ Improvement is continuous.

Entrepreneurial Skills Developed

Idea validation, Analytical thinking, Sustainability planning and Self-evaluation

Facilitator's Tips

- ➡ Reinforce that weak areas mean improvement, not failure.
- ➡ Support balanced thinking.

**Facilitator's Instructions**

- 👉 Begin by explaining that every problem holds an opportunity for innovation.
- 👉 Ask students to observe one real, small problem at home or in their neighbourhood.
- 👉 Guide them to write the problem clearly before suggesting solutions.
- 👉 Encourage them to think of two different practical solutions, not just one.
- 👉 Remind students to evaluate both ideas using the 3P Framework (People, Planet, Purpose/Profit).

4.5 Leadership: Guiding Ideas and People Forward

Ask students to read the passage on leadership and discuss how responsibility, teamwork, and listening to others help guide a group toward a shared goal.

**Case Story : Leading Change, one step at a time****Facilitator's Instructions**

- 👉 Read the case story aloud with emphasis on problem identification, teamwork, and leadership.
- 👉 Ask them to complete the reflection questions in brief, thoughtful sentences.

Debrief

- 👉 Discuss how Ananya's approach differed from complaining.
- 👉 Ask: What leadership actions made the difference?
- 👉 Highlight how teamwork and structured action led to real change.

- 👉 Reflect on why leadership is about guidance, not authority.

Entrepreneurial Skills Learned

Problem identification, Initiative, Team coordination, Communication, Conflict management and Responsibility and accountability

Facilitator's Tips

- 👉 Emphasise that leadership begins with identifying problems and taking initiative to guide others toward solutions.
- 👉 Highlight how teamwork, communication, and responsible action help turn ideas into meaningful change.



Activity 4.5.1 Leadership in Action

Facilitator's Instructions

- 👉 Discuss the situation in groups.
- 👉 Ask learners to write short responses.
- 👉 Encourage role-play thinking.

Debrief: Key Learning Points

- 👉 Leadership supports teamwork.
- 👉 Respect builds trust.

- 👉 Leaders help ideas move forward.

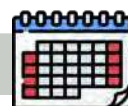
Entrepreneurial Skills Developed

Leadership behaviour, Conflict resolution, Communication and Initiative

Facilitator's Tips

- 👉 Focus on inclusion and calm decision-making.
- 👉 Encourage practical examples.

Leadership Around You



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that leadership is visible in everyday situations, not only in formal positions.
- 👉 Ask students to observe real examples during the week (group work, family decisions, school events, neighbourhood activities).
- 👉 Guide them to describe the situation clearly and focus on specific actions, not general praise.
- 👉 Encourage students to identify one key leadership quality demonstrated in the situation.
- 👉 Prompt them to reflect on how they can practise that same quality in their own life.
- 👉 Conclude by reinforcing that leadership develops through observation, participation, and practice.

Supplementary Resource Material

SCAMPER https://www.youtube.com/watch?v=M2I4PSdt7_8&t=10s

Design Thinking: <https://www.youtube.com/watch?v=EH9ulbHqwpc>

The Power Of Mindset



No of Periods: 5

Learning Objectives

- Identify and explain the difference between a fixed mindset and a growth mindset and how mindset influences learning and success.
- Recognise and analyse how entrepreneurs overcome fear of failure by building resilience and self-belief.
- Develop the ability to apply growth mindset thinking to schoolwork, teamwork, and everyday challenges.

Connecting the Dots

- In Class 8, under the theme of Self Discovery, learners reflected on their personal strengths and weaknesses.
- They understood how habits influence self-growth and long-term development.
- Through the inspiring story of Bhimavva, learners observed how determination and quiet perseverance sustain purpose even during difficult circumstances. The chapter encouraged learners to look inward and recognise that personal development is the foundation of any meaningful journey, including entrepreneurship.



Chapter Overview

This chapter explores how mindset shapes learning, confidence, and entrepreneurial growth. Through stories of Ayaan and Zara, Nandita's tailoring shop, and Patricia Narayan's journey, learners see how small changes in thinking create big changes in outcomes. Activities such as self-reflection, group challenges, mindset reframing, and creative-critical thinking exercises help learners practise resilience and self-efficacy. The chapter also connects ancient human thinking with modern innovation to show that both creativity and analysis are essential for progress. Learners conclude by understanding that failure is feedback and that adding the word yet can transform their approach to challenges.

Rationale for the Chapter

Before learners can build ventures or solve problems creatively, they must first develop the mental strength to face difficulties without giving up. Many learners hesitate to try because they fear mistakes. This chapter addresses that barrier directly by building a growth

mindset, encouraging reflection, and normalising failure as part of learning. It prepares learners emotionally and mentally for entrepreneurial thinking by strengthening resilience, confidence, and the habit of learning from setbacks.

SDG and Alignment with NEP 2020

 SDG and Alignment with NEP 2020 			
Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Reflection activities, group tasks, mindset practice	 SDG 4 – Quality Education	Promotes reflective, experiential learning and self-development	Experiential Learning
2. Resilience, self-efficacy, problem solving	 SDG 8 – Decent Work & Economic Growth	Builds entrepreneurial resilience and confidence	Skill Development
3. Emotional learning and self-awareness	 SDG 3 – Good Health & Wellbeing	Focus on emotional strength and positive self-talk	Holistic Development
4. Ancient thinking activity, SCAMPER, reflection	 SDG 9 – Innovation & Infrastructure	Links creative and critical thinking to innovation	Critical Thinking

5.1 THE POWER OF HOW YOU THINK

Ask the student to read the content.

Think & Tick 5.1: What is Mindset

Instructions

- 👉 Ask learners to answer honestly and individually.
- 👉 Make it clear that this is not for assessment.
- 👉 Do not collect responses.
- 👉 Revisit this page at the end of the chapter.

Debrief

- 👉 Everyone has moments of fixed and growth mindset.
- 👉 Awareness of one's thinking is the first step to change.

- 👉 Mindset can shift over time with practice.

Entrepreneurial Skills Developed

Self-awareness, Honest self-reflection and Responsibility for learning

Facilitator's Tips

- 👉 Emphasise the importance of honest self-reflection in understanding one's thoughts and reactions to challenges.
- 👉 Highlight that mindset can develop over time, and recognising one's thinking patterns is the first step toward growth and improvement.



Situation

Two Ways of Thinking: Fixed Mindset and Growth Mindset

Facilitator's Instructions

Read the story aloud with expression.

- 👉 Ask learners to identify differences in thinking.
- 👉 Allow quiet reflection before discussion.

Debrief

- 👉 Fear of mistakes can stop learning.
- 👉 A growth mindset encourages effort and persistence.
- 👉 Adding yet keeps the learning door open.

- 👉 Mindset influences action more than ability.

Entrepreneurial Skills learned

Positive risk-taking, Learning from mistakes and Confidence building

Facilitator's Tips

- 👉 Emphasise that the way we think about challenges influences how we respond to them, and a growth mindset encourages effort and persistence.
- 👉 Highlight that mistakes are part of learning, and adding the word yet helps learners stay open to improvement and new possibilities.



Case Story

Nandita's Tailoring Shop - Learning Through Failure

Facilitator's Instructions

Discuss how Nandita used feedback, learning, and small changes to grow. Connect this with learners improving after feedback in class.

