



Entrepreneurship MINDSET

TEACHER'S MANUAL

CLASS 11



ENTREPRENEURSHIP MINDSET

Teacher's Manual
Class 11



स्वाध्यायान्ता प्रमलः

State Council of Educational Research and Training
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MESSAGE

We are committed to carrying out continuous reforms in the field of education. Moving ahead in this direction, we launched the Entrepreneurship Mindset Curriculum (EMC) in 2019. This curriculum is one of the biggest reforms in the history of Education in India. Also, it is first of its kind experiment in entrepreneurship not just in India, but also in the world. I am very happy to share that we all have learnt a lot from this initiative. Every day, more than 7 lakh students in Delhi government schools practice Entrepreneurship with the help of this curriculum and 25000 teachers. It has been ensured that the feedback of our teachers, students and principals is also incorporated to better this curriculum in Delhi Government schools.

Entrepreneurship Mindset Curriculum will resolve the biggest problems that our country faces today. The first challenge is unemployment and the second is weak economy. The only useful and permanent solution to these challenges is Entrepreneurship. The youth, who establish their own means of earning after doing the Entrepreneurship program, will generate employment not just for themselves, but for others as well. Entrepreneurship will also benefit students who seek employment from others. The youth who aspire for jobs are of two kinds- the first who keep running after jobs, and the second who are sought after by employers. The youngsters who run after job opportunities, have degrees and certificates as proof of their eligibility, but they often lack entrepreneurship mindset. The job aspirants who have this quality, embrace their jobs with the same mindset and achieve success. Even the employers prefer to hire and work with such professionals.

I have firm belief that the study of Entrepreneurship Mindset Curriculum will make our students hugely successful in their jobs as well.

Along with the other important components of Entrepreneurship Mindset Curriculum, Business Blasters is the practical part of EMC for the students of classes 11 and 12. Business Blasters has been designed to provide the students with the experience of working in teams, thinking and analyzing, identifying social challenges and business opportunities, preparing business plans, and executing them in their surroundings.



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(MANISH SISODIA)

H. RAJESH PRASAD
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In the present times the students need to specialise in a particular subject and also develop traits and skills that will be useful for them in the future and help them do better in every area of life. Keeping in mind the future and expectations from the Education system, we have been making efforts to implement reforms at the ground level in Delhi Government schools to raise the level of education for the last few years. Along with the Happiness Curriculum, the introduction of Entrepreneurship Mindset Curriculum (EMC) in DoE schools is another remarkable step in the direction of improvement of the Delhi Education system. The content of EMC was piloted in 24 schools before being disseminated in all other DoE schools. It is hoped that the EMC content being forwarded this year will help the students develop an entrepreneurial mindset and prepare them for the Fourth Industrial Revolution.

Being a part of the Education system, we always try to ensure that the students develop holistically and grow up to be useful members of the society. We believe that our effort will bear good results. I am very proud to share that we have got new experiences and learning through EMC in classes IX-XII of all the DoE secondary and senior secondary schools.

Business Blasters project in classes XI-XII is the field component of EMC, in which the students get seed money and work in teams to apply entrepreneurial mindset in real life situations and earn profit or resolve a social problem to create impact.

We understand that developing Entrepreneurial mindset in students and identifying their abilities in this age of rapidly changing technology is the foremost aim of education. The Directorate of Education is committed to fulfil this aim with sensitivity and clarity.

We have begun our journey towards the creation of a strong and prosperous society. I congratulate all my students, teachers, Heads of schools and officials of DoE for this unique initiative in the field of education.

H. Rajesh Prasad

Rajanish Singh
Director



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Message

The aim of education is not merely passing exams, but also to develop skills and attitudes in students to find success in life and become good human beings. Under the aegis of Directorate of Education NCT Delhi, SCERT created the Entrepreneurship Mindset Curriculum (EMC) in 2019 to enable students to develop a positive attitude and an open mindset. EMC encourages students to dream big, innovate, plan and execute ideas, and learn to overcome challenges in life with courage and determination. EMC also empowers students to be optimistic, dedicated, self-confident, self-motivated and self-reliant.

In this fast-changing era of technology, our students need to develop such qualities, values and skills that will not only help them carve out new paths for themselves, but also contribute to the progress of the nation. At SCERT, we keep abreast of the changing times, and, hence, the design and pedagogy of EMC is a revolutionary step in the field of education. The best aspect of EMC is that it has been prepared in a scientific manner on the basis of observations and feedback. The Curriculum was piloted in 24 government schools before being introduced in all the schools of DOE.

EMC has some really good components out of which Business Blasters has been specially designed for the students of grades XI and XII. In this EMC seed money project, the students will identify opportunities around them, prepare a budget along with team members and implement their ideas. The students can either opt for a business project, or try to create social impact by resolving a social issue in an effective manner.

The credit for initiating the Entrepreneurship Mindset Curriculum in Delhi Government schools lies with our honourable Education Minister, Sh. Manish Sisodia ji. His vision is that children of India should be able to develop their thoughts and abilities to go ahead in life, so that all of us aspire together to create a better future.

Come, let us join our heads and hearts to continue this effort, and inculcate enthusiasm and grit in our students.

Rajanish Singh



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In this fast-changing era of technology, our children need such skills that can enable them to create new pathways of success for themselves, as well as contribute to the development of the nation.

In addition to subject specific knowledge, the students must also acquire attitudes and skills that will help them go far in life and become hopeful, enthusiastic, confident, devoted, self-motivated and self-reliant.

With this aim, the Entrepreneurship Mindset Curriculum (EMC) was prepared in 2019. It has proven to be useful in developing a positive, growth mindset in our students. Through this curriculum the students feel-motivated to dream big, create, plan and execute new ideas. They also learn how to face challenges of life with courage and conviction. Entrepreneurship Mindset Curriculum is a significant step to bring revolution in Educational world.

Entrepreneurship Mindset Curriculum was implemented in all the Delhi Government schools only after being piloted in 24 schools. An attempt has been made to design this curriculum in a scientific manner on the basis of observations and feedback received from various stakeholders, and herein lies the beauty of EMC.

The initiator of EMC in Delhi Government schools, Honourable Minister of Education, Mr Manish Sisodia's vision is to provide experiential learning opportunities for students to identify their capabilities and develop them further to move ahead in life.

Let's work together to continue this effort by inculcating enthusiasm and courage in our students.

Dr. Nahar Singh

FOREWORD

The Entrepreneurship Mindset Curriculum was introduced in 2019. It was a challenging yet fulfilling experience of creating and implementing Entrepreneurship Mindset Curriculum (EMC) with my team because we had the vision of exploring all the possibilities that enable our students to seek personal, social and economic growth by identifying entrepreneurial opportunities and taking advantage of them. Hence, it is important that our education system enables each student to recognise and strengthen their inner potential as well as talent, and also develop new skills. The students should also become capable of enhancing their personality, and carve a path to prosperity with humane values and a positive mindset. SCERT has tried to incorporate these desirable changes through EMC.

In this process, we identified the themes and related abilities, and put them in a sequence, so that the students in classes 9 to 12 could recognise these abilities in a fixed order and work towards enhancing them further. EMC has 6 varied yet interrelated components, i.e., Mindfulness, Student Special class, Business Blasters, Live Entrepreneur Interaction, Career Exploration and Thematic Units. Each unit has the story of a successful entrepreneur to motivate the students, and 2-3 activities for students to try and learn about various entrepreneurial capabilities. The curriculum has been written in a simple language, making it easy for everyone to imbibe and practice the content.

The curriculum was piloted in 24 schools in 2019, and the feedback of students, teachers, observers and officials from Directorate of Education was incorporated to strengthen the curriculum and to take it forward in a scientific manner. Two EMC Manuals were developed in 2019-20 for students in classes 9-10 and 11-12 respectively. Based on the feedback of teachers, students and officials, we have developed 4 manuals; one for each class. Micro Research project has been improved and reintroduced as Career Exploration. The field project is being done as Business Blasters and separate manuals for classes 9-12 have also been prepared.

During the COVID lockdown, we digitalised EMC to maintain as well as strengthened our outreach. We began sharing activities with students online in the form of EMC worksheets and videos. The students not only explored self-facilitation at home, they involved their families in their learning process as well. LEI sessions were conducted with well-established entrepreneurs on the official YouTube channel of SCERT. The response from the stakeholders has been phenomenal.

The Business Blasters program has been designed for the students of classes 11 and 12. The Directorate of Education has provided seed money to the students to work on their business idea, identify the opportunity, prepare budget along with the team and implement the idea. The students can either have a business project, or resolve a social problem in an effective manner to create lasting change.

I am grateful to all the students, teachers and our associates for enthusiastically working together on this curriculum. I wish them great success ahead!



Dr. Sapna Yadav
Project Director, E.M.C.

Evolution of the Entrepreneurship Mindset Curriculum...

Preparing students of grades 9-12 to take charge of their career-paths while cultivating the entrepreneurial mindset, the EMC employs experiential learning with reflection. It has been observed that students exposed to EMC have become more confident communicators, are willing to take on risks and new challenges, and are more informed about their career choices.

With delight and pride, I present below the journey representing the evolution of Entrepreneurship Mindset Curriculum from its Framework launch in February 2019 to the present launch of the EMC version V2. This evolution reflects the practice of some of the very same entrepreneurial mindset that EMC aims to inculcate among our students.

Apr-May 2019

**Scientifically
Piloted EMC
version V1**

24 pilot schools were picked representing different geographies, demographics and school types. The prospective EMC teachers of ~300 classrooms of grades 9-12 from the pilot schools were provided full day experiential training in small batches. Each EMC teacher was to deliver introduction activities and one thematic unit in her class over ~4 weeks. Each thematic unit was distributed so that it was delivered in each school type and demography. 50 Mentor teachers were appointed as observers, two per pilot school, and their feedback collected in person on a weekly basis.

The feedback from the pilot was collated and discussed. In response, both the design structure and the contents of the teacher facilitator manuals were revised.

Experiential Trainings were held for officers of the directorate of education as well as heads of schools to give them a feel for why and what of EMC. All EMC teachers were provided their teachers' manual during a mass orientation. In addition, mentor teachers were provided extensive training so that they could provide one hour EMC orientation in small batches to teachers.

**Jun-Jul 2019
Incorporated
feedback &
Launched V1
across 1000+
schools**

Jul-Dec 2019

**Monitored
EMC version
V1 in schools**

Having launched the brand-new curriculum across 1,000+ schools, it was imperative to observe ground execution. A structure with district and zonal coordinators and associated mentor teachers was set up. Their observations and feedback were analyzed and documented. In addition, an independent 3rd party research team (IDInsight) conducted systematic process evaluation study across 60 randomly picked schools, interviewing students, teachers and HoS. We received detailed report and their recommendations.

Based on the ground feedback and recommendations from the process evaluation study, several high-level improvements were implemented in the EMC.

- Simple and Consistent messaging about “What is EMC?”
- Clarity on learning outcomes and structure of the units
- Visually appealing design of EMC units
- Reduced size of units, fewer units per grade
- More clarity on Student-led Sessions
- Elaborated instructions for Career Exploration (previously called micro research projects)

Jan-Mar 2020

**Incorporated
feedback into
EMC
version V2**

Apr 2020

**Online Tested
version V2**

As lockdown prevented piloting in classrooms, we employed detailed online testing of thematic units by EMC teachers for a) clarity & ease of understanding, b) ability to execute in classrooms and c) achieving the objectives associated with stories, activities, and units. 114 teachers and mentor teachers across different school types and geographies participated in the analysis exercise. Each unit was tested with 3 different teachers using prescribed guidelines. Their feedback was discussed and incorporated.

To ensure that the why, what, and how of EMC are consistently understood by teachers and EMC coordinators, an online capacity building program was developed. It consisted of several short, animated videos with voice narration along with relevant questions. 20,781 teachers enrolled for the training, of which 18,423 or 89% teachers completed the training.

May-Jun 2020
**Online
Teacher
Training**



Apr 2020 - Feb 2021
**Adapted EMC for
Digital Delivery during
Covid-19**



Business Blasters program was launched for students of classes 11th and 12th in September 2021 in all the Delhi government schools, after a pilot was conducted with 40 students of SoSE Khichripur during the pandemic lockdown. The aim of the program is to ensure that the students develop entrepreneurship skills and become job providers in future to ensure the development of our country. Under the Business Blasters Program, each willing student will get a seed money amount of Rs 2000/- to implement a new business idea or execute an already existing idea in a new way. The students can work individually or in teams to try out their innovation. They will also be required to maintain regular accounts on the EMC website. An expo type exhibition will follow at the end, and the students with best ideas will get direct admission in top universities like DTU, NSUT, IGDTUW, GGSIPU without giving any competitive exam. The program has got an enthusiastic response with almost 90% registration in all the districts.

Dr. Sapna Yadav
Project Director, E.M.C.

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Who is an Entrepreneur?



Whenever we take up any task, we can approach it in two ways:

- With a traditional mindset - Without taking any risk
- With Entrepreneurship Mindset - Thinking big and taking risks

Developing Entrepreneurship Mindset in the students within the framework of formal education is a new initiative in the present education system of our country. Therefore, before moving ahead in this curriculum, it is important to understand what is Entrepreneurship Mindset. Let us understand what it is with the help of the following questions –

What is the difference between an entrepreneur and a businessperson?

“All entrepreneurs are businesspersons but all businesspersons are not entrepreneurs.”

Some businesspersons have unique qualities and abilities which categorize them as entrepreneurs. What are those qualities and abilities? We will talk about this in detail later but before that, we will try to understand how a businessperson and an entrepreneur have different ways of working.

- A businessperson tries to run an old, traditional business with old, conventional ways and tries to earn profits from it. It is not important to them whether the product or the idea is their own or someone else's. But an entrepreneur sells an idea or product they created. Even if an entrepreneur works on an old business, instead of using the existing modes of work, they start afresh, taking risks and facing challenges.
- A businessperson works with the aim of earning profits whereas an entrepreneur works with the aim of bringing change along with profits. The aim of this change could be anything ranging from changing the way the business is done or providing a solution to the day-to-day problems of common people. Many a time, entrepreneurs also passionately dream about bringing a solution to the bigger problems of the world. It is obvious that while investing in an idea or product, profit is also their motive; however, it is not their only motive.

Let us understand this with the help of an example. Suppose a person starts a vegetable shop in your neighbourhood. Neither are vegetables a new product nor is starting a vegetable shop a new idea. If this person understands the difficulties of the buyers and starts a shop to provide a solution to these problems (e.g.

packing the vegetables well, selling cut vegetables, home delivery etc.) then definitely they will be known as an entrepreneur and not a businessperson. To do this, they may have to take risks like investing in a new machine or hiring more people to work in their shop compared to a regular shop. Apart from these risks, there is also a possibility that the idea may not work and there would be a loss. Despite this, if they choose to take up this job, they would be known as an entrepreneur.

Let's take one more example. Suppose a person takes a franchisee of a popular pizza company and starts a restaurant. If they start their restaurant in Connaught Place where many people come to have food regularly, they would be an ordinary businessperson with a traditional mindset. However, if they start a restaurant with new kinds of pizza, made in a new style, they would be known as an entrepreneur. Analyzing and taking a risk - whether people would like their pizza or not - they would invest in their idea of serving a new pizza to the customers.

Entrepreneurship Mindset is a broad area but the above two examples help us understand the difference between a traditional mindset and Entrepreneurship Mindset. A traditional businessperson would not take risks in their business fearing a loss. Even if they would do so, it would be highly calculated. On the contrary, the Entrepreneurship Mindset is based on taking risks and solving problems. A businessperson competes with other businesspersons but an entrepreneur would compete with themselves as well. They would always like to move beyond their present state and aspire for something higher.

One thing is important to understand here, that between a businessperson and an entrepreneur, no one is more or less important. Considering the above two examples, one should not come to the conclusion that being an entrepreneur is more special than being a businessperson. A businessperson is as important to society as an entrepreneur. An entrepreneur works on a regular idea and takes it forward and a traditional businessperson works on a regular idea on a big scale. Both are important for society as both of them contribute to it in their own ways.

Who is an entrepreneur and who is not?

From the above examples, one can say that an entrepreneur employs new methods of working in their business. There is a thought and a vision behind their business. Through their business, they affect people's lives or find solutions to their problems. They are not afraid of failing but dream to be successful by taking risks. If any of their efforts or plans do not work, even then they keep in mind their dream, take risks and persevere.

We will not consider a person an entrepreneur who has their own business and is also successful but whose aim is only to sustain themselves and earn profits - and not solving their own or others problems. An entrepreneur is not scared of failures and doesn't get disappointed by them, and let go of their plans and dreams.

What is the difference between developing Entrepreneurship Mindset and Entrepreneurship Skills?

By Entrepreneurship Skills, we mean training the students in different facets of business, like accounting for profit and loss, making plans for expanding the business, marketing, customer service, etc. By developing Entrepreneurship Mindset, we mean enabling the students to think or do something new, building curiosity in them to think of solutions to challenges and problems and building confidence to work on these solutions, developing the resilience to be at one's task despite difficulties and failures, the will to always learn something new and along with it build qualities of leadership.

Through the Entrepreneurship Mindset Curriculum, we will develop the mindset in students which will help them be like an entrepreneur.

What is the difference between being an entrepreneur and having Entrepreneurship Mindset?

By now, it is clear that an entrepreneur is someone who does their own business, employs new methods and takes risks. Having Entrepreneurship Mindset refers to certain ways of thinking and living, irrespective of whether the individual pursues a job or is engaged in something else.

It is necessary that every entrepreneur has Entrepreneurship Mindset, but it is not necessary that each individual having Entrepreneurship Mindset is an entrepreneur.

How can we say whether a person has Entrepreneurship Mindset?

Whether a person has Entrepreneurship Mindset or not can be understood by the way they think and work. Whether engaged in a business or a job, someone with Entrepreneurship Mindset, before pursuing a task, will think afresh and try new methods, will not be scared of failing, will find inspiration in finding solutions to challenges and problems.

In this curriculum, we have included stories of many such entrepreneurs who have not only achieved success but have also provided something new and useful to people. Along with being successful businesspersons, they are also people with Entrepreneurship Mindset. When all these people started something new, there was no assurance of their success; many of them did not even have the experience or financial resources. They were committed, they innovated, and they became successful.

What is the difference between an educated person and a person with Entrepreneurial Mindset?

Many a time, we see that due to the lack of Entrepreneurship Mindset, many people are not able to think beyond their existing condition, don't take risks and are satisfied with a business or a job that doesn't allow them to realize their potential. An educated person may have a degree or a diploma, a good job or even a successful business, but it is equally possible that they may not have understood their talents adequately or may not have found work that gives justice to their talent.

Contrary to this, a person with Entrepreneurship Mindset is aware of their talents and strengths. They are not scared of doing something new and failing. They analyze and adapt, instead of getting bogged down by challenges. They believe in creating new opportunities by thinking critically and collaborating with others.

Does only a businessperson need Entrepreneurship Mindset or someone pursuing a job could make use of it as well?

Whatever we have understood till now is not only applicable to businesspersons. Entrepreneurship Mindset is equally important for people pursuing a job. To understand this, along with the examples of some businesspersons, we will learn examples of people who did their government or corporate jobs with Entrepreneurship Mindset. They are dedicated, they take help and solve problems creatively. They make their team their strength and do something new and successfully within the very system that entangles and limits so many others. Despite the limitations they find solutions.

In Delhi, the biggest such example is of 'Metroman' Mr. E. Sreedharan whose story is a part of this curriculum. He was not a businessperson but with his new ways of thinking, working and courage he did something exceptional which any other engineer might not have even thought of.

We can find many such examples around us: an IAS Officer with their Entrepreneurship Mindset changes the way their department works and people's difficulties suddenly vanish. In many companies, there are people with Entrepreneurship Mindset who take their organisations to new heights.

We can see this in our educational institutions where a number of teachers or principals with their Entrepreneurship Mindset work in such a way that not only benefits students to get their education but inspires other teachers and principals as well.

Recalling some such people, we can think on the following lines - Who are these people? How do they work? Why do people remember them and get inspired by them?

If we observe these people carefully, we would realize that they would not only have used new methods in teaching, running schools etc. but would have also taken risks. They might have taught the students a little differently than the regular curriculum so that students would understand the subject better. Instead of being frustrated by limitations, they would have creatively found solutions. Taking risks, finding solutions, being creative- these are all traits of Entrepreneurship Mindset and are useful and important in every field- whether it is a job or any business.

In which situations can a person doing a job be categorized as a person having Entrepreneurship Mindset?

In any system, some people are able to complete tasks effectively that others struggle with. While some people are limited by the challenges around them, some others find creative solutions to them, leverage the abilities of their team members and become successful.

We saw one example of this in the form of Mr. E. Sreedharan. Using his Entrepreneurship Mindset in the Konkan railway and in the Delhi Metro project, he anticipated the obstructions, found solutions to them and finished the work ahead of the timeline.

We can see some examples in other fields as well. When in a backward village, a woman IAS Officer inaugurates a hospital and decides to deliver her baby there, she takes a risk. In return, she strengthens the district's faith in the hospital. She does not take this risk without thinking about it. Apart from being a visionary, there is months of hard work behind this step. Understanding the lack of faith in the public health system and taking an innovative step to resolve it is not possible without Entrepreneurship Mindset.

Entrepreneurship Mindset helps in going beyond the limitations in any field and ensures success by making the person an effective problem solver. Therefore, an attempt is being made by the Department of Education, Government of NCT of Delhi through this curriculum for students to develop Entrepreneurship Mindset and realize their full potential.