Debrief

- 👉 Failure is not the end; it can be a teacher.
- 👉 Learning from feedback strengthens ideas.
- 👉 Confidence grows through action, not success alone.

- 👉 Entrepreneurs adapt instead of quitting.

Entrepreneurial Skills learned

Resilience, Adaptability, Customer understanding and Learning from feedback

Facilitator's Tips

- 👉 Emphasise that setbacks and feedback help improve ideas, and entrepreneurs grow by learning from their experiences.
- 👉 Highlight the importance of resilience and adaptability, showing how small improvements based on feedback can lead to better outcomes over time.



Activity 5.1.1 What Would I Do?

Facilitator's Instructions

- 👉 Begin by introducing the idea that how we respond to challenges shapes our learning and growth. Explain that this activity will help learners notice their first thoughts in difficult situations.

- 👉 Ask learners to read each scenario carefully and select the response that most closely matches their natural reaction. Emphasise that there are no marks or judgements in this activity.
- 👉 Guide learners to identify which responses act as stop signs (thoughts that make them give up) and which ones act as green lights (thoughts that encourage them to keep trying).
- 👉 Ask learners to reflect individually and write 5–6 lines about one situation where they gave up early and one where they chose to try again.
- 👉 Encourage learners to practise reframing their inner voice by completing the sentence I can't do this... yet.
- 👉 Conclude by inviting learners to quietly reflect on which kinds of responses help them move forward and which ones hold them back.

Debrief

- 👉 Highlight that challenges and mistakes are a natural part of learning.
- 👉 Encourage learners to understand that recognising their thoughts is the first step toward developing a growth mindset.
- 👉 Emphasise that learners can gradually replace discouraging thoughts with more constructive ones that support learning and improvement.

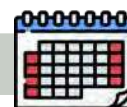
Entrepreneurial Skills Learned

Self-awareness, Resilience, Positive mindset, Reflection and Adaptability

Facilitator's Tips

- 👉 Emphasise that our first thoughts during challenges influence our actions, and recognising these thoughts helps learners respond more positively.
- 👉 Highlight that developing a growth mindset encourages persistence, resilience, and the willingness to try again even after difficulties.

How my thinking affects my learning



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that this task is about noticing one's thinking patterns, not judging them.
- 👉 Encourage learners to choose real and recent situations from their daily life so their reflection is honest and meaningful.
- 👉 Clarify that there are no right or wrong answers and responses will not be assessed.
- 👉 Allow quiet time for individual reflection before any sharing takes place.
- 👉 Avoid asking learners to read their responses aloud unless they volunteer.

5.2 LEARNING, RESILIENCE, AND THE COURAGE TO BEGIN



Case Story

Entrepreneurial mindset

Facilitator's Instructions

Conduct an empathy discussion. Focus on emotions, courage, and purpose rather than business success.

Debrief

- 👉 Entrepreneurship has a strong human side.
- 👉 Courage often begins with necessity.
- 👉 Values and purpose give strength during hardship.
- 👉 Mindset helps people continue even after loss.

Entrepreneurial Skills Developed

Courage, Emotional resilience, Purpose-driven thinking and Empathy

Facilitator's Tips

- 👉 Emphasise that entrepreneurship is not only about business success but also about human values, empathy, and purpose.
- 👉 Highlight how courage and emotional resilience help individuals continue working toward their goals even during difficult situations.



Activity 5.2.1

Class Discussion – The Human Perspective

Facilitator's Instructions

- 👉 Begin by reminding learners that entrepreneurship is a human journey, not just a business process.
- 👉 Briefly recount Patricia's story to set the emotional context before the discussion.
- 👉 Ask each question slowly and give learners quiet thinking time before inviting responses.
- 👉 Encourage respectful listening and ensure multiple learners get a chance to speak.
- 👉 Avoid judging answers as right or wrong; focus on feelings, thoughts, and perspectives.
- 👉 Summarise key ideas shared by learners before moving to the concluding insights.

Debrief:

- 👉 Entrepreneurs experience fear, doubt, and uncertainty, just like everyone else.
- 👉 Courage is not the absence of fear but the decision to continue despite it.
- 👉 A growth-orientated inner voice helps individuals move forward during difficult moments.
- 👉 Personal values, memories, and purpose often give deeper meaning to entrepreneurial efforts.
- 👉 Success in entrepreneurship is connected to resilience, empathy, and emotional strength, not only profit.

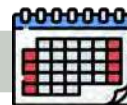
Entrepreneurial Skills Developed

Empathy and perspective-taking, Emotional awareness, resilience, Purpose-driven thinking, Reflective thinking and expression, and Respectful listening and discussion skills

Facilitator's Tips

- 👉 Emphasise that entrepreneurship is a human journey shaped by emotions, values, and purpose, not only by business outcomes.
- 👉 Highlight the importance of empathy, reflection, and respectful listening, helping learners understand different perspectives and build emotional resilience.

The Human Venture Interview



Weekly Task

Facilitator's Instructions

- 👉 Introduce the task by explaining that entrepreneurship includes real struggles, emotions, and personal decisions, not just business success.
- 👉 Help learners identify suitable people in their neighbourhood (tailor, vendor, shopkeeper, service provider, home-based worker, etc.).
- 👉 Guide learners on how to ask questions politely and respectfully. Emphasise listening carefully without interrupting.
- 👉 If a learner is unable to conduct the interview, allow them to recall a known story or conduct the task with a family member running a small enterprise.
- 👉 After completion, invite a few learners to share what they discovered from the interaction.

5.3 ART OF THINKING – CRITICAL AND CREATIVE

Ask students to read the passage and discuss how creative thinking helps generate new ideas while critical thinking helps evaluate and choose the best solution.



Activity 5.3.1 Think Creatively, Decide Critically

Facilitator's Instructions

- 👉 Introduce the difference between creative thinking (many ideas) and critical thinking (choosing the best idea).
- 👉 Encourage learners to list ideas freely in Part A without judging them.
- 👉 Guide learners in Part B to evaluate ideas based on practicality, resources, and challenges.
- 👉 Allow pair or group discussion before learners write their final responses.
- 👉 Invite a few learners to share how they selected their final idea.

Debrief:

- 👉 Problem-solving begins with open thinking and is refined through careful analysis.

- 👉 Not all ideas are practical, but every idea contributes to the thinking process.
- 👉 Good decisions come from balancing imagination with reasoning.

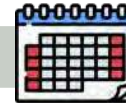
Entrepreneurial Skills

Creative thinking, Critical thinking, Decision-making, Problem-solving and Practical planning

Facilitator's Tips

- 👉 Emphasise that effective problem-solving requires both creative and critical thinking—generating many ideas and selecting the most practical one.
- 👉 Highlight that balancing imagination with thoughtful analysis helps entrepreneurs make better decisions and develop workable solutions.

The Thinking Laboratory



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining the difference between divergent (creative) and convergent (critical) thinking in simple terms.
- 👉 Encourage learners in Part 1 to think freely and share unusual ideas without fear of judgement.
- 👉 Remind learners that there are no wrong ideas in the creative stage.
- 👉 In Part 2, guide learners to evaluate their favourite idea logically using the weight, price, and safety checks.
- 👉 Allow peer discussion so learners can help each other refine ideas.
- 👉 Invite a few volunteers to present how their idea changed after critical evaluation.
- 👉 Emphasise that real innovation comes from combining imagination with practicality.
- 👉 Conclude by linking this process to how entrepreneurs design useful and workable products.

5.4 OVERCOMING THE FEAR OF FAILURE

Ask students to read the passage and discuss how viewing failure as a learning opportunity can help develop confidence, improve ideas, and encourage a growth mindset.



Activity 5.4.1 The Epic Fail Award

Facilitator's Instructions

- 👉 Arrange learners in a circle to create a safe, informal sharing space.
- 👉 Begin by sharing your own light, honest failure story to model openness.
- 👉 Invite learners to share a time when something they tried went wrong.
- 👉 After each story, ask the learner, What is one thing you learnt from this experience?
- 👉 Guide the learner to rebrand the failure by giving it a constructive, professional-sounding name.
- 👉 Maintain a supportive tone and ensure no teasing or judgement occurs.
- 👉 Conclude by discussing how learning from mistakes is part of growth.

Debrief

1. Everyone experiences failure; it is normal and universal.
2. Failures provide useful information for improvement.
3. Looking at mistakes positively reduces fear and builds confidence.
4. A growth mindset helps learners try again with better understanding.

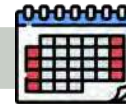
Entrepreneurial Skills learned

Resilience, Positive risk-taking, Learning from mistakes, Reflective thinking and Confidence building

Facilitator's Tips

-  Emphasise that failure is a natural part of learning and growth, and every mistake can provide valuable lessons for improvement.
-  Highlight the importance of resilience and a positive mindset, encouraging learners to view setbacks as opportunities to try again with greater understanding and confidence.

The Comfort Zone Experiment



Weekly Task

Facilitator's Instructions

-  Introduce this task as a personal reflection, not a performance activity.
-  Encourage learners to think of very small, realistic ideas—not big projects.
-  Help learners clearly name their fear without judgement or dismissal.
-  Guide them through the Pre-Mortem step slowly so they learn to think logically about risks.
-  Emphasise that the Tiny Risk should be simple and achievable within a week.
-  Do not force learners to share personal fears unless they volunteer.
-  Revisit the task after a week and invite voluntary sharing of experiences.

5.5 BUILDING RESILIENCE AND SELF-EFFICACY

Ask students to read the passage and discuss how resilience and self-efficacy help individuals face challenges, learn from setbacks, and continue working toward their goals.



Activity 5.5.1 The Evidence Wall

Facilitator's Instructions

-  Explain that this activity helps learners recognise their own strengths.
-  Give each learner three slips of paper or sticky notes.
-  Ask them to write one past achievement on each slip where they overcame difficulty.
-  Invite learners to place their notes on a common wall or board to create the Evidence Wall.
-  Allow a few minutes for learners to quietly read others' notes.
-  Facilitate a brief discussion on how small successes build confidence.

Debrief

1. Everyone has past experiences of overcoming challenges.
2. Recognising these experiences builds belief in one's abilities.
3. Confidence grows from remembering effort and persistence, not just success.
4. These memories act as evidence that challenges can be handled.

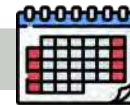
Entrepreneurial Skills Learned

Self-efficacy, Resilience, Confidence building and Positive self-reflection

Facilitator's Tips

- 👉 Emphasise that recognising past achievements helps learners build confidence in their abilities.
- 👉 Highlight that small successes and persistent effort strengthen self-belief and prepare learners to face future challenges.

The Resilience Log



Weekly Task

Facilitator's Instructions

- 👉 Present this as a private reflection on handling difficulty, not success.
- 👉 Encourage learners to choose a small, real challenge from the week.
- 👉 Help them honestly assess how confident they felt before starting.
- 👉 Guide them to focus on the strategy they used when things became hard.
- 👉 Emphasise reframing imperfect outcomes as lessons, not failures.
- 👉 Do not require sharing; invite only voluntary responses.

Supplementary Resource Material

1. <https://youtu.be/mKQ9CcmK-PQ?si=oD7TyCcNCIMH4ZFW>
2. <https://youtu.be/4HTKzQm67mw?si=F3sthJC2fyn8ZtjH>
3. <https://youtu.be/cu6NUQ7QObc?si=dW1PUgAsdITgOfEO>

Our Team, Our Strength



No of Periods: 2

Learning Objectives

- 🎯 Recognise individual strengths and leadership qualities to form effective teams and assign suitable roles.
- 🎯 Identify and Explain the role of teamwork, ethics, and sustainability in building successful entrepreneurial ventures.
- 🎯 Develop skills for conflict management and consensus building through respectful communication and collaborative decision-making.

Connecting the Dots

- In Class 8, learners were introduced to Design Thinking as a structured approach to solving real-world problems.
- They explored key steps of the process:
 - Empathising with users
 - Defining problems clearly
 - Generating ideas
 - Creating prototypes
 - Testing and improving solutions
- They recognised that entrepreneurship is not only about having an idea, but about following a thoughtful and systematic process to turn ideas into useful solutions.



Chapter Overview

This chapter introduces learners to the importance of teamwork in entrepreneurship. Through the story of four learners who first fail and then succeed by improving their teamwork, learners understand the value of clear roles and responsible leadership. The chapter then moves to the idea of ethics and sustainability as important foundations of team decisions. The case of Jaipur Rugs illustrates how teamwork, inclusive leadership, and respectful conflict management can build a large and meaningful enterprise. Activities provide learners with hands-on experience in forming teams, choosing leaders, resolving disagreements, and building consensus.

Rationale for the Chapter

Entrepreneurship is rarely an individual effort. Ventures grow when people collaborate effectively, respect each other's ideas, and work toward a shared goal. Many learners struggle with group work due to poor communication or lack of clarity in roles. This chapter addresses that gap by teaching practical skills of team formation, leadership, ethical thinking, and conflict resolution. It prepares learners not only for entrepreneurial projects but also for collaborative life situations.



SDG and Alignment with NEP 2020



Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Team activity and role play	 SDG 4 – Quality Education	Promotes reflective, experiential learning and self-development	Experiential Learning
2. Leadership, communication, responsibility	 SDG 8 – Decent Work & Economic Growth	Builds entrepreneurial resilience and confidence	Skill Development
3. Ethics and sustainability focus	 SDG 12 – Responsible Consumption	Introduces sustainability thinking in Ventures	Value Based Education
4. Emotional and social learning	 SDG 16 – Peace, Justice & Strong Institutions	Encourages respectful dialogue and conflict resolution	Holistic Development

6.1 FORMING EFFECTIVE TEAMS: ROLES, STRENGTHS AND LEADERSHIP

Story: Four Learners and the Failed Project

Facilitator's Instructions

1. Read the case story aloud, emphasising the contrast between the first failed attempt and the second successful one.
2. Ask students to identify the reasons for failure in the first attempt.
3. Guide them to list the changes made during the second attempt.
4. Conduct a short discussion on the importance of role clarity, leadership, and communication.
5. Ask students to write 3–4 points on what makes a team effective.