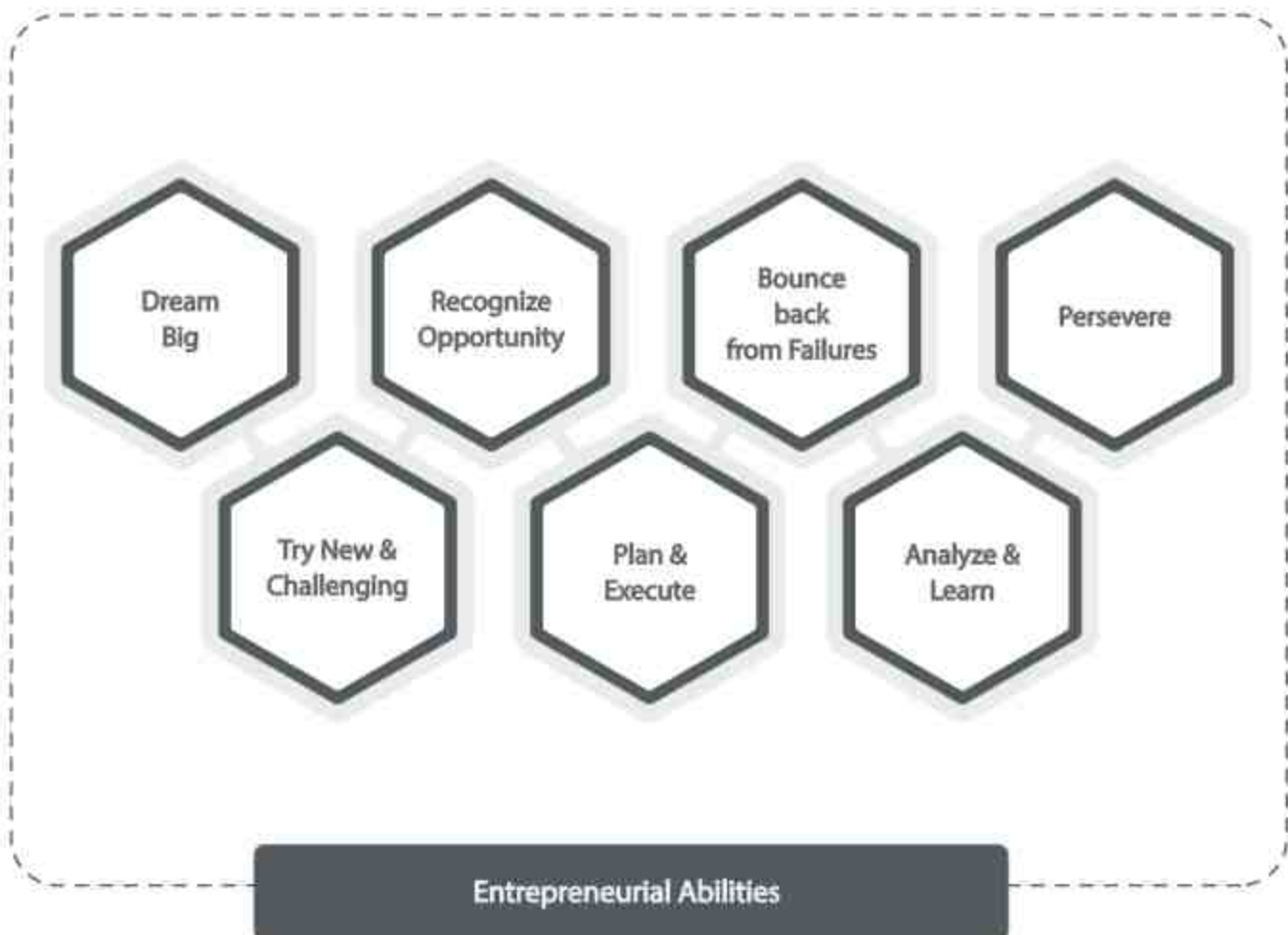
Components of EMC



As we saw in the chapter “Who is an Entrepreneur”, apart from our professional lives, thinking like an entrepreneur can help us in our personal lives as well. Facing disappointment bravely, identifying our interests and working on them, being audacious enough to do something new – Entrepreneurship Mindset can help us do all of these, and help us make our daily lives more meaningful.

The Entrepreneurship Mindset Curriculum (EMC) has been designed keeping in mind this definition of Entrepreneurship Mindset so that the students can succeed both in their personal lives and chosen profession.

The following seven abilities are an essential part of Entrepreneurship Mindset



To develop Entrepreneurship Mindset, it is important that we first build some foundational abilities and key qualities. For example -

- **To do something new and challenging**, it is very important to have confidence and face one's fears.
- **To identify opportunities**, it is important to observe minutely, understand the situation in a balanced manner and think deeply and critically..

The qualities and abilities necessary for developing Entrepreneurship Mindset are given below which the students will develop through different modules of the curriculum.

Foundational Abilities	Key Qualities
Critical Thinking	Creativity
Communication	Curiosity
Collaboration, Teamwork	Empathy
Decision Making	Joyfulness
Drive / Adapt to Change	Manage Fears
Ideate	Mindfulness
Integrity & Ethics	Observation
Problem Solving	Self Awareness
Reflect, Analyze	Self Confidence

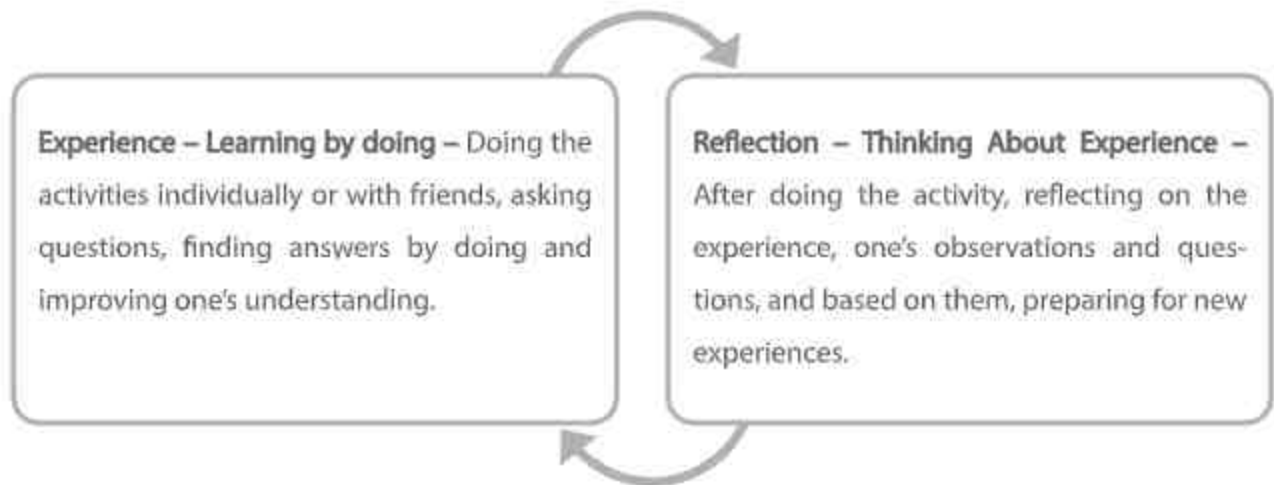
How will the Entrepreneurship Mindset Curriculum be taught?

Process-

The qualities and abilities that EMC aims to develop, are learnt from experience and not from textbooks. Until the students get a chance to experience and practice, they will register as information. This curriculum has been designed using the principles of experiential learning to enable the students to connect these qualities and abilities with their own lives and use them in their future.

One period, every day, has been designated for EMC in the time-table. This has been done to ensure that these qualities and abilities become a mindset through regular practice.

There are different aspects of experiential learning. The students can learn inside the classroom as well as by connecting with real world experiences. It is important to ensure that the students get a chance to learn by doing in both the contexts. They cannot learn only by seeing and listening. Two processes are important in the method of experiential learning.



Apart from these two modes, students will also **learn from others** in this curriculum. E.g. listening to the stories of entrepreneurs and understanding their journeys by interacting with them.

For example, students in this curriculum,

Students in this curriculum,

- **Interview entrepreneurs** and understand their journeys and along with it, work on their skills like self-confidence, communication skills and fear of talking with new people. This is a medium of both learning by oneself and from others.
- **Develop skills** like problem solving, critical thinking and taking initiative by doing the activities given in the manual.

After conducting an interview or completing an activity, the students, along with their friends, will think about their experience which would help them get a deeper understanding of their qualities, their interests and about their own selves which can help them understand their strengths and areas for improvement.

Experience and reflection – both are important in experiential learning. Only doing is not enough to learn from experience. The students will do some activities – both inside and outside the classroom and then reflect on those experiences which will help understand Entrepreneurship Mindset and apply it in their lives. The biggest advantage of experiential learning is that it will develop the ability to learn continuously in students.

Components

This curriculum has six components which have been designed to provide different experiences to develop Entrepreneurship Mindset. Students will learn by doing and reflecting. Some of these activities will be conducted inside the classroom and some outside. Some activities will be conducted by teachers and some by the students themselves. Detailed information about all these components has been given in this manual.

Objective	When to do	Role of the Teacher	Role of the Students
Mindfulness			
To be aware of the present and to calm the mind and make it focused	In the initial 3-5 minutes, mindfulness check-in and at the end, 1-2 mindfulness check out in the daily EMC period In the EMC period on the first Monday of every month	To make the students do the daily mindful check-in and silent check-out To make the students do the activity of mindfulness on the first Monday of every month	Participating in the activities of mindfulness
Thematic Units			
To give the students information about the skills of entrepreneurship mindset through inspiring stories	In the daily EMC period	To facilitate the activities and the stories given in the manual	Doing the activities in groups, listening to stories and reflecting on and discussing them
Student Specials			
To develop skills related to communication and self-confidence with regular practice and feedback from friends	On every Saturday's EMC period or in any free period	To help the students understand and do this process once or twice initially	Performing different roles while conducting the activities of effective communication

Objective	When to do	Role of the Teacher	Role of the Students
Live Entrepreneur Interactions			
Understanding the journeys of entrepreneurs and employment alternatives by meeting them face-to-face	Preparing the school administration according to the needs of the entrepreneur	Introduce the entrepreneur and managing the conversation with them	Listening to the entrepreneurs and ask questions to them without any hesitation
Career Exploration			
Interviewing various entrepreneurs and people at jobs and understand their journeys and alternative employments	One interview every month On every month's last Monday and Tuesday, students will share their experience of the interviews	On the basis of the information given in the manual, the students will be guided to understand the objective and the process of the activity.	Finding entrepreneurs and people at jobs according to one's interests; interviewing them after appropriate preparation and then sharing the experience with the class
Business Blasters (Field Project)			
Use the skills of entrepreneurship mindset in real life	Information about how and when the field work should be done will be given through circulars	On the basis of the information given in the manual, the students will be guided to understand the objective and the process of the activity.	Using the given monetary amount for an effective economic or social project by applying entrepreneurial skills

Structure of Thematic Units -

The thematic units give the students a chance to understand and practice Entrepreneurship Mindset in the classroom. These units comprise activities and stories. The activities give the students an experience of a quality or ability of the Entrepreneurship Mindset Curriculum. The stories inspire the students by talking about how a successful individual has used the quality or ability. The following points are to be kept in mind -

Structure of a Unit -

- Each unit focuses on a quality or ability of Entrepreneurship Mindset.
- At the beginning of every unit, the importance of that quality or ability and other information has been given for the facilitator teacher.
- In each unit, suggestions have been given for beginning the unit with the students.
There are two activities and one story in each unit (barring a few exceptions).
- The estimated periods for the activities/stories have been given keeping in mind the average strength
- of the students. The facilitator can adjust this according to the strength of their class.

Structure of Every Activity/Story -

- Each activity/story focuses on a quality or ability, related to which questions have been given for reflection.
- Each activity/story starts with an introduction with the teacher should read out to the students.
- Each activity/story is divided into four stages as shown in the following figure. Instructions for the highlighted part will be given below this ribbon.



Steps

In this stage, instructions are given for the activity. The facilitator has to give these instructions to the students and students will do the activity.



Reflection

In this stage, questions have been given for discussion after the activity which the facilitator will share with the class. The facilitator can write these questions on the board or say out loud to the students one-by-one.



Learning with Peers

In this stage, the students will share the discussion/questions/understanding from the reflection questions with the whole class.



Sharing

In this final stage, the teacher will discuss the core message of the activity/story with the students.



Introduction to the Unit



Whenever we try something for the first time, we might hesitate in the beginning or want to give up at the slightest difficulty, because of a lack of confidence. We get a chance to learn and do something new at every stage of our lives. However, these opportunities come with their share of challenges. Some people tend to believe in themselves and bravely face the challenges. They tell themselves, "I can". They approach the task without worrying about the obstacles. We can consider the example of Amit given above. He knew that he had a challenge before him, but he planned for it and decided to take one step at a time.

Learning Outcomes

In this unit, the students will learn to accomplish tasks despite challenges. For this, they need to practice the following skills:

1

Breaking the task into smaller parts

2

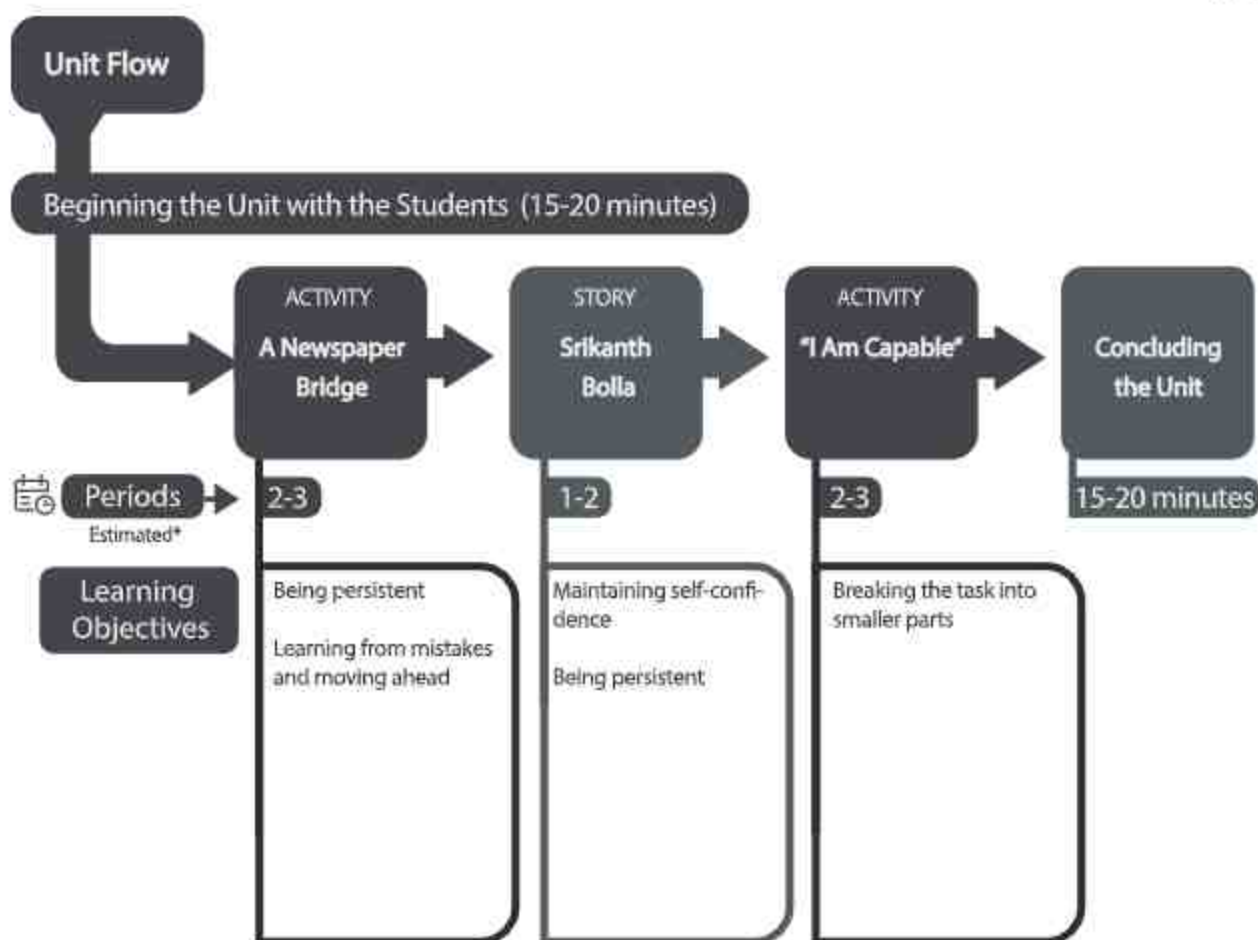
Learning from mistakes and moving ahead

3

Being persistent

4

Maintaining self-confidence



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

- Share the conversation at the beginning of the unit with the students. Ask them about some of their own experiences where they would have begun a seemingly impossible task and accomplished it.
- At the end of the discussion, tell the students that in the next few days, they would participate in some challenging tasks and test their self-confidence.

Activity 1.1 | A Newspaper Bridge

Introduction

We shall now do an activity, which some of us would be doing for the first time. We may face some inhibition in getting started with it, but we should try to keep going.

Group Work: 5-6 Students

Learning Objectives

2-3 Periods

- Being persistent
- Learning from mistakes and moving ahead

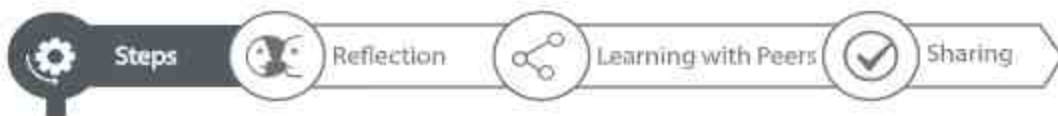
Material Required

Old Newspapers (3 double sheets for each group)



Facilitator Note

- Encourage all the students to participate in the activity.
- During the activity, there would be some chaos. In case the bridge is not being made, the students might get worked up. This is natural.



- Ask students to make groups of 5-6 and give each group 3 double sheets of newspaper.
- Each group should make a bridge between two desks, using the newspapers. The bridge should be able to carry as much weight as possible.
 - There should be at least two feet distance between the two desks.
- After the bridge is made, the students should place different things on it and test its strength. They should try to put as many things as possible.
- In the end, each group will talk to the other groups and try to understand the process they used to make their bridges and understand their strategy.

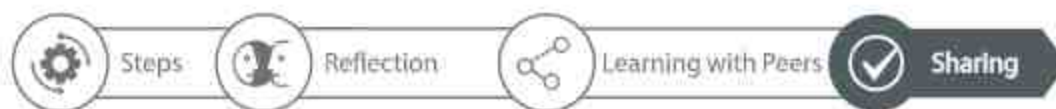


Ask the students to discuss the following questions in their groups –

- When you were told that you had to make a bridge with a newspaper, what came to your mind?
- When the challenges started piling up, how did you change your strategy?
- Try and recall other incidents when you accomplished a difficult task. How did you do it? What does this incident tell you about yourself?



After the discussion, invite some students from each group to share their experience with the whole class.



When learning about some tasks, we might first get the impression that they will be impossible to accomplish. In such situations, if we approach the task with self-confidence and keep at it while learning from mistakes on the way, we can finish it well.

Story 1.2 | Srikanth Bolla

Introduction

After completing the previous activity of making a bridge with a newspaper, we succeeded in doing something which seemed impossible at first. We face different kinds of challenges in our lives – physical, mental, economic, and social. Some people rely on their self-confidence to face these challenges and continue to pursue their dreams.

Learning Objectives

1-2 Periods

- Maintaining self-confidence
- Being persistent

Context Setting

- Has it ever happened when someone questioned your capabilities and denied you an opportunity?
- If the answer to the above question is yes, how did you feel in that situation and what did you do?

Srikanth Bolla is one such person who never allowed any challenge to become an obstruction in his life. Because of this, today he is the owner of a company worth Rs. 400 crores.

Story

Srikanth Bolla, the owner of Bollant Industries, never experienced the clear blue sky or the earth blooming with colourful flowers. He has been blind since birth. His poor parents were worried about their blind child's future and education. He got admission in a school with great difficulty. But due to lack of relevant facilities as well as empathy, he could not learn much. The teachers were also unable to help him. Because of his blindness, and lack of empathy and cooperation, numerous challenges stood before Srikanth. Finally, his parents enrolled him in Devnar School for the Blind in Hyderabad.

There, he found better learning opportunities and finally, his talent bloomed. When he got a chance to work in Late Abdul Kalam's 'Lead India' project, he did it with great enthusiasm. By working on this project, his resolve to learn strengthened and his performance improved. He scored more than 90% in his 10th standard examination. However, despite getting such good marks, he was not allowed to opt for the science stream in the 11th standard. In such an adverse scenario, he thought, "I have worked so hard and developed my capabilities. Despite this, why am I not getting this opportunity? What can I do alone against this powerful system? I will have to find a way." He made a firm decision and went to court with his parents. He put his argument before the court emphatically, that even he could study science. Finally, the court accepted

his argument and gave him a chance.

The same situation emerged when he wanted to seek admission to University. Even though he was talented, he did not get admission in the prestigious institutes in the country. Overcoming all these challenges and using his strong will and persistent efforts, he got admission in one of the best engineering colleges in the world – MIT in America, and earned a degree in Business Management. While studying there, he saw that there were a lot of opportunities for the specially-abled in the US but not in our country. "I can create such opportunities in our country", with these thoughts, he returned to India.

In the year 2014, he started Bollant Industries, to provide opportunities to specially-abled people like himself. Bollant Industries manufactures eco-friendly cups, plates, spoons, etc. from recycled paper and leaves. As on date, around 150 specially-abled people work at his plant and run a successful business. Today, the value of Bollant Industries is estimated to be 400 crores.

Apart from this, he has started a school 'Samanvaya' for specially-abled children where each child can rise above their physical limitations, believe in themselves, their abilities and fulfill their dreams.



Reflection



Sharing

Discuss the following questions with the whole class–

- After listening to the story, what was your first thought?
- Despite not getting admission in India, what could have encouraged Srikanth to apply abroad?
- Do you know any such person who has succeeded despite facing challenges? Can you share something about them?



Reflection



Sharing

With the help of this story and our subsequent discussion, we got to learn that self-confidence plays an important role in facing challenges. Whenever we feel that we are unable to move ahead despite trying repeatedly, we should think about people like Srikanth Bolla and derive inspiration from them.

Activity 1.3 | I Am Capable

Introduction

From Srikanth Bolla's story, we learnt that no matter how big the challenge is, we can overcome it, if we face it with self-confidence. Now, taking inspiration from him, let us identify and think about those tasks which we have always found difficult.

Group Work: 5-6 Students

Learning Objectives

2-3 Periods

- Breaking the task into smaller parts

Material Required

Paper

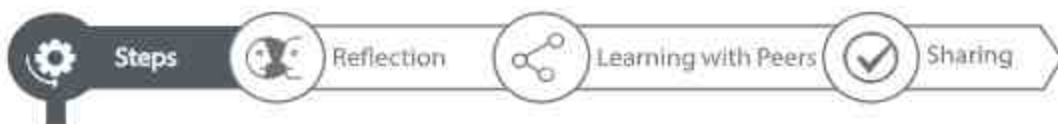


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Facilitator Note

- While choosing the challenges, make sure that they are related to students' lives.
- During the discussion, ensure that the students are respectful towards each other.
- Ask the students to increase the level of the challenges gradually.

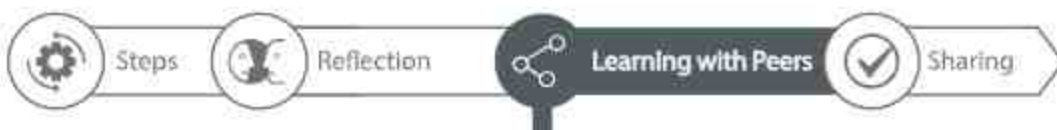


- Ask students to make groups of 5-6.
- Ask each group to choose any one challenge from the following –
 - I am not able to wake up early in the morning.
 - My projects never get finished in time.
 - It is difficult for me to convince my parents to take an out-station tour.
- Give students 10 minutes to answer the following questions to face their chosen challenge.
 - What smaller parts would I have to reduce this task into, in order to accomplish it?
 - Who all can help me to accomplish this task?

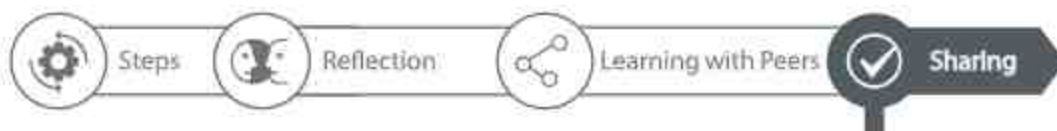


After the activity, discuss the following questions in a big group –

- How did you feel after reducing your chosen task into smaller parts?
- How will reducing a big or difficult task into smaller parts help you in your personal life?



After the reflection and discussion, one student from each group will share the discussion they had in their group with the whole class.



Congratulate the students about the fact that they convinced themselves to accomplish a difficult task. Now, they should see it through. Encourage them in this process. To achieve any difficult task, we can do so by thinking about it in smaller steps and being self-confident.

Concluding the Unit



- In this unit, 'I Can', what activities did we conduct and what did we learn from them?
- If you feel that you will not be able to accomplish a task, what will you do? Discuss with an example.



We face many challenges in our daily lives and often, we leave our tasks unfinished. While making the newspaper bridge, we learnt that we could accomplish a task, if we believe in ourselves and remain persistent. From Srikanth Bolla's story, we learnt that no matter how big the challenge is, we can face it if we are confident. There will be a lot of difficult situations in our lives, which we think are impossible to achieve. In order to overcome them, we need to break down those tasks into smaller ones.



Introduction to the Unit



What do all the above sketches have in common? They are all trying to reach out to a particular audience using different mediums of communication. Similarly, when our students participate in activities like debate and discussions, we expect them to put across their points effectively in front of everyone, with well-reasoned and thought out arguments. Effective communication has become a vital skill in today's time. Therefore, keeping this in mind, our students must learn to communicate effectively to solve possible future problems or to develop new ideas in collaboration with others.

Learning Outcomes

So far, we have learnt the basic skills needed for effective communication, such as listening carefully, expressing ourselves clearly, and building consensus. While continuing to practice those, students will cultivate the skills of influencing others in this unit. To leave a positive impression or engage someone constructively, students must understand and employ the following skills during the conversation-

1

Argue with reason
and facts

2

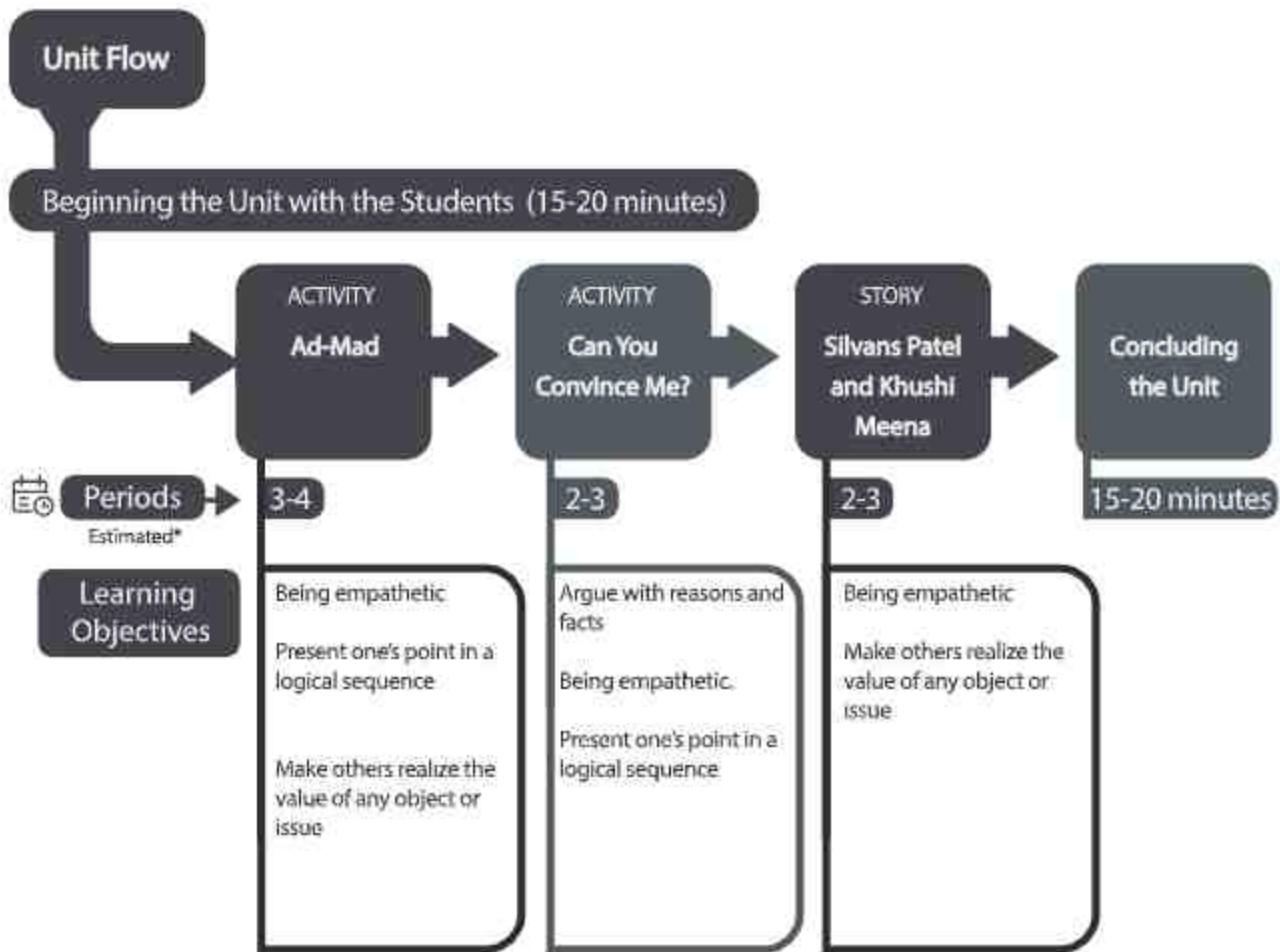
Being empathetic

3

Present one's point in a
logical sequence

4

Make others realize the
value of any object or issue



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

While introducing the unit to the students, ask them the following questions -

- Which is your favorite advertisement, and how does it influence your decisions?
- Who thinks they are able to persuade others? What could be the possible reasons?
- Why do you think you need to persuade or convince others?

After this conversation, tell students that in this unit, they will learn and understand the skill of influencing others.

Activity 2.1

Ad-Mad

Introduction

To influence and convince people, we should not only focus on conveying facts but also make efforts to connect with them emotionally.

Group Work: 4 Students

Learning Objectives

3-4 Periods

- Being empathetic
- Present one's point in a logical sequence
- Make others realize the value of any object or issue

Material Required

Paper

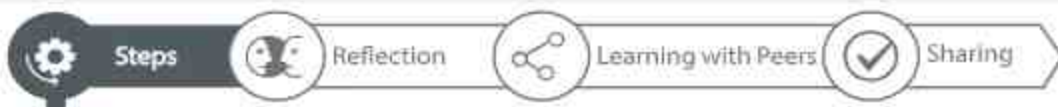


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Facilitator Note

- Ask students to recollect their favourite advertisements (preferably favorite public service or social impact ads) and their highlights.
- Then, ask them to design creative advertisements using songs, tunes, pictures, role plays, written presentations, etc.
- Ask them to choose objects/issues for making advertisements that are not easy to build consensus on. Refrain from creating advertisements for items like Maggi/soap.



- Ask students to make groups of 4.
- Ask each group to select an object or issue such as a water-conservation or solar bulb. Give them 5 minutes for this task.
- Ask students to design a one-minute advertisement in their groups on the chosen issue. Give them 15-20 minutes for this, and ask them to keep the following points in mind:
 - Will customers be able to connect emotionally with the advertisement? How would it benefit them?
 - What are the highlights of the chosen object or issue? For example, if the advertisement is about solar power, its unique selling point becomes its non-polluting nature and its usage of the sun's energy, which is a natural and renewable resource.
 - What do we expect from the customers after they watch the advertisement? Should the customer buy the product, change their point of view, or change any of their habits?
- After the students have designed the advertisements, invite each group to present it to the whole class, and seek feedback from other groups. Give them 5 minutes for this.
- Write the following feedback points on the board:
 - Is the customer able to see a tangible benefit in it?
 - Is the customer able to understand the key features of the object or issue?
 - How does the advertisement motivate the customer, and is it compelling enough to change the customer's habit or perspective towards the advertised issue or object?



After the activity is over, write the following statements on the board and individually ask the students to analyze and complete them-

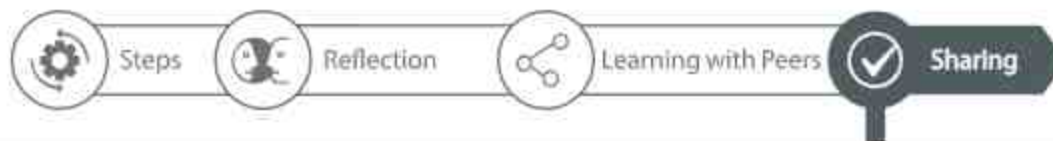
After performing this activity regarding communicating effectively and convincing others:

- Earlier I used to think that
- And now I think that

Now ask the students to share and discuss their thoughts in their groups.



Invite a few students from each group to briefly share their thoughts and discussion highlights.



We need to present our point of view in a clear and articulate manner, in order to communicate the benefits of a product or issue. At the same time, the use of an emotional connect or social impact advantage will increase the effectiveness of the communication. However, we need to maintain a balance between the logic and the emotion, so we don't lose the core message.

Activity 2.2 | Can You Convince Me?

Introduction

Promoting a product through advertisement involves a predetermined message in a controlled environment delivered largely through television, newspapers, or other media. However, there are times when we need to persuade or influence others in a more fluid and direct communication. This may involve convincing parents about career choices, stopping a friend from taking the wrong path, putting across a point in a debate, or garnering support for an idea. In this unit, we will learn to prepare a pitch* to convince others in a one on one interaction.

**PITCH - Pitch means to bounce an object such as a ball lightly. In the context of this unit, pitch implies sharing one's ideas with people in the expectation that they will subscribe to that idea.*

Group Work: 4 Students

2-3 Periods

Learning Objectives

- Argue with reason and facts
- Being empathetic
- Make others realize the value of any object or issue

Material Required

Paper

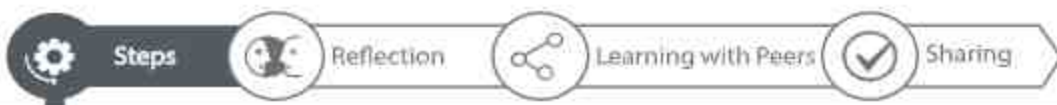


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Facilitator Note

- Ask them to pitch their ideas using a combination of emotion and logic.
- Ask them to make use of the skills that they have learned so far in effective communication (especially using appropriate gestures and body language).



- Ask students to make groups of 4.
- Ask 2 students of any group to prepare a pitch on one of the following issues.

Issues to prepare the pitch:

- Your friend has decided to quit studies because he failed in pre-board exams. He believes that he is not capable of studying, and it would be better for him to get a job. You are supposed to persuade this friend not to quit studies.
- The sports period for classes 9 to 12 has been canceled due to board exams. The principal and all other teachers believe that this will help the students to concentrate fully on their studies. You have to convince the principal and the teachers to resume the sports period again.

- Ask the remaining 2 group members to assume the role of pitch listeners. In the case of the 1st issue, they should pretend to be the friend who needs convincing and in case of the 2nd issue, they need to act as school staff.
- Each group can pick any one issue with the consensus of all four group members.
- Explain the expectations and skills involved in giving a pitch.
- Share the following points on how to prepare a pitch with pitch listeners and pitch givers.
 - Starting point- What is your objective?
 - What is your argument?
 - What is the evidence to strengthen the argument?
 - What is the summary of the main points?



Now, ask each group to write feedback as pitch listeners and pitch givers in their pairs. For this, write the acronym FCAS (Feel, Clarify, Appreciate, Suggest) on the board.

Feel- How is the experience of convincing someone face to face different from creating or viewing ads?

Clarify- What questions came to mind while giving or listening to the pitch?

Appreciate- What did I like most in the pitch?

Suggest- What are two potential areas of improvement in the pitch?

Ask both the sub-groups (pitch givers and listeners) within the group of 4 to exchange the feedback and discuss the following points:

- Two common points from the feedback of both the subgroups.
- What did we learn about giving a pitch?



Invite each group to briefly share the 2 similar points and 2 learnings from their feedback with everyone.



Logic, argument and evidence play a key role while trying to make someone believe in something. At the same time, the ability to effectively communicate also helps convey our intent with conviction to the listener. That makes both of these aspects extremely important in making people trust us, as well as our ideas.

Story 2.3 | Silvans Patel and Khushi Meena

Introduction

Until now, we have learned various techniques for effective communication to cater to different objectives. Besides these, there is one more situation in which we need to incorporate effective communication. To convince our family members or extended society at large for the support towards pursuing our interests. To understand this better, let us listen to the following story.

2-3 Periods

Learning Objectives

- Being empathetic
- Make others realize the value of any object or issue

Context Setting

- Have you ever stopped your friend from taking the wrong path? If yes, how did you do it?
- Have you ever had an emotionally charged discussion over any topic with a group of your friends? If yes, what was the outcome?

Story

Kitoda is a remote village in the Udaipur district of Rajasthan. It is a tribal village in which Silvans Patel is the head and Khushi Mina, a 10 year old girl. This is a story about how Silvans Patel managed to get Khushi Mina and her friends to attend school.

In India, children are forced to opt-out of school at a very young age. Rather than studying, they work in a factory to help their parents earn enough for survival. This situation was very common in Kitoda, and Silvans Patel was quite concerned that young children from his village were unable to attend school.

One day, while smoking hookah with a group of friends, Silvans Patel thought, "It would be fantastic if our children go to school, study well, and make us feel proud." In a fraction of a second, he felt depressed as if the idea was unachievable. His colleagues were surprised by the uneasiness visible on his face. Silvans suddenly stood up and started to leave. They asked him, "What happened to you, Silvans? What exactly is going on in your mind? Why do you look so uninterested suddenly?" He wanted to avoid the questions but couldn't. Finally, he spoke his mind and said, "I wish one day our children also get an opportunity to go to school and study rather than starting work at a young age." He was glad that he had spoken his mind, but the village was conservative in its mentality. They could perhaps allow male children to attend school but never the girls.

Fortunately, with time, the idea of sending both male and female children to school started to spread in the village. This instigated some hope in Silvans; he used to dream about making this idea a reality. Now, he couldn't keep calm. He couldn't sit idle. After all, everyone has a fundamental right to education. "If not everyone, at least a few would listen to us. Even if I can convince some, I will be happy. Because, after all, every drop of water counts to create an ocean." With this positive thought in mind, Silvans and his friend Jayram set out to create some slogans. Silvans said, "*Ladka Ladki Ek Samaan, Sabko Shiksha Ka Adhikaar*" (Girls and Boys are equal. Every child has a right to education); Jayram brainstormed and said, "*Padhi Likhi Ladki, Raushni Ghar ki*" (Educated girl, enlightened house).

Silvans involved his other friend Raghu in this mission as well. When Raghu's daughter Khushi found out about the mission, she joined it along with her friends. Jayaram's daughter managed to convince her mother, Fulmati, as well. It was a strenuous task to break through the conservative attitudes. Silvans and his team took up this challenge and began their campaign door-to-door. They had to face many counter questions, but they dealt with it patiently. Khushi and her friends even produced a drama on the theme of uneducated girls. They also made paintings of girls wearing backpacks on the mud walls. Slowly, the campaign gained momentum, and people began to pay attention to Silvans and his team.

This battle was won, when Silvans and his team were able to convince the entire village to send their children, including girls, to school. However, another challenge arose, as there was no school nearby; and the one that was there was extremely hard to reach. Despite all the hardship, they did not give up. They struggled a lot, convinced many officials, and in the end, realized their dream. They built a school, arranged for buses to transport children, and appointed teachers. Khushi and many other girls started going to school. Not just Kitoda, but many other villages now became aware and began to send their children to this school because of Silvans and his friends' selfless efforts. Today, not a single child from Kitoda is uneducated. The realization of this one idea made Silvans and his friends immensely happy.



Reflection



Sharing

- What role did communication play in overcoming the challenge of sending girls to school?
- What were the different communication channels used by Silvans and his team to convince the village people? How would these strategies have helped eliminate the biased mindset of the people?



Reflection



Sharing

We come across many issues on which society already has a strongly opposing point-of-view. Under these circumstances, the first reaction could be to give up or get disheartened. However, there are many ways to influence people positively; patience and empathy are the two most important aspects with which we can achieve success.

Concluding the Unit



Reflection



Sharing

- Do you find anything around you in which you see a possibility to influence people positively?
- What skills and activities did you find most interesting in this unit? Why?



Reflection



Sharing

You have witnessed various dimensions of communication since grade 9, from careful listening to influencing people. With repeated practice, we can excel in these skills and be successful in positively connecting with people.



Introduction to the Unit

Papa has discontinued my dance class. I guess he wants me to concentrate only on studies.

Maybe he prefers some other activity to dance.

I would suggest that both of you think from his perspective as well. If you still don't figure it out, ask him.

If you are not convinced, put forward your counter argument.

Before forming an opinion or coming to a conclusion regarding anything, it is important that we observe, study it and understand its nuances. It is also important to think about its various aspects and analyse the facts related to it. Many times our feelings and our preconceived notions affect our decisions. Therefore, it is necessary to get rid of them to arrive at the right conclusion.

It is also necessary to ask questions to understand an issue clearly. Further, one must put forward effective arguments to prove one's point.

Learning Outcomes

With the help of this unit, students will understand the importance of the following skills related to Critical Thinking and practice them:

1

Asking questions

2

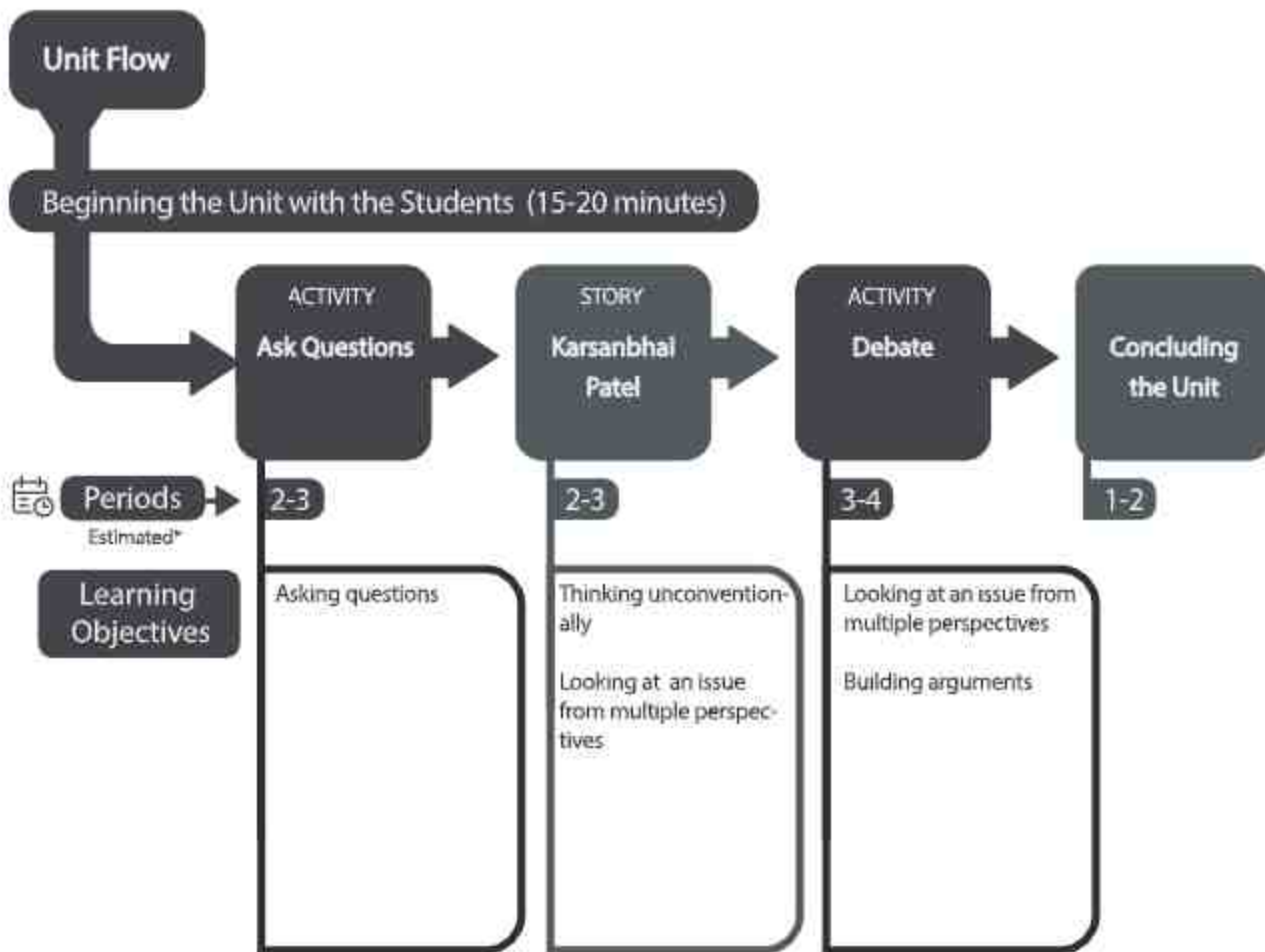
Building arguments

3

Thinking unconventionally

4

Looking at an issue from multiple perspectives



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

You can start this unit by initiating a discussion on the conversation given at the beginning of this unit.