Debrief

1. Discuss: Was the idea the real problem? Why or why not?
2. Highlight how lack of listening and unclear roles led to confusion.
3. Compare the team's behaviour in both attempts.
4. Emphasise that teamwork, trust, and structured leadership changed the outcome.

Entrepreneurial Skills Learned

Team collaboration, Role clarity and responsibility, Communication and active listening, Conflict resolution, Leadership and decision-making and Shared goal orientation

Facilitator's Tips

- 👉 Emphasise that successful teamwork requires clear roles, good communication, and mutual trust among team members.
- 👉 Highlight that learning from mistakes and improving coordination can turn a failed attempt into a successful outcome.



Activity 6.1.1 Build Your Team & Choose Your CEO

Facilitator's Instructions

- 👉 Divide learners into teams of 4–5 and ask them to sit together.
- 👉 Guide each team to choose a simple business idea (school or community-based).
- 👉 Instruct them to discuss individual strengths and assign roles accordingly.
- 👉 Ensure only one learner is selected as CEO based on responsibility, listening ability, fairness, and confidence.
- 👉 Ask teams to write 2–3 lines explaining their CEO selection and how each role supports team success.

Debrief

1. Discuss how teams decided roles and selected their CEO.
2. Ask: Was it easy or challenging to assign roles? Why?
3. Highlight the importance of choosing leaders based on qualities, not popularity.
4. Emphasise how clear roles improve teamwork and reduce confusion.

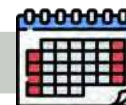
Entrepreneurial Skills Learned

Self-awareness of strengths, Role clarity and responsibility, Leadership selection and accountability, Team collaboration, Decision-making and Respectful communication

Facilitator's Tips

- 👉 Emphasise that effective teams recognise individual strengths and assign roles that match those abilities.
- 👉 Highlight that good leadership is based on responsibility, fairness, and the ability to listen and guide others, not just popularity.

Team Dynamics Reflection



Weekly Task

Facilitator's Instructions

- 👉 Introduce this as a quiet reflection on teamwork and leadership, not an evaluation of performance.

- 👉 Remind learners to think honestly about their role and how they contributed to the group.
- 👉 Encourage them to recall specific behaviours they observed, rather than giving general answers.
- 👉 Help learners connect clear roles with smoother communication and decision-making in the team.
- 👉 Invite a few volunteers to share insights, while respecting those who prefer not to speak.
- 👉 Conclude by reinforcing that leadership is shown through actions like listening, guiding, and supporting others.

6.2 CONFLICT MANAGEMENT AND CONSENSUS BUILDING

Ask students to read the passage and discuss how managing conflict calmly and building consensus can help teams work together and make better decisions.



Case Story

Jaipur Rugs

Facilitator's Instructions

- 👉 Read the case aloud and ask students to identify the core problem Jaipur Rugs aimed to solve.
- 👉 Guide students to list the key contributors in the value chain (artisans, designers, coordinators, logistics teams).
- 👉 Ask them to explain how teamwork and coordination make the business successful.
- 👉 Encourage brief written responses highlighting leadership and conflict resolution practices.

Debrief

1. Discuss how the company balances profit with social impact.
2. Ask: What would happen if one part of the team failed to coordinate?

3. Highlight how empowerment-based leadership differs from authority-based leadership.
4. Emphasise how respectful dialogue helps manage conflicts effectively.

Entrepreneurial Skills Learned

Social entrepreneurship, Team coordination and collaboration, Inclusive and supportive leadership, Conflict resolution through dialogue and Trust-building and long-term relationship management

Facilitator's Tips

- 👉 Entrepreneurship can create both economic and social value.
- 👉 Strong systems and teamwork are essential for large-scale success.
- 👉 Leadership is about enabling and empowering others.
- 👉 Sustainable growth depends on cooperation, trust, and shared responsibility.



Activity 6.2.1 When Ideas Clash

Facilitator's Instructions

-  Divide learners into small groups and ask them to read the situation carefully.
-  Guide them to identify what caused the conflict and why the discussion stopped.
-  Encourage each group member to share how different students in the situation might be feeling.
-  Ask groups to suggest practical ways to handle the disagreement respectfully.
-  Instruct them to write 4–5 lines explaining how the conflict can be resolved and how consensus can help the team progress.

Debrief

1. Discuss whether the problem was the ideas or the way they were expressed.
2. Ask: How do tone and listening affect teamwork?
3. Highlight how arguments can silence other team members.
4. Emphasise that disagreements are normal, but respectful dialogue is essential.

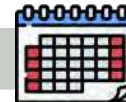
Entrepreneurial Skills Learned

Conflict resolution, Active listening, Emotional awareness, Respectful communication, Consensus building and Decision-making in teams

Facilitator's Tips

-  Differences in ideas strengthen innovation when handled respectfully.
-  Listening is as important as presenting one's own idea.
-  Calm discussion builds trust and keeps teams productive.

Managing Differences in Daily Life



Weekly Task

Facilitator's Instructions

-  Begin by explaining that disagreements are a normal part of daily life and can be handled positively.
-  Ask learners to reflect on a real situation from the week involving a difference of opinion.
-  Encourage them to analyse how people reacted—tone, behaviour, and communication style.
-  Prompt them to think of calmer, more respectful alternatives that could have improved the outcome.
-  Ensure they write one clear sentence on how listening and consensus could have helped.
-  Reinforce that the goal is reflection and learning, not judging others.

Supplementary Resource Material

1. <https://youtu.be/4duPBWzf46E?si=pr0B7528bszwaDn3>
2. <https://youtube.com/shorts/ND7f4H3zfNE?si=lc7BA0v-nraz-do5>
3. https://youtu.be/MdcNeQD54bQ?si=Alxih_yKEd2bdEtZ
4. <https://youtube.com/shorts/vcMQJgKklxo?si=NlxqiUFPd-fYjxVI>

Digital skills in Action



No of Periods: 2

Learning Objectives

- 🎯 Learn to use basic digital tools (word processing, spreadsheets, presentations, and PDFs) to manage simple business tasks in an organised and professional manner.
- 🎯 Define the role of data as a valuable asset in business planning, decision-making, and growth.
- 🎯 Explore the use of Artificial Intelligence (AI) in modern businesses while recognising the importance of human judgement, ethics, and values..

Connecting the Dots

- In Class 8, learners were introduced to the digital world and understood the difference between digital and non-digital work.
- They practised:
 - Writing emails
 - Creating digital posters
 - Following basic online safety practices
- Learners were introduced to Artificial Intelligence (AI) and explored:
 - How AI differs from human intelligence
 - How technology supports human work when used responsibly



Chapter Overview

The chapter begins with a relatable story of two learners at a school fair to show how digital tools can create a difference in presentation, clarity, and profit. It introduces the importance of digital literacy in entrepreneurship and explains how tools like documents, spreadsheets, presentations, and cloud storage make work professional and efficient. Learners are then introduced to the idea of data as an important part of decision-making. Finally, the chapter explains the role of AI as a supportive tool that enhances productivity while keeping human thinking at the centre. Activities help learners identify suitable tools, understand data usage, and differentiate between tasks suited for AI and those requiring human judgement.