Activity 3.1 | Ask Questions

Introduction

It is important to have the correct understanding of an issue which may not be achieved only through the facts presented. Asking questions is an important skill which helps in developing a complete understanding of an issue.

Group Work: 5-6 Students

Learning Objectives

2-3 Periods

- Asking questions

Facilitator Note

While preparing questions, it is quite possible that the initial questions are not very useful or meaningful. To prepare relevant questions, give students enough time, opportunity and feedback. Also, make sure that while doing so, all the students are included.



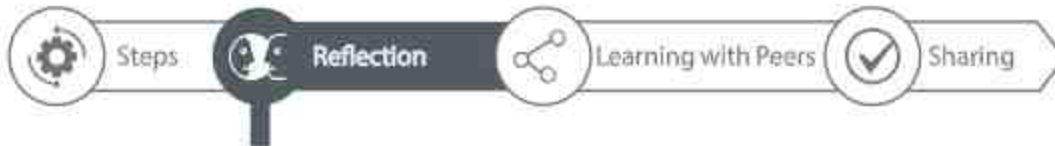
- Divide the students into groups of 5-6.
- Each group should choose any one situation from the following:
 - You are a teacher and some students in your class neither attend regularly nor do they do their homework.
 - One of your friends bring only junk food like chips, chocolates, snacks etc. to eat.
 - Many people in your area have been suffering from diarrhea for days.

You are a woman working in a factory. You find out that you get a lower wage than your male colleagues, doing a similar job.

 - Due to pollution, you have lately been unable to play with your friends in the park, in the evenings.
 - You do not have permission to go out of the house after 6 p.m.
- After choosing the situation, each group should think of questions based on the following table:

Direct Questions	Lateral Questions
Questions which have words like what, why, how, who etc. <ul style="list-style-type: none"> • Who is getting affected in this situation? • What is leading to such a situation? • How can the situation be solved? 	Questions which start with what if etc. <ul style="list-style-type: none"> • What if you would have taken another step? • What if the situation had been the other way round? • What if you would have to change something in this situation?

- After writing down all the questions, the groups will read them and think as to how to make them more searching and probing.
- The questions can be changed if needed.

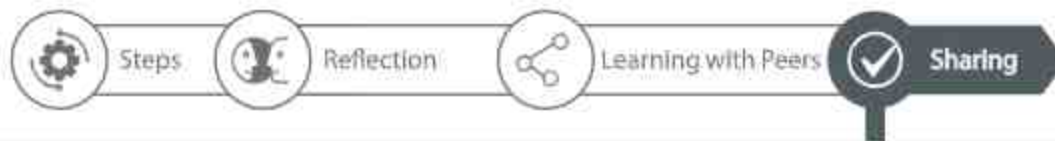


All the students should discuss the following questions in their groups:

- Did thinking of questions help you get any new information?
- Did asking questions help you understand the situation better? How?
- Many times, it is felt that asking questions leads to conflict. What is your opinion about this?



One student from each group will briefly share the discussion they had in their group with the whole class.



In this activity, we learnt that it is important to ask questions to understand anything fully. In some situations, we might feel that asking questions can lead to a conflict. But asking questions can also help in identifying the root cause of the problem. This gives a fuller understanding of the situation and helps to resolve the issue. We also learnt to make searching and probing questions.

Story 3.2 | Karsanbhai Patel

Introduction

Is critical thinking only about asking questions?
Which other skills are included in critical thinking?

Through the story of Karsanbhai, we will read about a person who used the skill of critical thinking in his life.

Learning Objectives

2-3 Periods

- Thinking unconventionally
- Looking at an issue from multiple perspectives

Context Setting

- Ask the students, "You must be watching advertisements on the television. Do you recall any jingle?"
- Then, inform them about one such jingle which became popular, 'Sabki Pasand Nirma'.
- Today, we will listen to the story of a man who manufactured washing powder and made it very popular. Let us see how.

Story

Karsanbhai used to carefully observe everything around him since his childhood. He was surprised to learn that a lot of things which we use in our homes are made up of different types of chemicals. Probably, because of this interest, Karsanbhai studied Chemical Sciences after his schooling, and then worked as a lab assistant.

Whenever Karsanbhai used to be at home, he would take note of the washing powder meant for clothes, which used to be very expensive.

Karsanbhai thought, "Using my interest and expertise in chemicals, why can't I make a washing powder which is both cheap and effective?" But, for this, it was very important to get into the details of the process. "What ingredients are needed to make a detergent?" "Where will I get those from?" "How will the mix be prepared?" "How much will it cost?"

He read books, talked with people, experimented multiple times, made notes and relentlessly pursued his task. After a lot of hard work, experimentation and examination, he finally succeeded in making a good quality and cheap detergent.

He gave this detergent to his friends to use. Everyone praised his effort. Now, it was time to introduce it into the market against expensive international brands. Generally speaking, it was an insane idea to introduce an ordinary detergent in competition with the existing international brands. But, Karsanbhai thought about it carefully and was determined to change this perception.

He used to set off from his home on his bicycle with sacks carrying the powder and sell it to households, while commuting to and from his office. Owing to its low price and good quality, his powder sold easily. It used to cost less than half of the detergents available in the market.

He named the detergent after his daughter – Nirma. Gradually, the demand for his detergent increased. He took advantage of this opportunity and left his job, focussing entirely on the detergent business. He soon started selling this powder even outside Gujarat.

Though the detergent was supplied to dealers outside Gujarat, they did not pay him on time. This led to increase in borrowings. The company had to bear heavy losses. Karsanbhai discussed the matter with his friends. Everyone believed there was no other option, as this had been the market practice, earlier as well. Karsanbhai thought differently, decided to retract the product from the dealers and stopped supplying on credit. No one had ever done this before.

At the same time, to create a demand pull, he ran a stream of advertisements on the television with an attractive jingle. What happened was very interesting. On the one hand, the product became very popular with the masses and on the other hand, the dealers could not supply it to their customers. Once again, the demand for the detergent increased. But, this time, Karsanbhai made a condition of supplying detergent to the dealers, only after getting the full payment. Because of this, the product started reaching the dealers in time and the money to Karsanbhai. The company's loss changed into profit.

Today, around 15,000 people work in the company and it deals in more than Rs. 5,000 crores.



Reflection



Sharing

- How was Karsanbhai's thinking different from that of the others?
- If Karsanbhai had not thought differently from the others, what challenges might he have faced?
- Did Karsanbhai look at the situation from multiple perspectives? How did it help him?



Reflection



Sharing

From Karsanbhai's story, we learnt that he resolved the impending situation by analysing the present scenario and made an out of the box decision. By looking at the situation from multiple perspectives, he reduced the possibility of danger. In this way, he succeeded using critical thinking.

Activity 3.3 | Debate

Introduction

Almost every day, we need to express our opinion or choose an option from the multiple ones available. For this, it is necessary to look at more than one aspect of the issue in order to form a relevant argument. During the debating activity, the students will practice the following skills –

Group Work: 5-6 Students

Learning Objectives

3-4 Periods

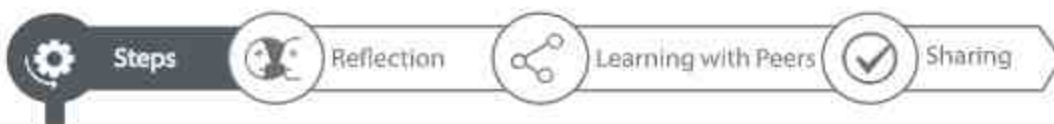
- Building arguments
- Looking at an issue from multiple perspectives

Material Required

Paper



Pen



- Tell the students that they are to participate in a debating activity.
- Write down the following topics for debate -
 - Exams are important.
 - Tuitions are required to perform better in class.
 - Students should be able to choose subjects of their own choice in school.
 - Doing one's own business is better than pursuing a job.
 - Schools should allow students to use mobile phones.
- Students should choose any one of the topics mentioned above.
- They will vote for the topics.
- Whichever topic gets the highest number of votes, will be chosen for debating.
- Students should make groups of 5-6.
- Each group will prepare the debate in a time period of 5 minutes.
- To make valid points students should support them with facts, evidence, experiences or news reports.
- Each team should debate on the chosen topic with the group next to them. One group should speak for the motion and the other team should speak against the motion.
- After 5 minutes, each team should switch sides – the teams who were for the motion should speak against the motion and vice-versa.
- Now, any two teams, one for the motion and the other against the motion will debate before the whole class (10 minutes).

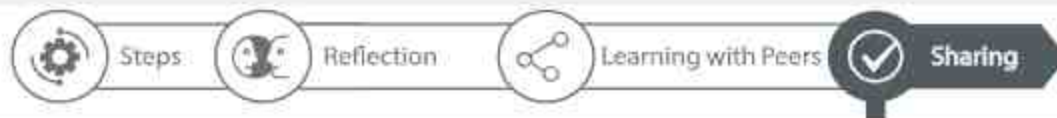


Students should discuss the following questions in their groups:

- Does debating increase knowledge on any topic? How?
- What skills are used in debating?



One student from each group will briefly share the discussion they had in their group with the whole class.



In this activity, we observed that if we express our opinion on any issue, supported with relevant substantiation, then it seems more believable and more acceptable. By looking at the challenge, from various perspectives, we can build an appropriate argument.

Concluding the Unit



- Why is it important to think and act out of the box?
- Why is it necessary to present one's opinion or thoughts supported with valid substantiation?
- Why is it important to look at an issue from multiple perspectives? How does asking questions help in this?



Before forming an opinion or arriving at a conclusion regarding anything, it is important that we look at it closely, study it, observe it minutely, and think carefully about its various aspects. Those who think out of the box are more likely to succeed in comparison to those who blindly follow others or make a move without analysing facts.



Introduction to the Unit



Realizing a big dream is not a cakewalk and a lot of effort goes into making it a reality. Often it isn't easy to pursue a dream single handedly, as it requires diverse competencies, and hence collaborating with people becomes important. This makes a task more manageable and ensures greater quality.

Learning Outcomes

Students will strive to leverage each other's strengths using the following competencies to achieve their goals-

1

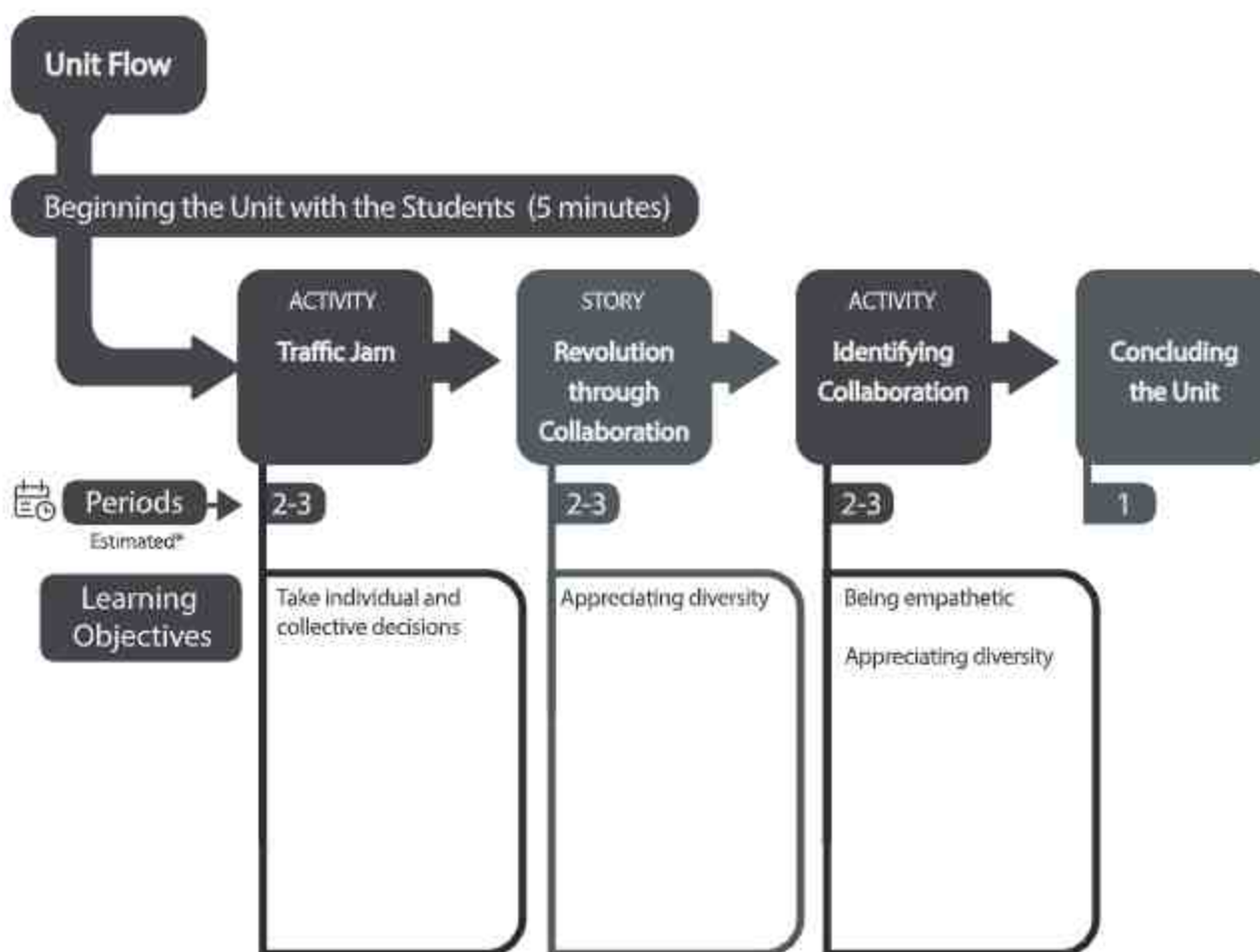
Being empathetic

2

Appreciating diversity

3

Take individual and collective decisions



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Collaboration occupies an important place in our lives, and no righteous society can survive in the absence of collaboration. It not only makes positive changes possible, but also ensures and facilitates the advancement of new research and innovations. Similarly, students can collaborate in the classroom to do something innovative based on their individual abilities and skills.

Activity 4.1 | Traffic Jam

Introduction

This is an intuitive and simple game that involves mutual cooperation and depends on the team members' cognitive skills and collaborative mindset. It does not require too many resources. Moreover, a pattern unfolds while doing this activity, based on which it becomes easier to understand and perform it. This pattern can only be understood by going through the exercise.

Group Work: 6 Students

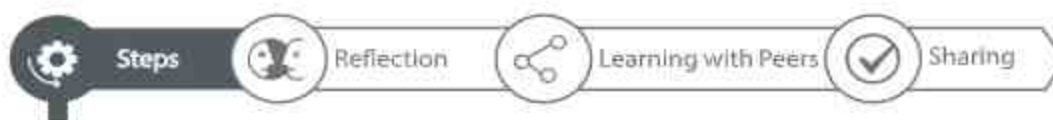
Learning Objectives

2-3 Periods

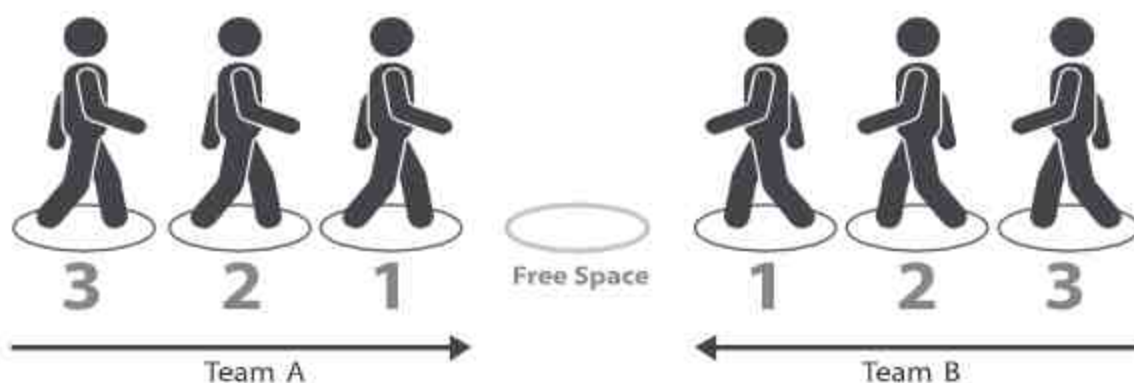
- Take individual and collective decisions

Facilitator Note

- Ensure that the circles drawn on the floor are clearly visible.
- Ensure that students get the opportunity and time to complete the activity.
- The number of students in groups can be reduced or increased during the activity.
- The activity can be conducted with 2, 4 or more students from each team. The duration of the activity can also be increased or decreased.



- Ask students to make groups of 6.
- Split each group of 6 members into two sub-teams (Team A and Team B).
- Draw 7 circles on the floor.
- Ask both the teams to line up vertically, facing each other in such a way that one circle in the centre remains empty.



- Both teams are supposed to interchange their places, that is side A has to get to side B and Side B to side A, all facing forward.
- Each group can perform this activity one by one or together as per convenience.

The following are some rules to change spots:

- Each circle can have only one student at one time.
- They can only move forward towards the empty circle. It is not permitted to move backwards during the activity.
- A circle can be skipped and jumped over.
- A player cannot jump over their own teammate.
- If any of these rules are broken, the group must begin the activity again.

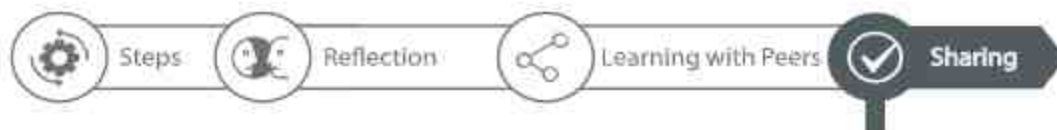


Ask all the students to discuss the following questions in their respective groups:

- What were the challenges encountered during the activity?
- What did you feel and think before and after performing the activity? Describe in detail.



After discussing the above points in their groups, one student from each group will briefly share their discussion highlights before the class.



In this activity, we discuss among ourselves and arrive at a consensus. We keep trying, and every time we fail, we negotiate and prepare a new action plan and try again.

Story 4.2 | Revolution through Collaboration

Introduction

In the last activity, we experienced the magic of collaborative work. Everyone contributed based on their respective abilities enabling the group to achieve its goal. Let us now go through the story of Verghese Kurien, who along with the farmers, did an excellent job in bringing in the white revolution in the realm of milk production.

Learning Objectives

2-3 Periods

- Appreciating diversity

Context Setting

- Milk is an integral part of our daily lives, and is brought to our homes daily. Where does it come from? How does it reach our homes?
- Today we can buy milk from the market at any time. However, decades ago, milk production in India was quite low. At that time, milk was sold in bottles, and one had to stand in a queue to buy milk. How did this change come about?
- Let us try to understand it through a story.

Story

It was 1946. The big cities in India were facing a massive shortage of milk, and it had to be fetched from far away villages. Milk was collected from farmers of "Anand", a district in Gujarat, and sold in Mumbai at high prices. However, those farmers were upset as they did not get a fair price for their milk. It was during this time that a highly qualified engineer was appointed in the government dairy. His name was Verghese Kurien. However, he did not quite enjoy his job, as it lacked any challenge.

During his posting, he met a man by the name of Mr. Tribhuvandas, who had formed a committee of milk-producing farmers. These farmers produced milk, but they were not able to collect it and transport it to the cities. Owing to these issues, Varghese Kurian met with these farmers who were mostly poor and illiterate. They shared that due to lack of money, they could not transport the milk to the cities, and due to lack of technology, milk used to get spoiled. He realised the problem while talking to the farmers and joined the cooperative.

He started out by visiting villages explaining the idea behind the cooperative to the farmers and urged them to join it. With his efforts, the dairy began collecting 250 litres of milk a day. They set up machines to safely store milk. Besides, for the first time in the world, milk-powder was prepared from buffalo milk, which was earlier prepared only from cow's milk. Consequently, the cooperative's business grew manifold with the technology employed and the hard work of the

farmers. Now the dairy had to be named, and it was decided to be called "Amul". Amul started selling milk at several places. The milk procured from small villages of Gujarat began reaching Mumbai overnight, and the milk, which could not be sold, was used to make butter.

Impressed by the resounding success of Amul, the then Prime Minister Lal Bahadur Shastri urged Dr. Kurien to expand and introduce the Amul model to other places in the country. Mr. Kurien was made the chairman of the National Milk Development Board and helped establish such cooperatives in all the states. It was the beginning of the Milk Revolution or 'Operation Flood' that led to the increased production of milk across the country. Mr Kurien's initial move was to connect metro cities to the milk-producing villages, followed by instituting the cooperatives modelled on Amul. He brought farmers together, sought help from government officials, and explained the significance of the cooperative model. Not only that, he also guided and extended support whenever the farmers were in trouble. It was a strenuous task to connect so many states of India, but Verghese Kurien's efforts made it possible. The government and dairy farmers both understood each other's strengths. The government lent its support to dairy farmers. Gradually many states witnessed an increase in milk production, and the "dairy" became the biggest industry in an agriculturally dominant India.

Today, India produces 176 million metric tons of milk per year. We not only sell milk products in India but also export them to other countries. Twenty crore people are now associated with this business, and about 187000 litres of milk is available via this milk cooperative institution. This is the story of a government dairy engineer who brought together farmers and fought for their interests.



Reflection



Sharing

- Why was Varghese Kurien meeting and uniting dairy farmers?
- How do you perceive Varghese Kurien's role in the story of the founding and expansion of Amul?
- What are some similar examples that you see around you? Explain in detail.



Reflection



Sharing

The story of Varghese Kurien is a very interesting account of the journey of milk from farmers to cities. It introduces us to Amul, which is a global dairy brand. Varghese Kurien's work has, without a doubt, contributed in making dairy one of India's largest industries.

Activity 4.3 | Identifying Collaboration

Introduction

Many things that we see around us are inevitably the result of collaboration. For instance, the production and transportation mechanism of countless things that we use relies on collaboration. Do we ever notice and appreciate this in our day to day life? Let us perform an activity associated with this.

Group Work: 4-5 Students

2-3 Periods

Learning Objectives

- Being empathetic
- Appreciating diversity

Material Required

Paper

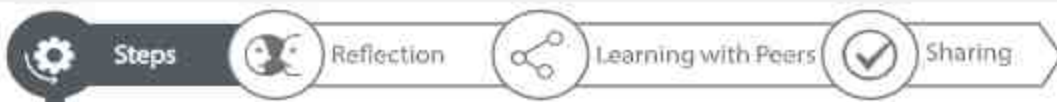


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Facilitator Note

- Encourage students to participate in the activity and ensure that they engage wholeheartedly.
- Ensure that no suggestions should be made while students discuss the activity.



- Ask students to make groups of 4-5.
- To initiate the discussion in the group, the facilitator can pick up an item of daily usage and ask the students how it reaches us?
For example - school uniform.
(Expected response - The uniform is produced in a factory and then transported to the shop from where we get it.)
- Now, draw students' attention towards the people and their skills associated with these supply chain processes.
- For example, the facilitator can ask:
 - Who makes these products in the factory?
 - How does the cloth get manufactured?
 - Where did the cloth of the uniform come from?
 - Where would buttons be manufactured?
 - Who would have manufactured them?
 - Who drives the truck/train if the uniforms are transported from the place of manufacturing to the school in these vehicles and so on?
- Ask each group to select one such item and write in a notebook all the steps involved starting from manufacturing/production to the item reaching the market.
- Ask each group to present their plan to the class based on the steps written in the notebook.



Ask the students to discuss the following questions in their groups:

- How does something new take shape based on varied abilities and skills in a group?
- Where do we see collaboration around us? Explain in detail with an example?



After discussing the above points in their groups, one student from each group will share the discussion highlights before the class.



There is always an element of cooperation in everything around us or anything innovative that we see. Countless people contribute to it. It is this sense of working collaboratively that drives our society to function smoothly. We can only advance our objectives by collaborating with each other.

Concluding the Unit



During the 2 activities in this unit, what are some of the things that made collaborating with your peers:

- easy for you?
- difficult for you?

Please share with examples.



In this unit, we not only sought to understand the importance of mutual cooperation through various activities and storylines but also discussed the skills needed to take individual and collective decisions. While contemplating on these skills and various aspects of collaboration, we could see the social upliftment, which, of course, leads us to a better society.



Introduction to the Unit



What would Sunny like for his birthday gift?

Often, we think a lot about matters like choosing a gift. We try to ensure that the recipient likes, whatever gift we choose. While doing this, many times, we select things of our own preferences and inadvertently overlook the choices of the other. Though we need this approach when looking for solutions to problems. To identify an opportunity in a challenging situation, it is important to comprehend the problem and understand the importance of solving it at the earliest. In this unit, we shall focus on understanding problems. For this, it is important to understand others' needs.

Whosoever we are finding a solution for, knowing their opinion can help us arrive at a better one. Whether we are entrepreneurs or pursuing a job, we are constantly connected with other people who help us identify opportunities. In this unit, we will perform some such activities which will help us find an appropriate opportunity and think of a new thought or strengthen an existing thought.

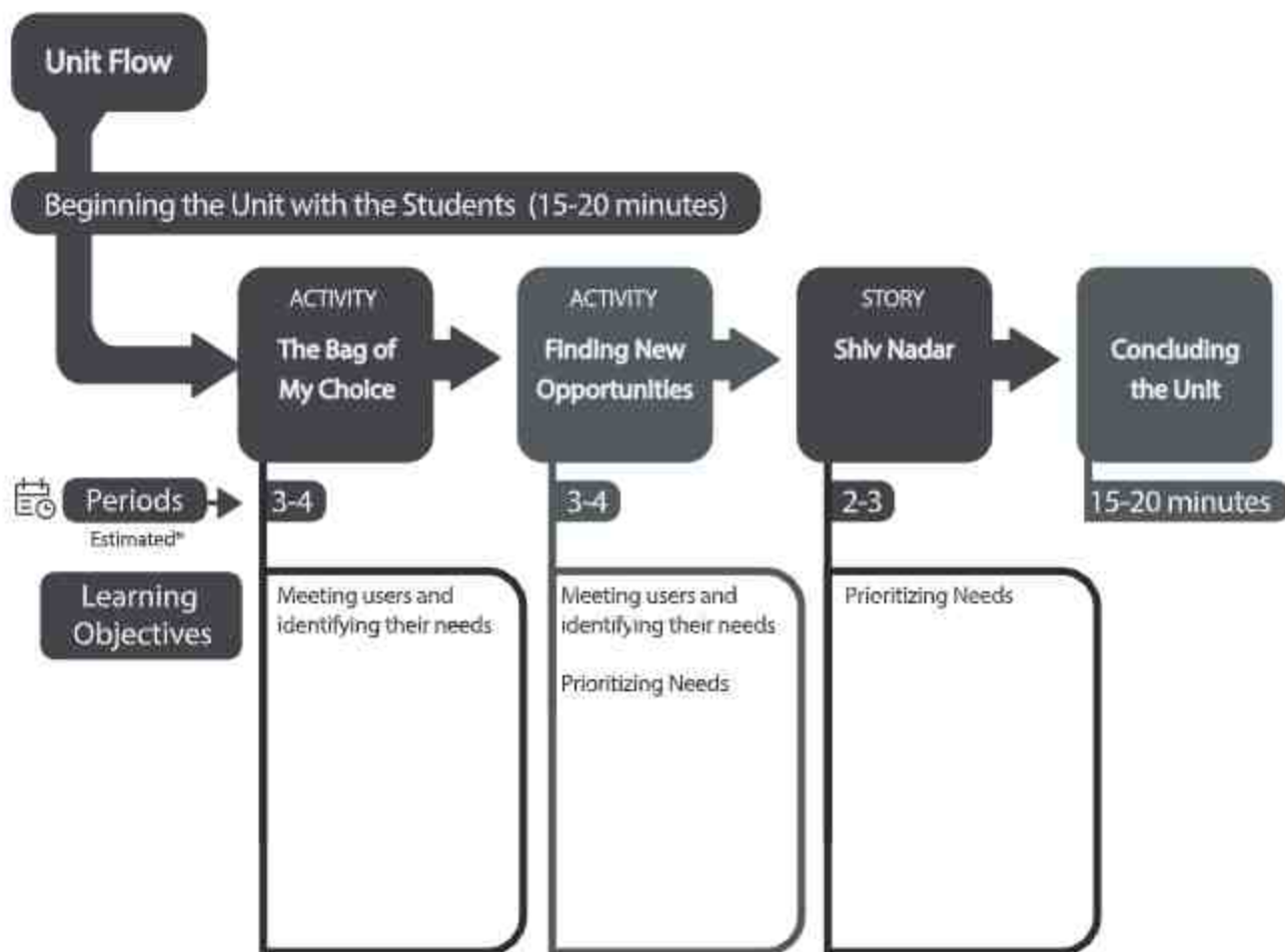
Learning Outcomes

1

Meeting users and
identifying their needs

2

Prioritizing
needs



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Start the unit by a discussion with the students on gifting. Ask them -

- What do you keep in mind while choosing a gift for someone?
- When you choose a gift for a person keeping their likes and dislikes in mind, how does that person feel about getting the gift?

Tell the students that in this unit, we will think of new projects or some substantial ideas while trying to understand others' needs. This year, all the students are going to be involved in a project which is either economically or socially effective. The students will have to begin this activity by making use of this skill of understanding others.

Activity 5.1 | The Bag of My Choice

Introduction

In this activity, we shall learn that many times, owing to our biases, we are unable to understand people or situations properly. This may make it difficult for us to think of new ideas. However, the positive thing here is that there is an organized method for understanding others. This method has three stages -

- Based on our understanding, finding a solution to a problem
- Beginning to understand the person who is affected by the problem
- Better understanding of the person who has been affected by the problem

By using the above method, we can understand a problem or others needs, especially from their perspective. Let us understand this method.

Group Work: Pairs of 2

Learning Objectives

3-4 Periods

- Meeting users and identifying their needs

Material Required

Paper

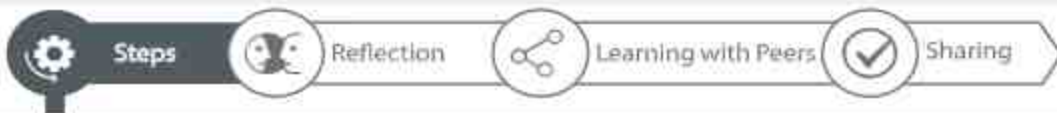


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Facilitator Note

- Encourage the students to think of their own questions which can help them to understand the users better.



- Ask students to make pairs with classmates whom they do not know very well.
- Tell the students that in this activity, they will have to design a bag for their partner. There will be three stages in this activity.

Stage I - 5 minutes

- Ask the students to design a bag for their partners, based on their own understanding.
- After making the bags, ask the students to show it to each other.
- Thereafter, they should tell their partners whether they like the bag or not in yes/no.

Stage II - 15 minutes

- Ask the students to understand each others' expectations regarding the bags.
- For this, they can ask questions like the following -
 - What do you want to use this bag for?
 - What kind of material would you like for a bag?
 - How big should your bag be?
- Based on this knowledge, ask the students to design a new bag for their partner and take feedback from them.

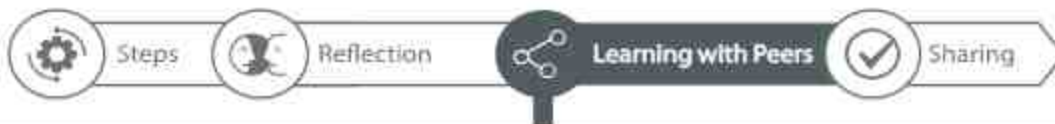
Stage III - 20 minutes

- Now, ask the students to gather some personal information about their partners so that they can understand their persona, choices etc.
- For this, they can ask some questions like these (This time, they should also ask why along with what?)
What is your favourite colour? Why?
What do you like to do in your leisure time? Why?
Which is your favourite season? Why?
- Based on this knowledge, ask the students to design bags again for their partner and take feedback from them.

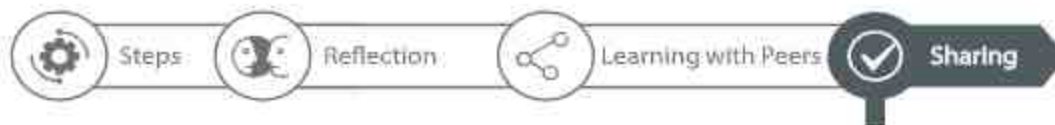


Discuss the following with all the students -

- How did your understanding about the user change from the first to the third stage?
- What was the difference in the questions in the second and the third stages?
- What can be the advantages in talking to the user for finding an opportunity?



Invite all the students to display their pictures of all the three stages.



Many times, we tend to feel that we understand the other person and their needs. However, this can be our personal opinion. To identify an opportunity for doing something properly, it is important that we identify the needs and preferences of the person for whom we are looking for a solution. This way, either we can verify our notions or find some new information about the users which can help us to find a more accurate solution to the problem.

Activity 5.2 | Finding New Opportunities

Introduction

When we think of doing something new, different people react to it differently. In such a situation, listening to views and solutions given by others and then taking a decision about our work is an important skill. Let us learn this through an activity.

Group Work: Groups of 6

Learning Objectives

3-4 Periods

- Meeting users and identifying their needs
- Prioritizing needs

Material Required

Paper

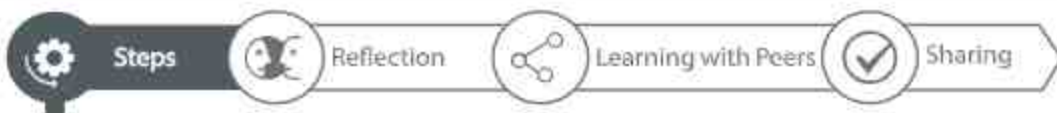


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Facilitator Note

- In this activity, the students will have to play the role of both the user and the interviewer. Help them in doing this.



- Read out the following situation to the students -

In a school, some students and teachers use an app 'Learn Easy' to learn and teach different subjects. In this app, there are facilities like understanding a theory by watching a video and analysing our understanding. Many students and teachers have started using it but its reach can be spread further. In this activity, based on the experiences of the existing users of the app, we will try to think of ideas to widen the reach of the app.

- Tell all the students about the following 6 users of the app -

1. Kalpanaji is a teacher and uses this app for her own learning.
2. Shalu is a class 10 student who uses this app to prepare for her board exams.
3. Ishrat is a class 10 student who does not like to study alone. Therefore, she uses the app.
4. Javed is a teacher who has started using the app in the class.
5. Navya is a class 9 student who is unable to use the app because it is available only in one language.
6. Avinash is a class 10 student who finds learning very easy by watching and thus, uses the app.

- Ask students to make groups of 6.
- Everyone in the group should choose any one role from the ones given above and based on the character, think of their experience of using the app.
- After this, each student in the group will prepare questions to understand the view-points of the others for thinking through the solution. (10 minutes)
- The students in the group, taking turns, will ask 5-6 questions to each user and make notes as they did in Activity 5.1. The questions can be like this -
 - What difficulties are you facing while using the app?
 - What changes can be made in this app to make the app more useful for you?
- On the basis of the information collected, ask all the groups to think of a business idea. They can think of more than one idea (15 minutes).
- Ask the groups to choose any three ideas out of all the ideas. Also, they should give reasons for it (5 minutes).

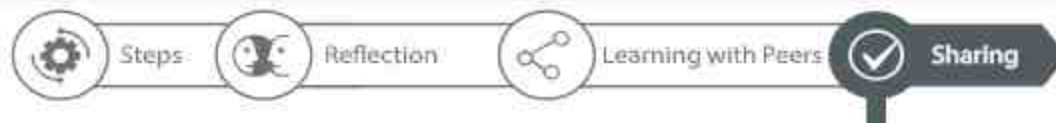


Ask everyone in the groups to discuss the following -

- After conducting the interviews, what new information did you collect which you did not have earlier? How did this knowledge affect your business idea?
- Amongst the users of the app, some were happy while others were facing difficulties. Whose information helped you more in arriving at the business idea?



Invite some students from each group to share their ideas and reasons for them. Also, ask them to share thoughts on the questions discussed.



Like we saw in this activity, there can be many aspects of a problem. For some students, the app was very useful while it did not attract many others. To get some new ideas, it is important that we understand the needs of different users, gather enough information, and decide the priorities based on it. This process not only helps us in identifying opportunities but also the most pertinent problem.

Story 5.3 | Shiv Nadar

Introduction

Through the activities, we learnt how important it is to identify needs. Opportunities are found hidden in needs. Out of all the needs, which ones need to be prioritized depends upon which opportunity we want to cash. By identifying the opportunity, the concerned task can be done better.

2-3 Periods

Learning Objectives

- Prioritizing needs

Context Setting

Khushboo: Hey! Do you know that all the children in my class have made arrangement to keep water for animals outside their homes?

Ankit: How do you know everyone has done so?

Khushboo: When I requested, all of them shared pictures on Facebook.

Ankit: This is a great idea. How about implementing this idea in the whole school?

In the conversation given above, we noticed that Khushboo and Ankit identified different uses of social media. Let us study the story of Shiv Nadar and see how he understood the needs of different people in his business and identified opportunities and worked upon them.

Story

Born in a village in Tamil Nadu, Shiv Nadar earned the degree of Electrical and Electronics Engineering from PSG College of Technology in Coimbatore. Around the age of 22 years, he worked for a company in Pune and then moved to Delhi and started working in the calculator division of a company. He liked what he was doing and the salary was also decent. However, he was not satisfied. There he met some colleagues, who like him, wanted to take up something challenging. Along with his six colleagues of Engineering background, he started a small company called Microcomp in 1976. Initially the Company did not have enough capital to make computers, so they decided to make tele-digital calculators and some other digital products for office use. Soon, the company started making good profits.

During that time, the Uttar Pradesh Government was working on a lot of schemes to encourage the IT sector in the state. There was enough money for investment and a good chance at hand. There was no looking back. In 1976, Shiv Nadar established Hindustan Computers Limited in collaboration with UP Electronics Corporation.

In 1977, because of government policies, a lot of multi-national companies like IBM had to leave India. A void was created in the Indian IT sector because of IBM's departure. After the departure of foreign companies, Shiv Nadar understood the needs of the consumers and HCL

manufactured the first micro-computer in India within a year and surprised everyone. However, this computer did not witness good sales which disappointed the company. Shiv Nadar believed in his micro-computer. Later on, a part of this very micro-computer became a major component for the computers being made worldwide. That part was called mini-floppy which was a very important component of computers for 15 years. This mini floppy was in demand but the company was still not making any significant profits. He felt a need to strengthen his company.

In 1980, HCL established the 'Far East Company' in Singapore which sold IT hardware. Shiv Nadar was the largest shareholder in this company's business. It was a new sector and not many people knew much about it. People needed to be trained. Therefore, the company started NIIT and took the responsibility to train people with quality education in the IT sector. This was a big success for him. However, given government policies it was difficult to sell computers and related hardware abroad, therefore the company also started working in the software sector.

Shiv Nadar collaborated with a lot of foreign companies in which he succeeded. Some of these major companies were - Nokia, HP, Cisco, Toshiba and Parrot Systems. Today, HCL is running a successful business in 32 countries with a team of professionals from 140 countries. Now, HCL is known as an important Indian multinational company across the world.



Reflection



Sharing

- What opportunities did Shiv Nadar identify in his career to establish himself?
- "Given government policies, it was difficult to sell computers and related hardware abroad, therefore the company also started working in the software sector." What do we learn about identifying opportunities from this incident?



Reflection



Sharing

To identify opportunities, it is important that we perceive all the situations that come before us with an open mind. Instead of being disappointed, one should be able to see opportunities in them. When a situation is not in our favour, even then we can look for an opportunity like Shiv Nadar did. This is possible only when we are aware of the various trends prevalent in our sector and allied fields.

Concluding the Unit



Reflection



Sharing

- What will you keep in mind while identifying opportunities for your field project and then prioritizing them?
- What did you learn about speaking with the users in an effective manner in this unit?



Reflection




Sharing


To come up with a productive thought, it is important that we first understand the perspective of the users. Based on the knowledge gathered, we should be able to think of alternatives which can address their problems satisfactorily. This can help us to be more confident since we have more information about the problem we are solving and the available alternatives.



Introduction to the Unit



Hey Megha, you finished such a difficult task before time! You got good marks as well! I get really worried when I have so much work.



Arrey, there is nothing to worry. I just planned my work and divided it into smaller milestones. That's all!

By planning, managing our time and other resources, being conscious of other important factors and dividing the work into smaller milestones, any work becomes easy to accomplish. This also helps in managing the stress that comes with big tasks and we get the desired result.

Learning Outcomes

In this unit, students will learn the importance of planning to complete a task by actually taking up a task and planning for it. To do this, they will have to focus on the following skills

1

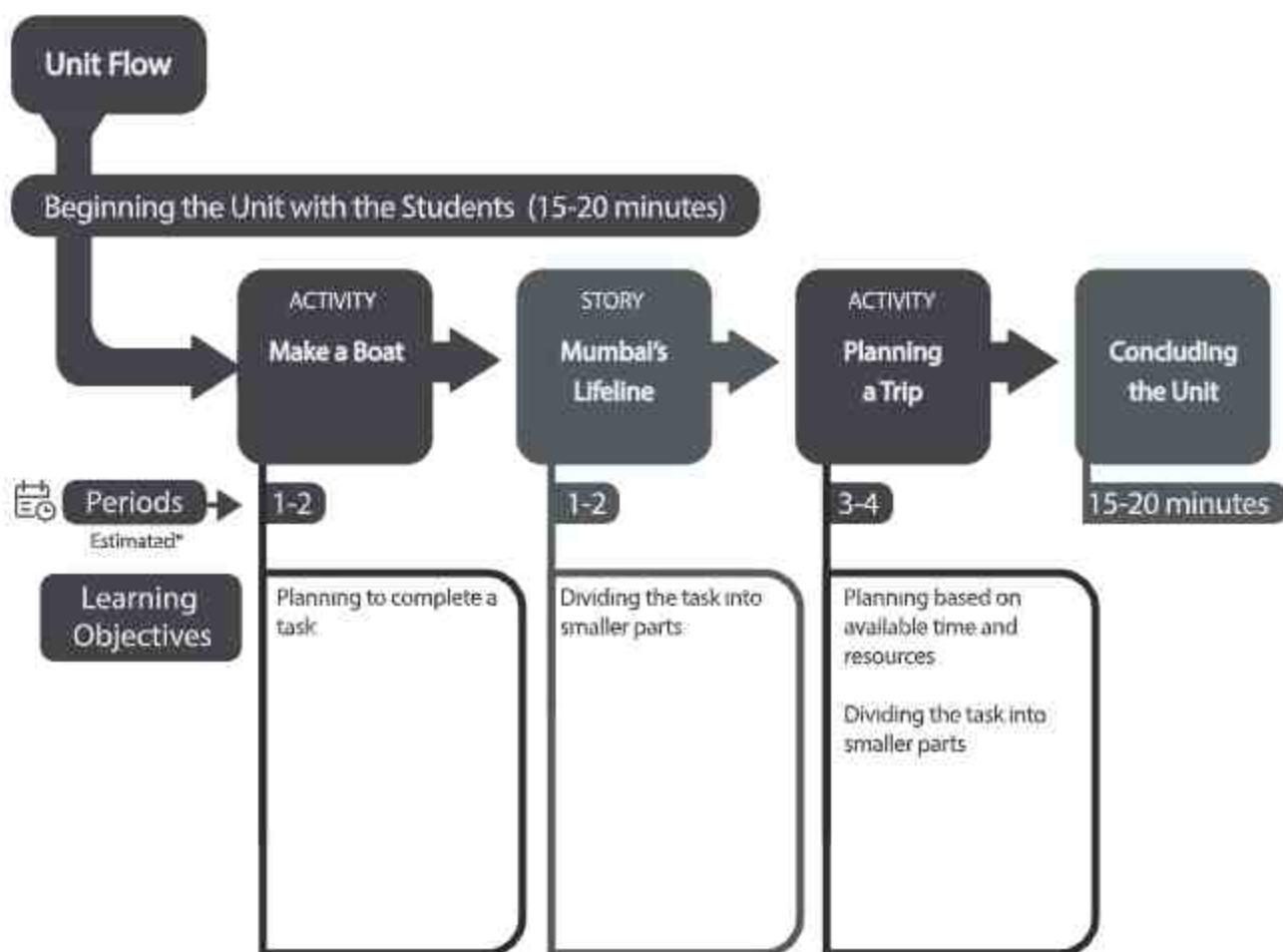
Planning to complete a task

2

Planning based on available time and resources

3

Dividing the task into smaller parts



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Ask the class to discuss the following questions with the student adjacent to them. Write their answers on the board

- Has it ever happened that you wished to complete a task but either it was not finished on time or was not done properly?
- What could be the reasons for this?