Rationale for the Chapter

In the modern world, entrepreneurship and technology are deeply connected. Even small ventures require basic digital skills for communication, record keeping, presentation, and planning. This chapter equips learners with foundational digital literacy that will help them organise their work, present ideas confidently, and use information wisely. It also builds awareness about responsible use of AI in business.



SDG and Alignment with NEP 2020



Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Use of digital tools and AI awareness	 SDG 4 – Quality Education	Promotes digital literacy and modern learning skills	Digital Literacy
2. Practical digital and data skills	 SDG 8 – Decent Work & Economic Growth	Prepares learners for technology-driven ventures	Skill Development
3. Hands-on digital activities	 SDG 9 – Industry, Innovation & Infrastructure	Encourages use of technology and innovation	Experiential Learning
4. Responsible AI usage	 SDG 12 – Responsible Consumption	Promotes thoughtful and ethical use of technology	Value-based Education

7.1 WHY DIGITAL SKILLS MATTER

Ask students to read the story carefully and identify how Suraj and Ayra organised their stalls differently during the school fair. Discuss how the use of digital tools helped Ayra present her idea more clearly, track her work and gain the trust of customers.



Activity 7.1.1 Match the Tool to the Task

Facilitator's Instructions

- Ask learners to work individually or in pairs to complete the matching task.
- Guide them to carefully read each tool and its possible use before matching.
- Instruct them to write correct matches in their notebook.
- Conduct a short peer discussion after completion.

Debrief

- 👉 Review the correct matches as a class.
- 👉 Ask: How does choosing the right tool make work easier?
- 👉 Discuss real-life examples of when each tool might be used in a small business.

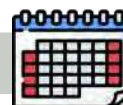
Entrepreneurial Skills Learned

Digital literacy, Tool selection and application, Organised documentation, Financial record management and Presentation skills

Facilitator's Tips

- 👉 The right digital tool increases efficiency and clarity.
- 👉 Organised records support better decision-making.
- 👉 Digital skills are essential for modern entrepreneurship.
- 👉 Encourage learners to choose tools thoughtfully based on task needs.

Choosing the Right Digital Tool



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that selecting the correct digital tool improves efficiency and organisation.
- 👉 Guide learners to match each daily task with a practical digital tool (e.g., Word, Excel, PDF, PowerPoint).
- 👉 Encourage them to clearly explain their reasoning in simple, logical terms.

7.2 UNDERSTANDING DATA IN EVERYDAY BUSINESS

Ask students to read the passage and discuss how data helps entrepreneurs understand results, identify patterns, and make informed decisions.



Activity 7.2.1 Simple Data Tracker

Facilitator's Instructions

- 👉 Ask learners to think about their business idea (school or community-based).
- 👉 Guide them to identify 2–3 types of simple data their venture would collect (sales, expenses, feedback, etc.).
- 👉 Instruct them to explain how each type of data supports better decisions.
- 👉 Encourage clear, practical examples rather than theoretical answers.

Debrief

- 👉 Discuss how data reduces guesswork in business.
- 👉 Ask: Can good decisions be made without proper information?
- 👉 Highlight how tracking data improves planning and performance.

Entrepreneurial Skills Learned

Data awareness, Analytical thinking, Decision-making, Planning and monitoring and Performance improvement

Facilitator's Tips

- 👉 Data helps entrepreneurs make informed choices.
- 👉 Small, simple records can prevent big mistakes.
- 👉 Encourage learners to treat information as a powerful business tool.
- 👉 Smart tracking leads to smarter growth.

Data Detective at Home



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that data is simply useful information that helps in better decision-making.
- 👉 Ask learners to choose one routine activity at home that naturally involves numbers or usage.
- 👉 Guide them to observe objectively for a few days and record simple, accurate data.
- 👉 Encourage neat daily records (numbers, counts, minutes, quantity, etc.).
- 👉 Remind learners to avoid judgement—this is about observation, not criticism.
- 👉 After recording, prompt a short discussion on how this data could help improve efficiency or reduce waste.
- 👉 Reinforce that even simple data can lead to smarter planning and responsible habits.

7.3 FROM DATA TO DECISION: UNDERSTANDING AI IN BUSINESS

Ask students to read the passage and discuss how AI can support entrepreneurs in analysing data, organising work, and improving ideas while still relying on human thinking and judgment.



Activity 7.3.1 AI Helper Brainstorm

Facilitator's Instructions

- 👉 Ask learners to work in pairs and discuss their business idea.
- 👉 Guide them to identify one task where AI could assist (e.g., data analysis, tracking sales, generating designs).

- 👉 Ask them to identify one task where human judgment is essential (e.g., decision-making, empathy, conflict resolution).
- 👉 Ensure they write clear and practical examples in their notebooks.

Debrief

- 👉 Discuss how AI can improve speed and efficiency in business tasks.
- 👉 Ask: Why can AI not replace human values and ethical judgment?
- 👉 Highlight the balance between technology and human responsibility.

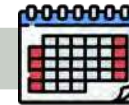
Entrepreneurial Skills Learned

Digital awareness, Critical thinking, Task evaluation, Ethical reasoning and Strategic use of technology

Facilitator's Tips

- 👉 AI is a support tool, not a substitute for human thinking.
- 👉 Technology enhances productivity when used responsibly.
- 👉 Human empathy, fairness, and judgment remain essential in entrepreneurship.
- 👉 Encourage thoughtful and balanced use of digital tools.

Choosing Between AI and Human Thinking



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that both AI and human thinking have strengths, and the goal is to choose wisely.
- 👉 Guide learners to carefully read each business task and think about what it requires—speed, calculation, empathy, creativity, or ethical judgment.
- 👉 Encourage them to justify their choice with a clear, logical reason rather than guessing.
- 👉 Remind learners that some tasks may involve creativity (AI can assist), but final decisions often need human responsibility.
- 👉 Facilitate a short class discussion comparing answers to highlight different perspectives.
- 👉 Conclude by reinforcing that AI supports efficiency, but human values and judgment remain essential in business decisions.

Supplementary Resource Material

1. <https://www.youtube.com/watch?v=2MCmn2L50o>
2. https://youtu.be/K2v_UJ5kFio?si=jOaFJEEssly-BHja
3. <https://youtu.be/rwF-X5STYks?si=fWgwbocIWlg9iQqP>
4. https://youtu.be/xoWmmsb9WeE?si=v9bWYimOa_ZVD95q

Language of Business



No of Periods: 3

Learning Objectives

- Understand the importance of financial literacy for entrepreneurs and how careful money management influences business success.
- Develop the ability to prepare a simple budget by identifying income, expenses, profit, and savings for a small business or venture.
- Build responsible financial decision-making skills that support sustainability and long-term growth of a business.

Connecting the Dots

- In Class 8, under the unit *Foundation to Financial Literacy*, learners explored key concepts such as: Needs and wants, Opportunity cost, Saving and investing and Making responsible money decisions
- They understood how financial choices affect daily life and family well-being.
- Learners developed awareness of how money is: Earned, Spent, Saved and Invested responsibly
- This foundation helped them see money not merely as currency, but as a resource that requires careful management.



Chapter Overview

The chapter begins with a relatable story of two friends selling lemonade, highlighting how similar effort can lead to different outcomes when financial planning is ignored. It introduces the concept of a budget and explains why budgeting is essential for controlling expenses and understanding profit. Learners explore the components of a budget, including revenue, expenses, and profit, along with the importance of savings and reinvestment. Through activities and case studies, learners practise identifying visible and hidden costs and preparing simple budgets. The chapter then extends the discussion to the role of banks in supporting businesses by keeping money safe, maintaining records, and enabling growth through financial services. Role play and reflective tasks help learners connect budgeting with real-life banking practices.

Rationale for the Chapter

Entrepreneurs often focus on ideas and effort but overlook the importance of managing money wisely. Many small ventures fail due to poor financial planning rather than weak ideas. This chapter equips learners with foundational financial literacy skills that help them understand how money flows in a business. It prepares them to plan expenses, calculate profit, and use financial institutions responsibly for business growth.



SDG and Alignment with NEP 2020



Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Learning through activities and case studies	 SDG 4 – Quality Education	Develops practical financial literacy skills	Experiential Learning
2. Budgeting and financial decision-making skills	 SDG 8 – Decent Work & Economic Growth	Encourages responsible money management in ventures	Skill Development
3. Understanding banks and financial records	 SDG 9 – Industry, Innovation & Infrastructure	Introduces banking and financial systems	Financial Literacy
4. Responsible financial behaviour	 SDG 12 – Responsible Consumption	Promotes thoughtful spending and saving	Value-based Education

8.1 SAME IDEA, DIFFERENT FINANCIAL CHOICES

Ask students to read the story of Aarav and Meera and identify how their approaches to managing money were different. Guide them to discuss how keeping records of revenue, expenses, and profit helps entrepreneurs understand their business better.

Encourage students to relate the idea of budgeting, savings, and reinvestment to simple situations such as managing pocket money or planning a small activity.

Facilitator's Instructions

- 👉 Read the case aloud and ask learners to compare Aarav's and Meera's approaches.
- 👉 Guide them to identify what Aarav missed in managing his earnings.
- 👉 Ask students to explain how Meera's record-keeping helped her understand profit.
- 👉 Instruct learners to write 3–4 lines on why budgeting is important in any venture.

Debrief

- 👉 Discuss whether hard work alone guarantees success.

- 👉 Ask: What role did financial planning play in Meera's outcome?
- 👉 Highlight the importance of tracking costs, pricing properly, and calculating profit.
- 👉 Emphasise that planning supports better decision-making.

Entrepreneurial Skills Learned

Budgeting and cost calculation, Record-keeping, Pricing strategy, Profit analysis and Financial responsibility

Facilitator's Tips

- 👉 Sales alone do not ensure profit—planning and tracking matter.
- 👉 Clear financial records reduce confusion and risk.
- 👉 Encourage learners to treat money management as a core entrepreneurial skill.
- 👉 Sustainable ventures require both effort and financial discipline.



Activity 8.1.1 Guess the Real Cost

Facilitator's Instructions

- 👉 Ask learners to read the list carefully and tick all items that involve a cost in a lemonade business.
- 👉 Encourage them to think about both visible and less obvious costs.
- 👉 Conduct a short peer discussion after ticking the items.

Debrief

- 👉 Discuss why all listed items involve some cost, even water or ice.
- 👉 Ask: What happens if small costs are ignored while pricing?
- 👉 Highlight how underestimating costs reduces profit.

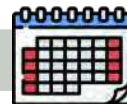
Entrepreneurial Skills Learned

Cost identification, Budgeting awareness, Financial responsibility and Profit calculation basics

Facilitator's Tips

- 👉 Every resource used in a business has a cost.
- 👉 Small expenses, when ignored, affect sustainability.
- 👉 Careful budgeting leads to informed and responsible decision-making.

Understanding Household Expenses



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that budgeting is not only for businesses but also for families.

- 👉 Ask learners to speak respectfully with an adult at home to understand common monthly expenses.
- 👉 Guide them to list realistic expenses (e.g., groceries, electricity, rent, school fees, transport).
- 👉 Remind learners to write approximate amounts and maintain privacy—no need to share sensitive details in class.
- 👉 Conclude by reinforcing that financial awareness builds responsibility and smart decision-making.

8.2 PLANNING BEFORE SPENDING

Ask students to read the passage and the case story carefully and identify how budgeting helped Kavya plan the stall more effectively than Rohan. Discuss with students why estimating costs, tracking expenses, and planning income are important for avoiding losses and managing a business successfully.



Case Story

A Stall That Almost Failed

Facilitator's Instructions

- 👉 Read the case story aloud and ask learners to compare Rohan's and Kavya's approaches.
- 👉 Guide them to identify where the mistake occurred.
- 👉 Ask students to explain how budgeting changed the outcome in the second fair.
- 👉 Instruct them to write 3–4 lines on why planning expenses is important before starting a venture.

Debrief

- 👉 Discuss whether good sales always mean good profit.
- 👉 Ask: What hidden costs affected their earnings?

- 👉 Highlight how assumptions without calculation can lead to financial risk.
- 👉 Emphasize the value of reviewing income and expenses carefully.

Entrepreneurial Skills Learned

Budget planning, Cost calculation, Profit analysis, Financial discipline and Learning from experience

Facilitator's Tips

- 👉 Every small expense affects overall profit.
- 👉 Planning prevents unexpected losses.
- 👉 Financial awareness builds confidence in entrepreneurship.
- 👉 Smart budgeting turns effort into sustainable success



Activity 8.2.1

Build Your First Budget

Facilitator's Instructions

- 👉 Ask learners to imagine running a small stall at a school fair.

- 👉 Guide them to estimate realistic income and expenses before calculating profit.
- 👉 Ensure they complete the budget table clearly (Income – Expenses = Profit).
- 👉 Ask them to answer the reflection questions in short, thoughtful sentences.

Debrief

- 👉 Discuss how income, expenses, and profit are connected.
- 👉 Ask: Can profit be calculated without knowing expenses?
- 👉 Highlight why poor budgeting leads to confusion or loss.
- 👉 Emphasise planning before spending.

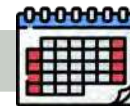
Entrepreneurial Skills Learned

Budget preparation, Income and expense tracking, Profit calculation, Financial decision-making, Planning and prioritisation

Facilitator's Tips

- 👉 Budgeting is the foundation of financial success.
- 👉 Clear planning reduces risk and uncertainty.
- 👉 Profit is not guesswork—it is calculated.
- 👉 Encourage disciplined financial thinking from the start.

Smart Spending, Smart Decisions



Weekly Task

Facilitator's Instructions

- 👉 Begin by explaining that earning profit is only the first step; managing it wisely is equally important.
- 👉 Guide learners to think practically about reinvestment, saving, and improvement rather than personal spending.
- 👉 Encourage realistic allocation of the ₹1,000 across three clear purposes.
- 👉 Prompt them to prioritise one expense that supports long-term business growth.
- 👉 Ask learners to identify one expense that can be postponed and explain their reasoning.
- 👉 Reinforce the importance of savings for emergencies, expansion, or future investment.
- 👉 Ensure the reflection highlights responsible financial decision-making and planning.