Some students' answers can include 'lack of planning' as a response. If no student cites this reason, tell them that this could be one of the causes.

In this unit, we will learn the importance of planning and the factors that one should keep in mind while planning.

Activity 6.1 | Make a Boat

Introduction

It is important to develop the skill of planning to accomplish our goals. It is not impossible to work without planning. With planning, a task can be done better, in less time and taken to its logical end. In this activity, the students will experience the difference in accomplishing a task with planning.

Group Work: 5-6 Students

Learning Objectives

1-2 Periods

- Planning to complete a task

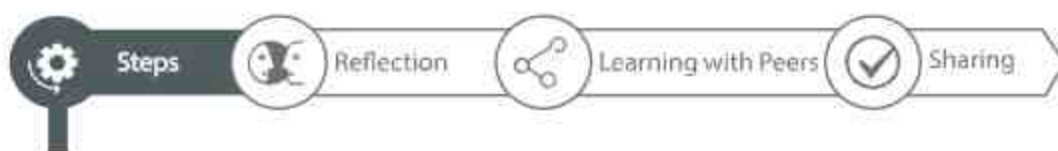
Material Required

2 newspaper sheets for each group



Facilitator Note

Ensure that each student in the group participates in the activity.



Ask students to make groups of 5-6 and give 2 sheets of newspaper to each group.

Boat Making- 1st Round:

- Each group must make as many boats as they can in 5 minutes. After 5 minutes, note the number of boats each group has made. Ensure-
 - Students do not use any kind of glue, paste, stapler, tape, pin, scissors etc.
 - After the activity is over, each group should return the remaining sheets to the facilitator.

Boat Making- 2nd Round:

- Give 2-3 sheets of newspaper to each group again. In the next 5 minutes, they have to plan out how they would make more boats than in the first round within the same time using the available resources.
- Again, give the groups 5 minutes to make boats and make a note of the number of boats each group makes in this round.



Students will discuss the following questions in their groups. Thereafter, one student from each group will share the discussion they had in their group briefly, with the whole class.

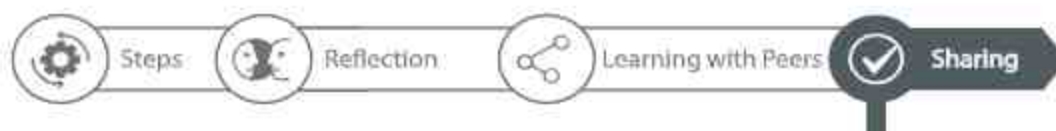
- In comparison with the first round, how many more boats did your group make the second time? What was the difference in the process of making boats in the first and the second rounds? Explain with examples.
- Has it ever happened with you that you planned for doing your work and the results were better than when you did it without planning?



Draw the following table on the board. The students will discuss this table with the student sitting next to them. Then, fill in the table with the students' help.

Factor	Working without Planning	Working with Planning
Getting Results as per our Expectations		
Finishing the Work in Time		
Getting Worried		

After filling in the table, ask some of the students to share the information filled in the table in their own words.



In this activity, we did the same task twice – once without planning and then, with planning. In the second effort, we understood how a well-thought out strategy makes our work more efficient. While planning, we become aware of factors such as availability of time appropriate use of resources, the means to get better results, the tools that we can employ while doing the task, etc.

Story 6.2

Mumbai's Lifeline

Introduction

In the previous activity, we understood the importance of planning. Now, through the story of 'Mumbai Dabbawalas', who are known as the lifeline of Mumbai, we will learn that no matter how big a task is, it can be done successfully, if it is done with proper planning.

2-3 Periods**Learning Objectives**

- Dividing the task into small parts

Context Setting

Neha: How was your job experience in Mumbai?

Rekha: It was great! The working environment at the office was nice and my room partner was Richa, my friend from Delhi. I also got to learn a lot. It was just a matter of two months; I did not even realize, and time flew by.

Neha: This sounds really good. But how did you manage your food? Did you eat out for two months?

Rekha: Not at all. We used to get breakfast and dinner at the place where we stayed. Only lunch was an issue but even that was sorted. Because of 'Mumbai Dabbawalas', I used to get warm and home cooked food every day.

Neha: This sounds interesting. Please tell me more about it.

Rekha: Okay! Listen.

Story

This story began around 125 years ago and goes on to this day. In the year 1890, a banker told Mahadeo Havaji Bachche, "Alas! I wish somebody would deliver home-made nutritious food to me every day in the office." This got Mr. Mahadeo Havaji thinking. He figured that several people were facing this problem. It was difficult to prepare food in the morning before people left for work, and it would get cold. Mr. Mahadeo kept wondering how office goers could get proper lunch. What should be done? How could food be delivered? After all, people cannot eat out every day.

He thought of a plan which he discussed with some people from his community. The poor and illiterate people of his community agreed to join him to increase their income.

In the first instance, it was decided to deliver food to 100 customers in their offices. The food boxes would be gathered at one place and then taken to different locations on the local trains. From there, a different team would deliver them to the specific destinations. Everyone loved this service and slowly the number of customers started increasing.

Nearly 66 years later, in 1956, the 'Dabbawalas' had a registered company which is functioning even till today. No matter what the season – stormy, rainy or sunny, the food box would always

be delivered to the customer before time. It is done without any folly, to the right customer, at the appointed time. No matter even if they would have to climb 20 floors for it. Isn't this wonderful? How is this made possible after all?

Today, the customers of the 'Dabbawalas' run into lakhs. In such a situation, it becomes even more important to plan and work. In the local trains, the food-boxes are exchanged at pre-fixed stations. To avoid traffic jams, they use handcarts, cycles or even walk. The whole 'Dabba' system is run through a special coding system which is easily understood by the dabbawalas who are not highly literate. Food boxes from lakhs of homes are delivered to various offices and empty ones are brought back.

This organization has some special rules which are followed by everybody who is related to it, like wearing a white uniform and a Gandhi cap so that they are identified easily and given access by the people. Every new 'Dabbawala' is trained for 6 months. Depending on the area, there is a group of 10-20 "Dabbawalas" whose leader is the most experienced in the group. This company has got a rating of six sigma which means that there is a possibility of only 1 mistake out of 60 lakh deliveries.

These days, the 'Dabbawala' organization is also connecting with its customers through SMS and online mode. Many students from various prestigious universities and businessmen visit them to understand their way of working. Despite the 'Dabbawalas' being poorly educated, the work gets done well without any mistake. Now, it is as if Mumbai's 'Dabbawalas' have become its lifeline.



Reflection



Sharing

All the students will discuss the following questions in groups of 5-6.

- How is planning important in the working of the 'Mumbai Dabbawalas'?
- What stages is the work of 'Mumbai Dabbawalas' divided into?
- There is almost zero possibility of committing a mistake in the process of the 'Dabbawalas'. How are they able to do this?



Reflection



Sharing

In this story, we learnt that planning a job helps in successfully accomplishing it. Even if there is a huge task, it can be done efficiently if divided into small parts.

Activity 6.3 | Planning a Trip

Introduction

Planning any task helps in finishing it efficiently. But how do we make a good plan? What factors should be kept in mind while making a plan? We will learn all this with the help of the following activity.

Group Work: 5-6 Students

Learning Objectives

- Planning according to the available time & resources
- Dividing the task into small parts

3-4 Periods

Material Required

Paper

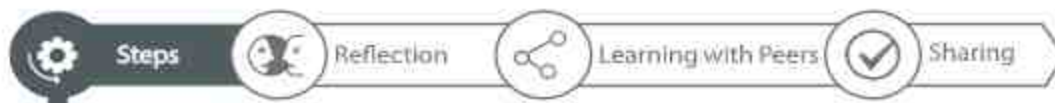


Pen



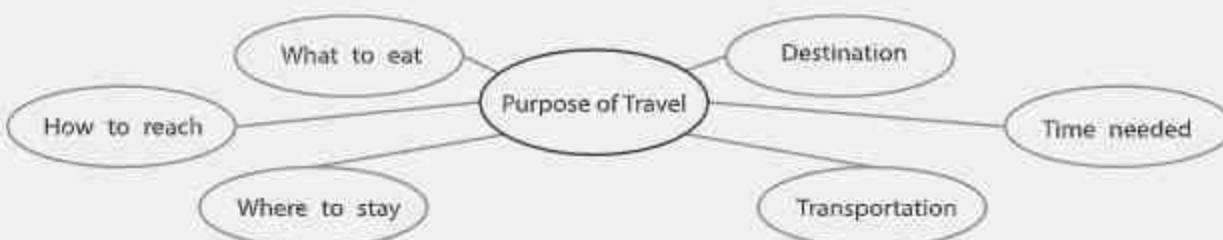
Facilitator Note

In this activity, don't give any suggestions to the students.



- In this activity, tell the students that they have to plan an educational trip with their group for which they can have a maximum budget Rs. 5,000.
- While chalking out the plan, they will have to keep in mind a number of things – where do they want to go, how much time would each place require, what resources will be needed, how will they reach the destination, where would they like to stay, what would they prefer to eat, whether the place decided will fulfil their objective, etc.

(The students can make use of the following chart to keep in mind the above-mentioned points).



- Keeping in mind all these details, they have to divide the work into small stages and set targets to plan the trip.
- The students will write down their plan on a paper.
- All the groups will present their trip's plan before the whole class.



- Which factors did you keep in mind to plan your trip?
- To plan your trip, what small stages did you divide it into (To answer this question, students can take the help of the chart they have made.)



All the groups, taking turns, will give positive as well as critical comments about the plans of the other groups.



In this activity, we learnt that no challenge or task is too big. If a plan is made by dividing the work into smaller tasks and they are abided by, any work can be done successfully. It is also important to keep in mind the available time and resources while doing this.

Concluding the Unit



- What factors should be considered while making a plan?
- What difference does it make to distribute the task into small stages and assign an approximate time and goal for each stage?

Field Project and this Unit:

- What factors will you keep in mind while planning your field project?
- Which stages will you divide the work in while doing the field project?



To accomplish any work successfully, along with planning the task, keeping in mind the available time and resources and distributing it into small stages are equally important.



Introduction to the Unit



Learning from Peers



Learning from Research



Learning by Doing

There are multiple methods of learning; for instance, there are times when we learn from our teachers, family, friends, and sometimes we learn by ourselves too. There can be different ways to learn by ourselves, such as learning through analyzing and reflecting on our experiences. In this unit, we will uncover approaches to learn, analyze, and further enhance our understanding of self.

Learning Outcomes

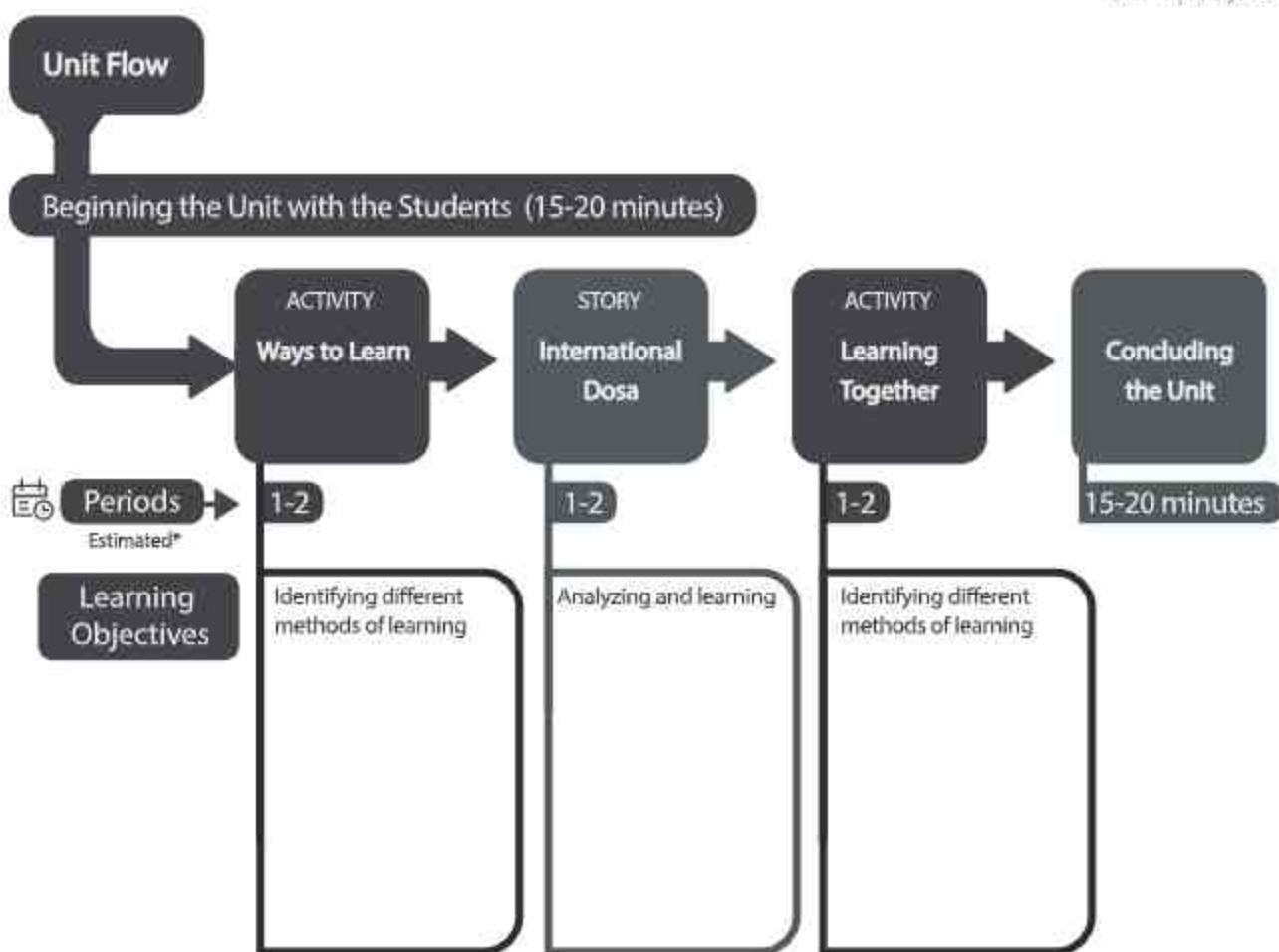
Students in this unit will develop the ability to analyze by practicing the following skills:

1

Identifying different methods of learning

2

Analyzing and learning



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Referring to the above pictures, discuss the following questions with students-

- Can you describe the different ways in which you learn?

Get 4-5 students to respond to this question and explain to them that -

We learn from each of our experiences, irrespective of whether we succeed or fail in them. Therefore, we should constantly analyze our experiences. Analysis here means assessing the relationship and interdependence of circumstances or situations that can influence emotion or any task at hand. In this unit, we will practice different means of learning and understand how to analyze and learn.

Activity 7.1 | Ways to Learn

Introduction

We all possess multiple skills, out of which a specific skill can be developed and enhanced in a number of ways. For example, one can learn cooking either by cooking a dish frequently or by watching others doing it. In this activity, we will identify and explore different ways of learning.

Group Work: Groups of 5-6

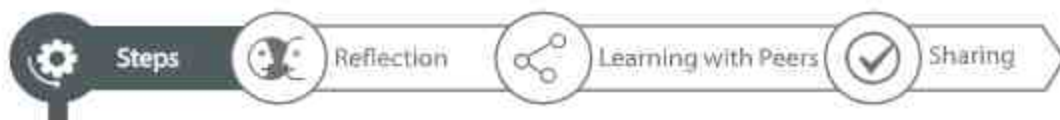
Learning Objectives

1-2 Periods

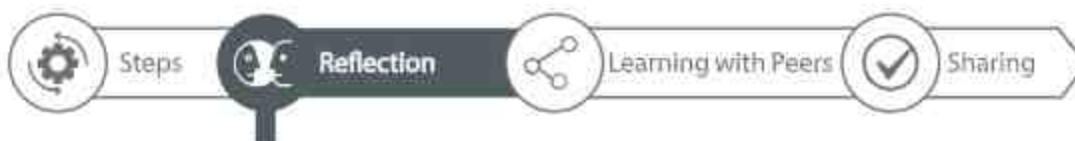
- Identifying different methods of learning

Facilitator Note

- Ensure that each topic given in the activity is selected by one of the groups.



- Ask students to make groups of 5-6.
- Ask each student in the groups to choose one of the following 'learning methods' (each student of a group should choose a different learning method):
 - Learning through the internet, such as Google search and social media.
 - Learning by meeting and interacting with people.
 - Learning by practicing over and over again.
 - Learning by reading.
 - Learning by listening to people, radio, music, etc.
 - Learning through YouTube videos, presentations, posters, etc.
- Ask students to think of answers to the following questions about the selected topic-
 - What have you learnt through your chosen method of learning?
 - What could be some potential advantages of this method of learning?
- Give them 10 minutes for this.
- Now ask students to share and discuss their thoughts for 2-3 minutes in their respective groups.

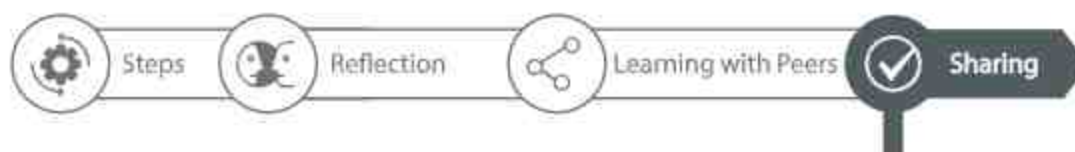


After the activity is over, ask the students to discuss the following questions in their groups-

- What methods of learning did you find most useful and why?
- How can you utilize various learning methods under different circumstances? Give examples.



After the discussion is over, invite some students from different groups to briefly share their points with the whole class. After individual students have shared their points, ask them to invite a student from another group. This sequence will continue till all the groups have shared.



In this activity, we saw different methods of learning and also reflected on our own ways of learning. At the same time, we explored that our learning process depends on our interests and various other circumstances. In case a particular learning method is not effective, we should try out other methods to enhance our understanding and knowledge.

Story 7.2 | International Dosa

Introduction

In the previous activity, we came across various ways of learning. There can be many ways to deal with every challenge in life and move forward. Let us now look at the story of Prem Ganapathy, who was continuously learning by being curious and analytical. He successfully expanded his business using these learnings.

1-2 Periods

Learning Objectives

- Analyzing and learning

Context Setting

Rani: Oh! You haven't completed making this necklace yet?

Jeni: Please don't get started again and quote the example of an ant climbing the wall.

Rani: Nope! Today, I will tell you the story of a person who followed the ant's example. At every step in his life, he faced some challenges and got some opportunities too. Let us find out how he navigated through these with the help of an analytical approach and managed to become successful.

Story

Prem Ganapathy was born in 1973 in the Tuticorin district, situated in the state of Tamil Nadu. He was part of a family with five siblings—brothers and sisters—and parents. It was usual for youngsters from his village to start working in shops selling apparels, utensils, or general utility stores right after 10th grade. Like others, Prem also started working in a coffee shop in Chennai. It was the same shop where his father and brother worked. Despite his limited education, he wanted to do something big in his life which would give him complete satisfaction.

There was an incident in his life similar to a dramatic film. When he was 17, he moved to Mumbai with an acquaintance. However, the person left him alone at the main Mumbai railway station, never to be seen again ever. He was probably the same age as you are now. He was all alone, on his own in this completely unfamiliar city and did not know the local language. Like milk lets sugar dissolve completely, the metro city of Mumbai absorbed Prem within itself. He fortunately found a job to wash dishes in a lodge.

His next job was as a waiter in a restaurant. He was quite happy with this job as he had an opportunity to meet with people from different backgrounds, places, experiences, and geographic locations. He could talk to these people and gather knowledge about the world. As time passed, he learnt about the likes and dislikes of regular customers. He was easy going and quite

friendly, which everyone appreciated. People liked his nature.

A few months later, Prem invested Rs 20,000 to set up a stall to sell dosa and idli on the roadside. He observed that there are many giant buildings, names of which involve the word plaza. He consulted the dictionary and came to know that the word plaza means an open public place that is meant for bazaar. Taking inspiration from this, he named his stall "Dosa Plaza." He used to buy ready-made batter from a neighbouring south Indian family, because he did not know a thing about making dosa and idli. He kept on learning from his mistakes and continued sharpening his cooking skills. After getting some experience, he also started preparing the dosa, idli batter himself. Along with this, he improved his cooking process and eventually mastered the art.