8.3 UNDERSTANDING BANKS AND THEIR ROLE IN BUSINESS

Ask students to read the passage and identify the different services banks provide to individuals and businesses. Discuss how banks help entrepreneurs manage money safely, track financial records, and support business growth through savings, loans, and digital payments.



Activity 8.3.1 Role Play – A Visit to the Bank

Facilitator's Instructions

- 👉 Divide learners into groups of 4–5 and assign roles (Business Owner, Bank Officer, Account Assistant, Loan Advisor).
- 👉 Ask each student to understand their role and prepare simple responses.
- 👉 Guide groups to act out a bank visit discussing accounts, savings, loans, and statements.
- 👉 Ensure they answer the written questions after the role play.

Debrief

- 👉 Discuss why businesses should open bank accounts.
- 👉 Ask: How do banks help in organising and tracking money?
- 👉 Highlight the role of bank statements in budgeting and financial planning.
- 👉 Emphasize responsible borrowing and when loans are appropriate.

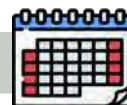
Entrepreneurial Skills Learned

Financial literacy, Communication skills, Decision-making, Understanding banking services and Responsible financial planning

Facilitator's Tips

- 👉 Banks support safety, organisation, and growth of business funds.
- 👉 Proper banking builds financial discipline and credibility.
- 👉 Loans should be taken thoughtfully and with planning.
- 👉 Encourage learners to view banks as partners in business growth.

My Business and the Bank



Weekly Task

Facilitator's Instructions

- 👉 Begin by revisiting key learnings from the role-play activity about how banks function.
- 👉 Ask learners to observe or respectfully speak to a small local business owner (no intrusive questioning).
- 👉 Guide them to think practically about why that business would need a bank account (safety, record-keeping, digital payments, loans).
- 👉 Encourage learners to tick relevant bank services based on the nature of the business.
- 👉 Prompt them to connect banking services with future growth (expansion, credit, smoother transactions).
- 👉 Ensure the reflection highlights financial organisation, security, and growth support.

Supplementary Resource Material

1. https://youtube.com/shorts/PNe1BW75C9k?si=zCJXMediWOA_dvxl
2. <https://youtu.be/O0jywxBA2ZU?si=nRBi4dYCOqIk5gY>
3. <https://youtube.com/shorts/dWCAXcawAUM?si=OVJidqZNf1LgIMi9>

Legal Awareness For Business



No of Periods: 3

Learning Objectives

- Identify and explain the concept of fair trade and why rules and laws are necessary for businesses to operate responsibly.
- Recognise basic laws and ethical practices that protect consumers, workers, creators, and communities.
- Develop awareness of simple compliance practices and appreciate how honesty and legal awareness contribute to trust, reputation, and long-term sustainability.

Connecting the Dots

- In Class 8, under the unit *Legal Fundamentals*, learners were introduced to the basic concept of law and the importance of legal literacy in everyday life.
- They explored key ideas such as: Trademarks, Brand protection and Idea protection.
- Learners understood why rules, permissions, and regulations are necessary for fair and safe business practices.
- They recognised that: Creativity and business ideas must be legally protected and Laws safeguard both creators and consumers
- This helped learners understand that businesses operate within a framework of rules that promote fairness, safety, and trust.



Chapter Overview

This chapter introduces learners to the idea that successful businesses operate within rules that protect everyone involved. Through stories, observations, and role-based activities, learners understand the meaning of fair trade and why laws exist to safeguard consumers, workers, and creators. They explore how practices such as giving receipts, maintaining clear pricing, respecting originality, and following safety norms build customer confidence. The chapter presents legal literacy in a simple and relatable way, encouraging learners to view rules not as restrictions but as guidelines for building trustworthy and sustainable ventures.

Rationale for the Chapter

As learners begin to understand entrepreneurship, it is essential that they also develop a sense of responsibility and ethical awareness. Many business problems arise not from

a lack of ideas but from unfair practices and ignorance of basic rules. This chapter helps learners connect ethical behaviour with business success and social responsibility. It lays the foundation for responsible entrepreneurship by introducing the importance of fairness, compliance, and respect for rights at an early stage.



SDG and Alignment with NEP 2020



Core focus of the chapter	Aligned SDGs	Connection with Chapter	Alignment with NEP 2020
1. Ethics, honesty, and responsibility	 SSDG 8 – Decent Work and Economic Growth	Promotes fair practices that protect workers and businesses	Value-based Education
2. Understanding originality and innovation	 SDG 9 – Industry, Innovation & Infrastructure	Highlights protection of creativity through IPR	Critical Thinking
3. Observation of real-life business practices	 SDG 12 – Responsible Consumption	Encourages consumers to choose authentic and fair businesses	Experiential Learning
4. Awareness of rights and responsibilities	 SDG 16 – Peace, Justice and Strong Institutions	Introduces the role of rules and laws in society	Citizenship Education

9.1 RULES THAT GUIDE BUSINESS

Ask students to read the passage carefully and identify why rules and laws are necessary for businesses to function responsibly and fairly. Guide them to discuss how government authorities ensure that businesses follow safety standards, protect consumers, and operate honestly. Encourage learners to connect these laws with everyday examples such as receiving bills at shops, recognising brand names or logos, and noticing tax details on receipts. Explain that different laws help protect consumers, workers, ideas, and financial transparency, creating a system where businesses can operate safely and responsibly.



Case Story

The Kolhapuri Chappal Story

Facilitator's Instructions

-  Read the case aloud and ask learners to identify the main problem faced by Kolhapuri artisans.
-  Guide them to explain what Geographical Indication (GI) protection means in simple terms.
-  Ask students to write how GI protection helps artisans and consumers.
-  Encourage short, clear responses based on the case.

Debrief

- 👉 Discuss why machine-made products using the same name created harm.
- 👉 Ask: How does GI protection prevent misuse of traditional identity?
- 👉 Highlight the importance of protecting cultural heritage and local skills.
- 👉 Emphasise the role of laws in ensuring fairness in the market.

Entrepreneurial Skills Learned

Respect for intellectual property, Understanding legal protection in business, Cultural awareness, Ethical market practices and Consumer trust-building

Facilitator's Tips

- 👉 Traditional knowledge deserves recognition and protection.
- 👉 Legal safeguards support local livelihoods and authenticity.
- 👉 Protecting originality strengthens both producers and consumers.
- 👉 Encourage learners to value and respect indigenous craftsmanship.



Activity 9.1.1

Why Do Businesses Need Rules?

Facilitator's Instructions

- 👉 Ask learners to read each situation carefully and mark it as 'Fair' or 'Unfair'.
- 👉 Guide them to think from different perspectives—customer, worker, environment, and society.
- 👉 Ensure they complete the reflection questions in short, clear sentences.
- 👉 Encourage reasoning behind their answers rather than guessing.

Debrief

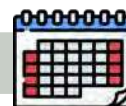
- 👉 Discuss patterns in the unfair practices listed.
- 👉 Ask: Who suffers most when rules are broken?
- 👉 Highlight how the absence of rules can create chaos, exploitation, and mistrust.
- 👉 Emphasise that regulations exist to protect all stakeholders.

Entrepreneurial Skills Learned

Ethical judgement, Legal awareness, Social responsibility, Critical thinking and Understanding stakeholder impact

Facilitator's Tips

- 👉 Business rules protect customers, workers, and the environment.
- 👉 Fair practices build trust and long-term sustainability.
- 👉 Lack of regulation leads to exploitation and loss of credibility.
- 👉 Encourage learners to view compliance as a responsibility, not a restriction.

**Facilitator's Instructions**

- 👉 Begin by explaining that business rules can be observed in everyday transactions.
- 👉 Ask learners to choose one nearby business they already visit and observe it respectfully during normal visits.
- 👉 Guide them to focus on practical, visible rules (billing, weighing scales, hygiene, pricing display, expiry checks).
- 👉 Encourage learners to think from a customer's perspective while answering Parts B and C.
- 👉 Emphasise factual observation and avoid personal criticism of the business.
- 👉 Conclude by reinforcing that rules create trust, safety, and fairness in markets.

9.2 Protecting People and Ideas

Ask students to read the passage and identify how laws help protect both workers and creators in a business environment. Guide them to discuss why fair treatment of workers and protection of ideas, designs, and creative work are important for ethical and responsible businesses. Encourage learners to reflect on examples of intellectual property such as logos, music, books, or artwork and why these creations should not be copied without permission.

**Case Story****Original vs fake products****Facilitator's Instructions**

- 👉 Ask learners to recall two examples from memory: one original idea/product and one copied or fake example.
- 👉 Guide them to write clear details about each example—what it is, where they saw it, and why they think it is original or copied.
- 👉 Encourage thoughtful comparison rather than quick judgement.
- 👉 Remind learners to give specific reasons for their observations.

Debrief

- 👉 Discuss how originality adds value in the market.
- 👉 Ask: Why do some businesses copy instead of innovate?
- 👉 Highlight how originality builds identity and trust, while copying weakens brand value.
- 👉 Emphasize the importance of creative thinking and ethical practices.

Entrepreneurial Skills Learned

Creative observation, Critical analysis, Understanding competitive advantage, Market awareness and Ethical reasoning

Facilitator's Tips

- 👉 Originality strengthens long-term market value.
- 👉 Innovation creates competitive advantage.
- 👉 Encourage learners to observe markets critically and thoughtfully.
- 👉 Reinforce that ethical creativity leads to sustainable success.



Activity 9.2.1 Understanding Original and Copied Products

Facilitator's Instructions

- 👉 Ask learners to recall two examples from recent observation: one original and one copied/fake.
- 👉 Guide them to describe each example clearly—what it is, where it was seen, and why they think it is original or copied.
- 👉 Encourage specific reasons such as design uniqueness, branding, quality, or packaging differences.
- 👉 Ensure answers are observation-based, not assumptions.

Debrief

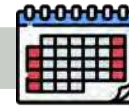
- 👉 Discuss how originality adds value and builds brand identity.
- 👉 Ask: Why do copied products harm both creators and customers?
- 👉 Highlight how originality creates a competitive advantage in the market.

Entrepreneurial Skills Learned

Creative observation, Critical analysis, Market awareness, Ethical judgment and Understanding Competitive positioning

Facilitator's Tips

- 👉 Original ideas strengthen trust and long-term value.
- 👉 Copying may give short-term gain but weakens credibility.
- 👉 Encourage learners to respect creativity and innovation.
- 👉 Ethical originality leads to sustainable success.

**Facilitator's Instructions**

- 👉 Begin by explaining the importance of originality, creativity, and ethical responsibility in business and daily life.
- 👉 Ask learners to observe real examples during the week—without confronting or judging anyone.
- 👉 Guide them to choose one genuine original idea and one copied example based on clear reasoning.
- 👉 Encourage them to justify their answers with specific observations, not assumptions.
- 👉 Remind learners to reflect thoughtfully on the impact of copying on creators, customers, and the market.

9.3 Fair Trade, Honesty and Records

Ask students to read the passage and identify how honesty, fair trade practices, and compliance help businesses build trust with customers and workers. Guide them to discuss why issuing receipts, keeping records, and following ethical practices are important for maintaining transparency and running a responsible business.

**Case Story Two Shops And Their Reputations****Facilitator's Instructions**

- 👉 Read the story aloud and ask learners to compare the practices of Shop A and Shop B.
- 👉 Guide them to identify key differences in pricing, quality, and transparency.
- 👉 Ask students to discuss why customers initially preferred Shop B and why that changed later.
- 👉 Instruct them to write 3–4 lines explaining which shop they would choose and why.

Debrief

- 👉 Discuss how short-term attraction can differ from long-term trust.
- 👉 Ask: What role did honesty and fairness play in customer loyalty?
- 👉 Highlight how unethical practices may bring quick gains but damage reputation.
- 👉 Emphasise that trust builds sustainable success.

Entrepreneurial Skills Learned

Ethical decision-making, Transparency and accountability, Customer trust-building, Long-term thinking and Fair pricing practices

Facilitator's Tips

- 👉 Sustainable businesses are built on honesty and fairness.
- 👉 Trust is more valuable than short-term profit.
- 👉 Ethical practices create loyal customers and long-term growth.
- 👉 Encourage learners to prioritise integrity in any venture they undertake.



Activity 9.3.1 Fair or Unfair?

Facilitator's Instructions

- 👉 Ask learners to read each situation carefully and imagine themselves as customers.
- 👉 Guide them to mark each action as Fair or Unfair based on ethical judgement.
- 👉 Encourage them to think about feelings, trust, and long-term impact before answering.
- 👉 Ask learners to complete the reflection questions honestly in brief sentences.

Debrief

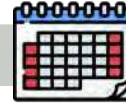
- 👉 Discuss why certain actions were marked fair or unfair.
- 👉 Ask: How does fairness influence trust and loyalty?
- 👉 Highlight the emotional impact of deceptive practices on customers.
- 👉 Emphasise the connection between ethics and business reputation.

Entrepreneurial Skills Learned

Ethical awareness, Critical thinking, Customer empathy, Reputation management and Long-term decision-making

Facilitator's Tips

- 👉 Fairness builds trust; deception damages credibility.
- 👉 Ethical choices shape long-term business success.
- 👉 Encourage learners to consider both financial and moral consequences of decisions.
- 👉 Reinforce that strong enterprises are built on integrity and transparency.



Facilitator's Instructions

- 👉 Begin by explaining that fairness and transparency can be observed in everyday business practices.
- 👉 Ask learners to choose one real local shop or service provider and observe respectfully without interfering.
- 👉 Guide them to focus on visible behaviours – billing, pricing clarity, and customer interaction.
- 👉 Encourage factual observation rather than assumptions or personal judgements.
- 👉 Remind learners to complete all sections clearly and honestly.
- 👉 Conclude by reinforcing that ethical practices build trust and long-term success in any enterprise.

Supplementary Resource Material

1. <https://youtube.com/shorts/Ciu1AsmXhco?si=k5wsV37I6kRLnJvx>
2. https://youtube.com/shorts/FTCHsTgFFX4?si=qsHAs1_to7RaX74Z
3. <https://youtube.com/shorts/mACjYi0RvDw?si=gHprz0tIkUpiqNxa>
4. <https://www.hindustantimes.com/india-news/over-17-500-complaints-of-fake-goods-on-e-commerce-sites-since-2022-govt-101754486031707.html>

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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