He observed that many restaurants in his surrounding did not pay attention to cleanliness which affected the footfall there. Unlike them, he kept his stall clean and maintained hygiene during the cooking process. As a result of this, even well-off people with big cars started visiting his small roadside stall.

Prem Ganapathy used to share his rented apartment with an engineering student. He learnt to create email addresses and surf the internet from this student. Prem would often go to a cybercafé in the afternoon between 3 pm to 6 pm to find answers to questions that occupied his mind and continuously improved his work. A few months later, he was offered to set up a stall in an upcoming mall nearby, which he happily accepted. He started experimenting with dosa recipes and convinced his regular visitors, especially the college students to try them out. This way, he ended up making more than 100 types of dosas. In order to grow his business, he kept on experimenting and analyzing his past experiences.

With 78 restaurants, Dosa Plaza is now a chain of restaurants in India with a presence in the United Arab Emirates, New Zealand, and Oman. This was only possible due to Prem Ganapathy's willingness to learn by analysis. He carefully observed all the different situations that affected his work and learnt from them, for instance: learning from people, self-learning, learning from the internet, learning by indulging in conversations with various people, and observing his surrounding situations.

In Prem Ganapathy's own words- "The real student would learn from every person and every experience."



Reflection



Sharing

At the end of the story, ask every student in the class to discuss the following questions -

- What specifically influenced you in the story and why?
- What situations did Prem Ganapathy analyze and learn from?
- How would you analyze a situation in which you had a conflict with someone?



Reflection



Sharing

Learning from different sources during every situation and implementing these in our work is what the story of Prem Ganapathy and "International Dosa" taught us. He kept on improving himself by analyzing his experiences, thereby reaching a greater height in life. Similarly, we should also expand our sphere of learning and explore various ways to deal with life's challenges and implement them.

Activity 7.3 | Learning Together

Introduction

In the story "International Dosa," we saw how Prem Ganapathy analyzed the situation first and then executed the appropriate step/action. At the same time, he adopted different means of learning and took his business to a new level. In this activity, we will practice the peer-learning approach.

Group Work

Learning Objectives

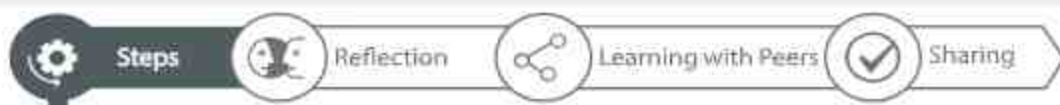
1-2 Periods


- Identifying different methods of learning

Material Required | The activity requires open space

Facilitator Note

- Ensure that new students become part of the discussion in the inner circle when the exercise is repeated for the 2nd time.
- Encourage the students sitting in the outer circle to share their views with the students in the inner circle.
- Ensure that the new students join the inner circle only after 5 minutes into discussion.



- Ask students to sit in two concentric circles in this way-

- Invite any 10 students to sit in the inner circle and ask all the other students to sit in the outer circle.
- Now tell the students in the inner circle to discuss any topic that the students of the outer circle may listen to, carefully.
- The facilitator would now select any topic. (For example, the impact of WhatsApp on day to day life).
- Ask students to discuss the advantages, disadvantages, and other aspects of the chosen topic and build consensus.
- During the discussion, if students sitting in the outer circle wish to participate in the discussion, then they -
 - Can tap a student in the inner circle on the shoulder and exchange places with them.
- The discussion can go on for 10 to 15 minutes.
- Repeat this activity twice.
 - Invite 10 new students to sit in the inner circle and allocate a new topic. For example, what should the school magazine be like?

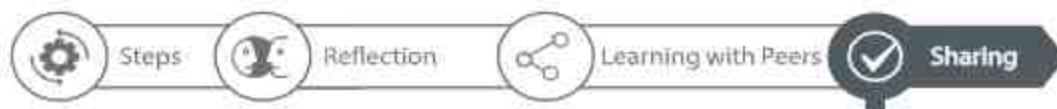


Ask students to get into pairs and discuss the following-

- What did you learn from this activity? Explain in detail.
- How can you use this learning method in your daily life?



After the discussion is over, invite some students to share their learnings from the activity with the whole class. After a student is done sharing, ask that student to invite another student, especially the one who has not had a chance to speak. This sequence will continue until at least six students share their thoughts.



In this activity, we broadened the scope of our thoughts and ideas and shared them while listening to our colleagues. Since we all have different experiences and skills, it becomes essential to listen carefully, reflect on our experiences, and also learn from the experiences of others.

Concluding the Unit



- What is that one task you've always wanted to learn? What are the means through which you can learn it?
- Did you learn anything new about yourself by analyzing your experiences? Explain in detail.



In this unit, we depicted the utility of various learning methods and the importance of analyzing our past experiences. As time passes, we shall meet new people and come across unique circumstances or situations. However, if we are conscious of our feelings and experiences, we can analyze every situation and not hesitate to learn from the people around us.



Introduction to the Unit



Why is it that we get upset and worried about our failures and uncertainties? Failure is not the end of the world. In fact, failure presents us with an opportunity to reflect on our strengths, so that we are better equipped to work with a new and improved perspective that ultimately leads to success next time. Such a positive attitude not only boosts our confidence but also inspires us to try out new ways to achieve a goal.

Learning Outcomes

In this unit, students will learn to persist despite failures by practicing the following skills:

1

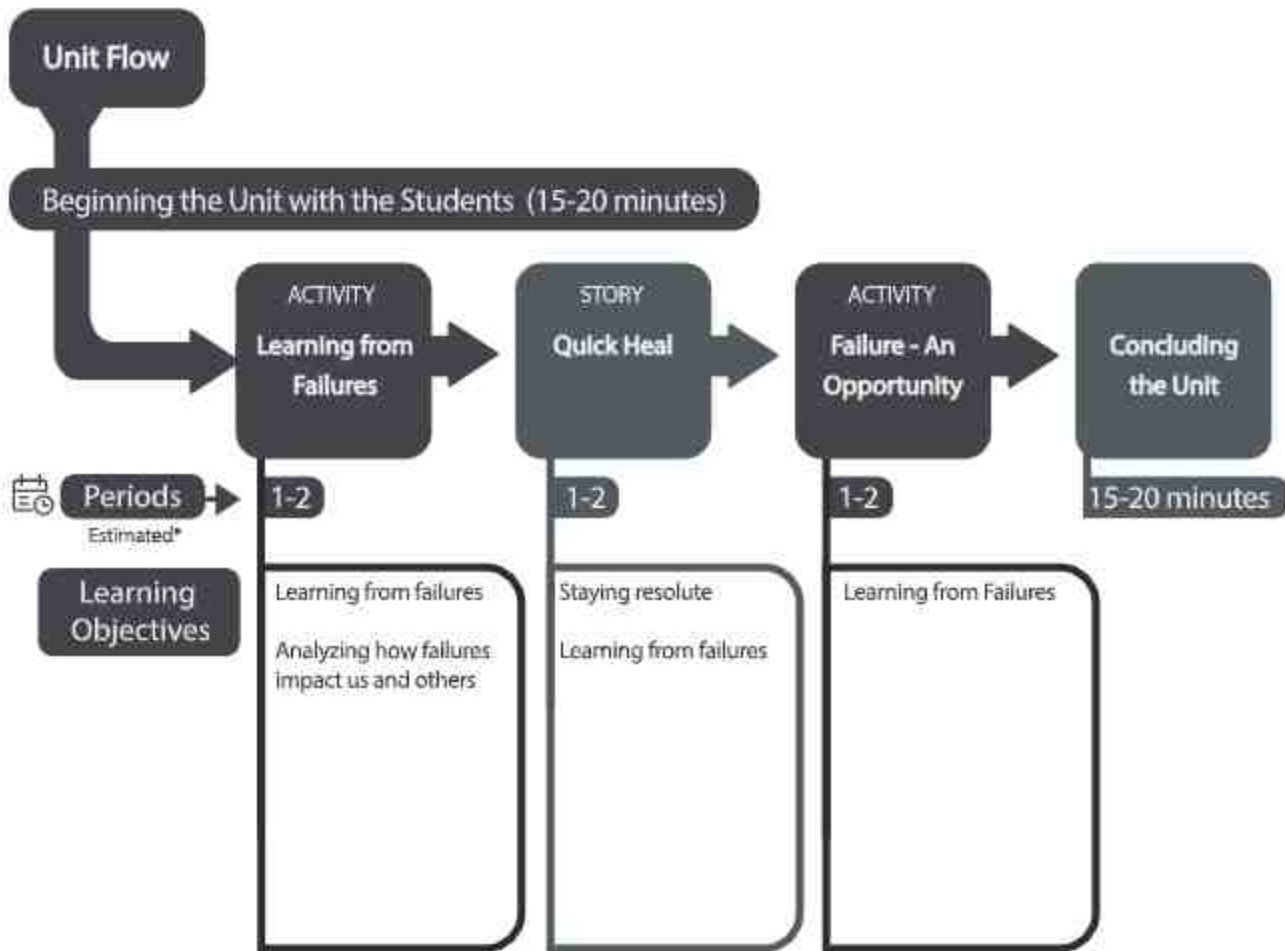
Staying resolute

2

Learning from failures

3

Analyzing how failures
impact us and others



*This estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning the Unit with the Students

Invite students to share an example from their personal lives when they failed at something and ask the following questions:

- Whenever you failed at something, did you think about trying it again?

The teachers can also share any of their own failures. It will encourage the students to express themselves without any hesitation and not let the embarrassment due to failure overpower them.

Activity 8.1 | Learning from Failures

Introduction

At times failure impedes our progress, but looking at failure from a constructive perspective provides us with ample opportunities to learn new skills. Therefore, trying different ways instead of giving up shows us the way forward. Now we will see if we are prepared to bounce back from our failures.

Group Work: Pairs of 2

Learning Objectives

1-2 Periods

- Learning from failures
- Analyzing how failures impact us and others

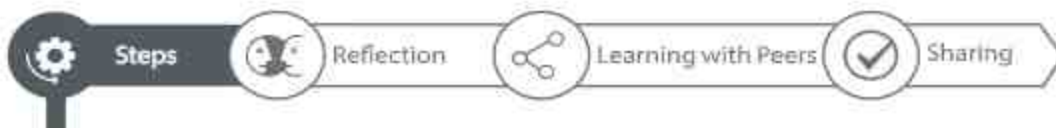
Material Required

Double sheet of newspaper (each group)



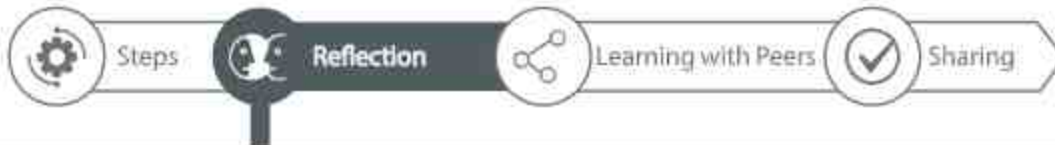
Facilitator Note

- There may be some chaos in the classroom during the activity.



- Ask students to make pairs.
- Ask each pair to stand on the double sheet of newspaper.
- While standing on the newspaper, each pair has to turn the newspaper upside down using only their feet, without tearing it.
- Ask everyone to stop after a minute into the activity. Now, the pairs who could not turn the paper in the first try will give it a second try, again within a minute.



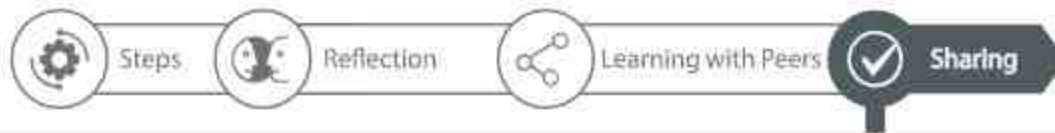


After the activity, ask the students to discuss the following questions in pairs-

- How did you and your partner react to failure, and how did it affect you both?
- This activity was not easy. What did you learn in the first attempt that made your second attempt better?



After the discussion is over, invite a few pairs to share their observations with the whole class.



Usually, while working together, we tend to forget that our mood, emotions, and reactions can impact others. A person who learns from failures creates a positive and lively atmosphere in the group. In contrast, the person who blames others spreads negativity. Therefore, to work effectively with others, we must continue our work in a composed manner, even in the most challenging situations.

Story 8.2 | Quick Heal

Introduction

We have learnt from the past activities that we can overcome challenges by putting in continuous efforts. Let us now look at the story of two brothers who achieved success only because they never gave up and consistently put in efforts despite facing repeated failures. Working hard to achieve a goal is the testimony of our strong belief in ourselves. This very thinking is what forms the basis of success.

1-2 Periods

Learning Objectives

- Staying resolute
- Learning from failures

Context Setting

The facilitator can begin the story with the following questions-

- Do you know what an Antivirus is? Name a few Antivirus softwares available in the market.
Antivirus is a type of software that prevents, detects, and removes malware from the computer.
- Quick Heal is one such Antivirus software developed in India. Do you know who developed it? Let us learn more about it through this story

Story

Two brothers, Kailash Katkar and Sanjay Katkar, lived in Pune in a 10'x12' room with their parents and younger sister. Their father used to repair machines after office hours to be able to pay for the education of his three children. Due to the poor financial condition, the elder brother Kailash left his studies and began repairing radios at home. Later, he opened his repairing workshop and also started taking up jobs from banks like repairing laser printing machines. However, his younger brother wanted to become an engineer, so he took admission in a computer science course.

During this period, India saw a surge in computer users and along with it came the need to frequently repair them. At that time, there was no Internet, so the virus that used to affect computers originated from floppy disks. Once the computer got affected by the virus, it could no longer stay operable. Sanjay was very curious to know more about the virus and craved to explore more about the subject. He started to spend a lot of time in Kailash's repair workshop to understand computer viruses in detail. He performed experiments with computers, and after a lot of hard work and experience, he managed to develop a software that could remove the virus from the computers. He installed this antivirus software in his college's computer lab and removed the virus from those computers.

After getting a Master's degree, Sanjay applied for work in various companies. However, his elder brother suggested they work together. So, instead of working for a big company with a hefty salary or opting to move abroad, without any hesitation, Sanjay started a company in 1995 together with his elder brother Kailash.

The path they walked on initially proved to be the hard one. People could not understand the importance of Antivirus software in India. Moreover, Indian sellers only wanted to sell foreign products. As a result of which Sanjay and Kailash could only sell one or two of their Quick Heal antivirus software packs. Hence, they started to distribute it for free to gain some publicity. The business did not grow, as expected, even after two years. However, the experience they gained through the hardships of their childhood struggles came to their rescue during such challenging times. They knew very well that the problem of the virus would increase as the technology spread; hence, they believed that demand for their antivirus software would also rise. They believed in themselves and kept on working hard. Due to the surge in Internet usage, new types of virus emerged. Quick Heal already had the solution for the virus; hence its demand increased, and finally, their business took off. They effectively closed down their repair workshop in 1998 and got fully involved in producing and selling antivirus software.

In 1999 the company faced financial challenges. It was difficult for Sanjay and Kailash even to pay salaries to their employees. They needed a software engineer, but it was not easy to find a suitable candidate as everyone wanted to work abroad with a handsome salary.

Despite facing such a difficult situation, they did not give up. They evaluated their situation calmly. They realized that customers valued Quick Heal more compared to the products developed by MNCs. Now, they had to pay close attention towards building their brand internationally, while simultaneously focusing on developing an automation technique to enhance antivirus production with minimum human involvement. Sanjay continued producing many new antivirus softwares using this automation technique. They struggled for five years but ultimately earned international recognition and developed a positive image in the market. Quick Heal grew even bigger as an international brand along with their national business. They managed to instill confidence in the Indian customers that even the domestically made, less expensive antivirus software can perform better than its foreign counterparts. They gradually expanded their business, and in 2010 they began their operations abroad as well. Their business has 1000 employees with a turnover of 400 crores. Now, Quick Heal is no longer just a company that develops antivirus software, but it has grown into a complete cybersecurity solutions company.



Reflection



Sharing

- How would Sanjay and Kailash have got the strength and courage amidst several obstacles? What would have happened if Kailash and Sanjay had quit in disappointment?
- What challenges did you face in your life in the past? What was your source of strength and inspiration to overcome these obstacles?



Reflection



Sharing

The story of Sanjay Katkar and his brother Kailash Katkar, who developed Quick Heal antivirus inspires us to believe in our efforts firmly and never to quit. If we quit in fear due to initial setbacks, the failure is inevitable. However, if we keep on trying and working hard, the likelihood of success increases manifolds.

Activity 8.3 | Failure - An Opportunity

Introduction

We often encounter challenging situations in our lives that we try to avoid or ignore because we fear making mistakes or facing failures. On the contrary, there are times when we firmly face challenges considering them as an opportunity. Why don't we make it a lasting habit? Let us see how to develop it as a habit through the following activity.

Individual Work

Learning Objectives

1-2 Periods

- Learning from failures

Material Required

Notebook

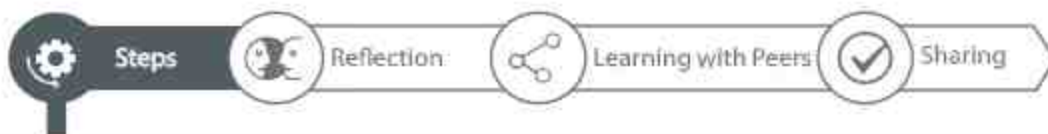


Pen



Facilitator Note

- Ensure that students do not make fun of each other's failures.



- Ask students to think of any failure they have had. Give them 2-3 minutes for the same.
- Ask them to write this failure in their notebooks, through answering these three questions:
 - When did you experience this failure?
 - How did you feel when you suffered this failure?
 - What did you learn from that failure?
- Then invite 4-5 students to talk about their failures before the entire class voluntarily.

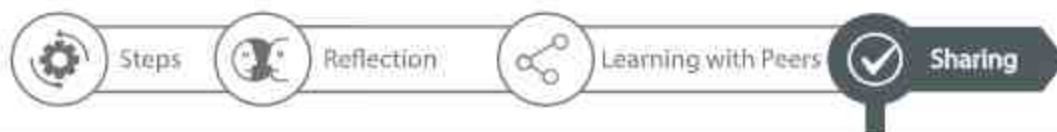


After the activity is over ask the students to discuss the following questions in groups of 5-6:

- Often, we give up trying the moment we encounter failure. Why does this happen?
- What kind of approach is required to persist despite failure?



After reflection and discussion, invite a few students from each group to share the discussion highlights with the class.



In life, we encounter all kinds of failures, but we must not get disheartened. Instead, learning from failure helps and guides us in the future. We don't always need to achieve success in the first attempt. Rather, repeated efforts give us more substantial results.

Concluding the Unit



After finishing this unit, formulate a strategy that will inspire you to keep trying and learn from failures. Discuss it with the other students around.



In our day-to-day lives, there are times when we succeed, and there are times when we fail, but it is pretty normal. Many a time, success is not achieved in one go. Repeated failures enable us to learn from our mistakes and help us work in a better and more effective manner. This boosts our confidence and strengthens the will. In fact, all notable inventions in the world followed a similar approach.

Edison made 1,000 unsuccessful attempts while inventing the light bulb. Someone asked, "Why didn't you stop after so many failed attempts?" Edison replied that "I have not failed, but found 1000 ways to not make a light bulb."

C-1 Mindfulness



Mindfulness is the state of being conscious of the present, or living in the present moment. It aims to make students aware of their surroundings, sensations, thoughts, and emotions. This awareness would equip the students to evaluate and critically analyse their present, and respond accordingly. It is a simple process that anyone can practice, anywhere and anytime. Practising mindfulness has several benefits:



Maintain focus - while studying or doing any other work at school or at home



Stay mindful of the task- whether the task or approach is right or wrong

Points to be Noted



Dos

- Active participation and awareness
- Love, harmony, humility, calm atmosphere
- Relax and participate



Don'ts

- Pronunciation of specific words or mantra
- Stressful expressions that cause stress, such as scolding, harsh words,
- Interrupt students in any way

Mindfulness Schedule

Everyday Mindfulness	Monthly Mindfulness First Monday of the Month
Start: Mindful check-in (3-5 minutes)	Start: Mindful check-in (3-5 minutes)
Regular EMC class Each day's EMC class will only have the Mindful check-in and Silent check-out processes.	Detailed session of mindfulness (any one of the following) <ul style="list-style-type: none"> • Introduction to Mindfulness • Mindful Listening • Mindful Silence • Mindful Breathing
End : Silent check-out (1-2 minutes)	End : Silent check-out (1-2 minutes)

Everyday Mindfulness

Start: Mindful Check-In: 3-5 minutes

Instructions

- Through mindful check-in, we direct our attention away from the past happenings to the present moment. It can be practised anytime, anywhere.
- Sit relaxed in your places before check-in.
 - Sit relaxed, straighten your back, and close your eyes if you wish. If someone finds it difficult to close their eyes, they can keep their eyes open while looking down.
 - Place hands on the desk or on your legs - at your convenience.
- First focus on the sounds being produced in the surroundings and gradually direct the attention to their breath.
 - These sounds may be slow, or loud, intermittent, or continuous.
(Pause for 20 seconds)
 - Be mindful of these sounds and notice if they are remote or nearby.
(Pause for 30 seconds)
 - Now focus the attention on the breath, inhale and exhale.
 - Breathe normally, and do not strive to change anything about the breath. Just be mindful of it.
(Pause for 10 seconds)
 - Bring your full attention to noticing each breath going in and out. Is the inhalation different from the exhalation? Is the air cold or warm? Is it moving fast or slow, light or heavy?
 - Be mindful of each breath.
(Pause for 20 seconds)
 - Gradually bring your attention to the seating position and open your eyes when convenient.

End: Silent Check-Out: 1-2 minutes

Facilitator Note

- Don't ask any questions after silent check-out.
- If some students want to share their experiences, they can be given a chance.

Instructions

- The session will end with a silent checkout.
- Keep your eyes closed, or look down with your eyes open - whatever is comfortable.
- Reflect on the thoughts and emotions generated by today's activities.
(Do not give instructions for the next 1-2 minutes)

Monthly Mindfulness - First Monday of the Month

Session 1 Introduction to Mindfulness

Start: Mindful Check-In: 3-5 minutes

Activity: Introduction to Mindfulness: 20-30 minutes

Facilitator Note

- On the first Monday of every month, pick one of the 4 Monthly Mindfulness activities in the EMC class. Discuss the points given below with students according to their understanding. Discuss their real life experiences.
- Encourage all students to participate and listen carefully to others.

Instructions

Students would perform different activities of mindfulness on the first Monday of every month during EMC class.

Questions

- Would anyone like to define what mindfulness is?
- How has practicing mindfulness helped you in the last year?

Instructions

- Sit relaxed, keep your eyes closed, and welcome all the thoughts that come to mind.
(Pause for a minute)
- Open your eyes now.

Questions

- How many students had thoughts about past moments or events?
- How many students were thinking about planning the future or felt anxious of it?
- How many students were thinking about the present?

Sharing

- It is quite natural that most of our thoughts and ideas are caught up thinking about the past or future while we live and work in the present.
- Mind-full signifies a mind, shrouded in a variety of thoughts, that does not appear to care what it is doing.
- Mindful means paying full attention to whatever one does, and this practice of living in the present and being aware and alert of the present is called mindfulness.
- Practising mindfulness -
 - Helps maintain attention in class and focus while studying at school or home.
 - Reduces stress, sadness, anxiety, loneliness.
 - If we undividedly focus on the current task, we can get the work done swiftly, efficiently, and without stress.

End: Silent Check-Out: 1-2 minutes

Monthly Mindfulness

Session 2 Mindful Listening

Start: Mindful Check-In: 3-5 minutes

Activity: Mindful Listening

A | Discussion on Paying Attention: 10 minutes

- Spend 2-3 minutes thinking about changes inside you after starting mindfulness practice. Additionally, think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Do you feel any difference in your life due to practicing mindfulness?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?

B | Mindful Listening: 5 minutes

Phase - 1

- Today we will calmly listen to various sounds in the surroundings. This is called Mindful Listening.
- Relax, straighten your back, and close your eyes. If anyone is uncomfortable closing their eyes, they can keep their eyes open while looking down.
- Pay attention to various sounds that can be heard inside the classroom, such as ceiling fans, traffic, talking, and laughing, with your eyes closed.
- Direct your attention to these sounds. Without judging them as good or bad, just listen to these sounds. In case your attention gets diverted from the sounds, just be aware of this, and then bring your attention back to the sounds.

(Continue for 1-2 minutes)

Ask students to open their eyes and share about the various sounds they heard.

Phase - 2

- Relax again, straighten your backs, and gently close your eyes.
- Listen to various sounds in the surroundings as you might have missed some sounds before.
- Notice the various sounds in the surroundings. Which sounds do you hear repeatedly?
- Direct your attention to these sounds. Without judging them as good or bad, just listen to these sounds. In case your attention gets diverted from the sounds, just be aware of this, and then bring your attention back to the sounds.

(Continue for 2-3 minutes)

C | Suggested Points for Discussion: 15 minutes

- How was your experience during the activity?
- Did you feel any difference between the first and second phases of mindful listening?
- Who among you were distracted? Raise hands.
- If you had lost your focus, did you manage to refocus?

End: Silent Check-Out: 1-2 minutes

Monthly Mindfulness

Session 3 Mindful Silence

Start: Mindful Check-In: 3-5 minutes

Activity: Mindful Silence

A | Discussion on Paying Attention: 10 minutes

- Spend 2-3 minutes thinking about changes inside you after starting mindfulness practice. Additionally, think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Do you feel any difference in your life due to practicing mindfulness?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?

B | Mindful Silence: 5 minutes

Phase - 1

- Relax, straighten your back, and close your eyes. If anyone is uncomfortable closing their eyes, they can keep their eyes open while looking down.
- Pay attention to various sounds that can be heard inside the classroom, such as ceiling fans, traffic, talking, and laughing, while keeping your eyes closed.

(Continue for 1-2 minutes)

Phase - 2

- Move your attention from the sounds to the silence between these sounds. Try to listen to, or feel, this silence.
- In case your attention gets diverted from this silence, just be aware of this, and then bring your attention back to the silence.

(Continue for 2-3 minutes)

C | Suggested Points for Discussion: 15 minutes

- How was your experience?
- How different was the experience of focusing on the sounds initially, and later the silence?
- Was it difficult to pay attention to the silence? What might have been the reason?
- Did you ever feel the silence in your surroundings?

End: Silent Check-Out: 1-2 minutes

Monthly Mindfulness

Session 4 Mindful Breathing

Start: Mindful Check-In: 3-5 Minutes

Activity: Mindful Breathing

A | Discussion on Paying Attention: 10 minutes

- Spend 2-3 minutes thinking about changes inside you after starting mindfulness practice. Additionally, think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Do you feel any difference in your life due to practicing mindfulness?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?

B | Mindful Breathing: 5 minutes

Phase - 1

- In Mindful Breathing activity, we simply focus our attention on our breath - inhalation, and exhalation.
- Relax, straighten your back, and close your eyes. If anyone is uncomfortable closing their eyes, they can keep their eyes open while looking down.
- Bring your full attention to noticing each breath going in and out.
- Place a hand on your belly below the ribs.
- While breathing, pay attention to the inhalation and how it causes the belly to expand. And pay attention to the exhalation and how it causes the belly to contract.
- In case your attention gets diverted from your breathing, just be aware of this, and then bring your attention back to the breaths.

(Continue for 1-2 minutes)

Question

- Did you feel your belly contracting and expanding?

Phase - 2

- Continue the activity for 1-2 minutes.
- Ask students to pay attention to inhalation and exhalation, and how it causes the belly to expand and contract.

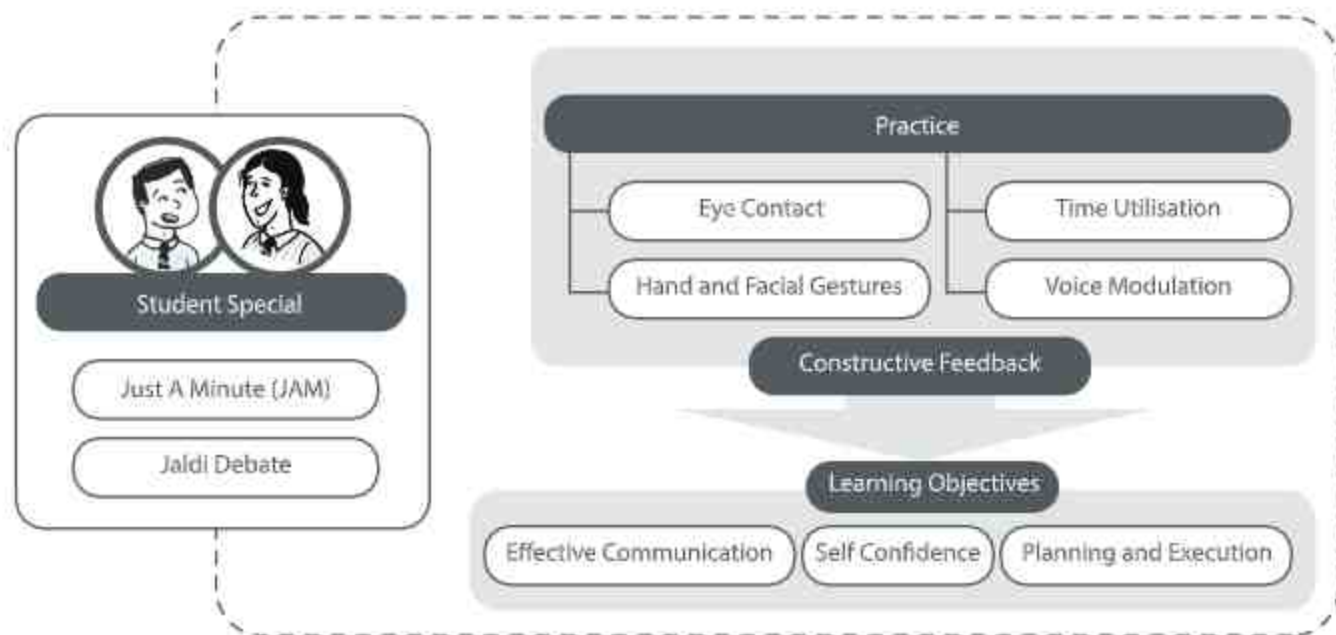
C | Suggested Points for Discussion: 15 minutes

- Do you usually pay attention to the contraction and expansion of your belly while breathing?
- Does paying attention to the belly and breathing change the breathing rate?
- How was the experience of focusing on deep breathing?

End: Silent Check-Out: 1-2 minutes



Student Special is the component of EMC in which students organize and conduct fun activities, practice communication and improve their confidence. They practice different ways of exchanging thoughts and feedback. As they organize these activities themselves, they also improve their planning and execution.



Introduction to the Activities

Just A Minute (JAM)

- A student would be picked as a speaker and called upon the stage.
- The speaker would get a topic to speak about for one minute in front of the class.

Jaldi Debate

- Three students will be invited to speak for and three against a particular topic.
- Both team members will present their arguments alternatively.

Structure of the Student Special Class

Timetable

- Weekly: EMC period of every Saturday
- Additional: Any free period

Management Team

- A team of 5 students will choose one of the two activities – JAM or Jaldi Debate and conduct that activity.
- The management team for the next Student Special class will be selected at the end of the activity.
- Every time different students will be given a chance to participate.

Role of the Facilitator

- Will initially help in the selection process of the management team and get the activity started.
- Will be available to help in case there is any difficulty in conducting the activity.

**Anchor**

- Begin the class with mindfulness.
- Introduce members of the management team.
- Invite the management team members on the stage according to the session plan.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.

Joke Master

Tell a funny joke to the class.

**JAM Master**

- Conduct the activity.
- Invite those students to participate who have not participated earlier.
- Be ready with the list of topics for the speakers.

Sample topics are given at the end of the chapter.

Master Observer

- Observe and take notes for giving constructive feedback to the Anchor and JAM Master.
- 3 students sitting around each speaker observe the speaker and take notes for giving constructive feedback.

What to observe?

- Does the speaker maintain eye contact with the class?
- Does the speaker use hand and facial gestures?
- Does the speaker use voice modulation to enhance their communication?

What to share while giving feedback?

- Two things they did well.
- One thing they can do better next time.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.

**Timekeeper**

- Sit where he/she is visible to the speaker.
- Show green, yellow, and red cards for signalling the amount of time remaining.
30 seconds left - green card, 15 seconds left - yellow card, time up - red card.
-

Present the time report after the activity-

- Did the class run as scheduled?
- Which speakers took less than 30 seconds or more than 1 minute?

5-7
Minutes

Anchor will:

- Begin the class with mindfulness.
- Introduce members of the management team.
- Ask the timekeeper to take position with the cards.



Invite the Joke Master on the stage.

Applause...



Joke Master will:

- Tell a funny joke to the class. (1 minute)



Invite the Master Observer to the stage.

Applause...



Master Observer will:

- Give instructions: Three students sitting near each speaker to observe the speaker and take notes for giving constructive feedback. Share what to observe and what to share while giving feedback.



Invite the JAM Master on the stage.

Applause...

12-15
Minutes

JAM Master will:

- Invite a student to the stage as speaker.
 - JAM Master would give an interesting topic to the speaker.
 - Speaker would speak on the topic between 30 seconds to 1 minute.
 - The class will applaud and encourage the speaker.
- Repeat this process with different speakers for 10-15 minutes.

(Note: JAM Master should invite the students who have not spoken before.)

Invite the Master Observer on the stage.

Applause...

7-9
Minutes

Master Observer will:

- Give constructive feedback to Anchor and JAM Master. (1-2 Minutes)
- Ask the observers to give constructive feedback to their respective speakers. (2-3 Minutes)
- Invite 2-5 observers to share feedback before the class, depending on the time remaining. (3-4 Minutes)



Invite the Timekeeper on the stage.

Applause...



Time Keeper will:

- Present the time report. (1-2 Minutes)
 - Did the class run as scheduled?
 - Which speakers took less than 30 seconds or more than 1 minute?

1-2
Minutes

Anchor + Master Observer will:

- Conclude the class with applause.
- Select management team for the next class.

**Anchor**

- Begin the class with mindfulness.
- Introduce members of the management team.
- Invite the management team members on the stage according to the session plan.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.

Joke Master

Tell a funny joke to the class.

**Debate Master**

- Conduct the debate.
- Invite those students to participate who have not participated earlier.
- Be prepared with the topic for the debate.

Sample topics are given at the end of the chapter.

Master Observer

- Observe and take notes for giving constructive feedback to the Anchor and Debate Master.
- 3 students sitting around each speaker observe the speaker and take notes for giving constructive feedback.

What to observe?

- Does the speaker maintain eye contact with the class?
- Does the speaker use hand and facial gestures?
- Does the speaker use voice modulation to enhance their communication?

What to share while giving feedback?

- Two things they did well.
- One thing they can do better next time.

Anchor and Master Observer: Select the management team for the next class at the end of the activity.

**Timekeeper**

- Sit where he/she is visible to the speaker.
- Show green, yellow, and red cards for signalling the amount of time remaining.
30 seconds left - green card, 15 seconds left - yellow card, time up - red card.
-

Present the time report after the activity-

- Did the class run as scheduled?
- Which speakers took less than 30 seconds or more than 1 minute?

5-7
Minutes

Anchor will:

- Begin the class with mindfulness.
- Introduce members of the management team.
- Ask the timekeeper to take position with the cards.



Invite the Joke Master on the stage.

Applause...



Joke Master will:

- Tell a funny joke to the class. (1 minute)



Invite the Master Observer to the stage.

Applause...



Master Observer will:

- Give instructions: Three students sitting near each speaker to observe the speaker and take notes for giving constructive feedback. Share what to observe and what to share while giving feedback.



Invite the Debate Master on the stage.

Applause...

12-15
Minutes

Debate Master will:

- Announce the topic of the debate.
- Invite 3 students to speak for and 3 against the announced topic.

(Note: Debate Master should invite the students who have not spoken before.)

- Speakers from both teams will alternatively share their arguments in 1 minute.
- After the speakers, one student from each team will summarize their team's arguments in 1 minute.
- Take an audience poll to know which team shared their arguments more effectively.
- The class will appreciate the efforts of both the teams with applause.



Invite the Master Observer on the stage.

Applause...

7-9
Minutes

Master Observer will:

- Give constructive feedback to Anchor and Debate Master. (1-2 Minutes)
- Ask the observers to give constructive feedback to their respective speakers. (2-3 Minutes)
- Invite 2-5 observers to share feedback before the class, depending on the time remaining. (3-4 Minutes)



Invite the Timekeeper on the stage.

Applause...



Time Keeper will:

- Present the time report. (1-2 Minutes)
 - Did the class run as scheduled?
 - Which speakers took less than 30 seconds or more than 1 minute?

1-2
Minutes

Anchor + Master Observer will:

- Conclude the class with applause.
- Select management team for the next class.

Sample Topics

Just A Minute (JAM)

Questions for the speaker

- Which is your favourite game or sport? Why?
- What is your big dream for your life?
- If you were the principal of your school for a day, what changes would you bring?
- What are some things that make you sad?
- What should be done to reduce the number of vehicles on the roads?
- If you were an animal, which animal would you be? Why?
- Which social custom do you like? Why?
- If being immortal was possible, would you want to be immortal? Why?
- Tell us about a dream you saw at night.
- Assume you are the door of a room. Describe a day of your life.
- Pick an item from your schoolbag, and advertise it to the class.
- Tell us about 5 things that you want to try once in your life.
- If you had to stay alone on an island, which one thing would you carry? Why?

Jaldi Debate

Debate Topics

- Eligible age for voting should be 16 years.
- Competition improves education.
- Celebrities can be good role models for students.
- Schools for boys and girls should be separate.
- What is more important, success or happiness?

These are sample topics. Students may choose different topics of their choice.

C-3 | Career Exploration



Career exploration is the link between students' understanding of skills and qualities, and their importance in different careers. It is an opportunity for the students to know the professional life of people engaged in careers aligned with interests, capabilities, curiosities and aspirations of students. Equipped with the knowledge of various career opportunities the students feel more confident and capable to choose their careers after completing their education.

Before the Interviews *

Mind Map of Careers	2 - 3 Periods
Whom to Interview?	1 - 2 Periods
Interview Questions	2 Periods
Preparing for the Interviews	1 - 2 Periods

During the Interviews *

Things to Keep in Mind	1 Period
Conducting Interviews	Every Month

After the Interviews

Sharing Experience	Last Monday/Tuesday of every month, in the EMC period
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* Time estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

Beginning Career Exploration with the Students

Discuss the following question with the students at the beginning of **Career Exploration**

Which career options have you thought for yourself after Class 12th? How did you think about these?

Appreciating the response, tell them that in Career Exploration, they would meet people engaged in different jobs and businesses and understand the experiences of being in different careers. We will begin this process with some activities which will help us think about different careers and prepare us for conducting interviews.

Before the Interviews

Mind Map of Careers (2-3 periods)

Introduction

To begin Career Exploration, we will have to understand different careers and the connections between them. To bring together the understanding of the whole class, we will use a tool called Mind Maps. An example of a mind map is given in the figure. We can take help from family members and people around us engaged in different careers to increase our understanding.



Facilitator Note

For the benefit of the students, discuss two different careers with students and draw their mind maps on the board.

Steps

For the Facilitator

Round 1:

- Make two columns on the board – jobs and businesses.
- Ask the students: Which jobs and businesses would they like to know about in Career Exploration? These can be careers which they want to pursue or about which they want to know. Write the answers on the board and make a list of 10 jobs and 10 businesses.

Round 2:

- Choose one job and one business from the lists on the board.
- Discuss both the careers and make their mind maps on the board.
- Think about the following questions to make the mind map –
 - Which other jobs do people do at this person's work place?
 - What type of other work is related to this career? (Like which products or services are important for this career? Who can be this person's potential customers?)
 - Please remember – It is possible that while thinking about a career, one could think of both a job and a business. In such a situation, write all these possibilities on the mind map.

Steps**For the Students**

- Ask students to make groups of 5-6.
- Each group should choose one job and one business from the list.
- Discuss both the careers and make mind maps for each of them on different sheets of paper (10 minutes).
- Each group will give their mind-maps to the groups sitting next to them.
- This process will go on till each group sees the mind-maps of all the other groups.
- Put all the mind-maps on the walls of the classroom so that the students can see them and add their ideas to them.
- After looking at all the mind-maps, each student should make a list of careers about which they want to understand deeply. The list should contain 10 jobs and 10 businesses.

Before the Interviews**Whom to Interview? (1-2 periods)****Introduction**

In the last activity, we thought about different careers and understood the connections between them using mind-maps. After that, we made a list of careers about which we want to know deeply. Now, we will think of places where we could meet people engaged in these careers.

Facilitator Note

- Encourage the students to think about different careers, institutions and people.
- It is not necessary that the students know the people beforehand who they have to meet.

Steps

- Ask students to make groups of 5-6 after all the students have made an individual list of 10 jobs and 10 businesses of their choice.
- After discussing in groups, the students should think about how could they contact the people engaged in these careers –
 - Do you know any people engaged in these careers?
 - Can you find someone engaged in these careers around you, even if you do not know them? E.g. a nurse, fitness trainer etc.
- After this process, the students will make a list of 10 people who they want to interview.
 - In this list, there should be 5 people who do a job and 5 who run a business.
 - The list should be made based on interest and convenience to conduct the interviews.

Job	Name of the Person & their Office Location	Business	Name of the Person & their Office Location

Before the Interviews

Interview Questions (1 period)

Introduction

After making a list of people engaged in different careers, it is time to talk with them. To make this conversation meaningful, it is important that we prepare before we meet them. Which questions shall we ask them? Let us think.

Facilitator Note

Encourage the students to think of questions which can help them know both the strengths and limitations of the careers.

Steps

For the Facilitator

● Round 1:

- Give the students a sample questionnaire which they can use for the interview. Give them 5 minutes to read this questionnaire. (Sample questionnaire has been given at the end of this activity).
- Write down any one of the careers chosen by the students.
- Discuss with the students which questions could be added to know more about that career. Take suggestions for extra questions from the students for each section of the questionnaire
- (Introduction/Beginning, Struggle etc.).

For the Students

● Round 2:

- Ask the students to think of more questions for the interview.
- Ask the students to prepare a final questionnaire including these questions.
- Ask the students to share the new questions with the students sitting next to them.

Sample Questionnaire:

Introduction

- Up to which class did you study in school? Which school did you study in?
- Which subjects did you like the most in school? Which activities did you like to take part in apart from studies?
- At my age, did you have any dreams for your future?
- _____
- _____

Start

- What work did you start your career with? How was your family's social and economic condition at that time? (Family, Money, Property, Friends etc.)
- What did you like and dislike about your first work?
- _____
- _____

Struggle

- Tell us something more about your life's journey from the beginning till now.
- What were the biggest challenges and struggles in your life? What helped you to keep going? Which aspects of your work give you stress?
- _____
- _____
- _____

Success

- What are some minor and major successes of your life?
- Which qualities and skills played an important role in getting you success?
- Which aspects of your work give you satisfaction?
- _____
- _____

Learning

- When you look back at the decisions you took in your life, what changes would you like to make?
- How would you like to take your work forward?
- How have your challenges changed since the early days of your career?
- _____
- _____

Before the Interviews

Preparing for the Interviews (1-2 periods)

Introduction

We have made a questionnaire for the interview. But should we directly start asking these questions? We will have to make sure that the interviewee understands the purpose of this interview so that they can answer our questions comfortably. Let us practice talking about the purpose of this interview.

Facilitator Note

Ensure that students in the pairs get equal opportunity to practice.

Steps

- Students will make pairs and introduce themselves and career exploration to each other (5 minutes)
What should be included in the introduction?

- Introduction of the Student
- Introduction of Career Exploration
- Purpose of the interview and time it would take
- What to keep in mind while introducing?
 - Eye Contact
 - Respectful behaviour

- Read out the following sample introduction to the students:

A new curriculum has been introduced in our school – Entrepreneurship Mindset Curriculum (EMC). As a part of this curriculum, we will gather knowledge about different career options and develop qualities like self-confidence, learning new things, problem solving, learning from our failures and perseverance.

One component of the curriculum is **Career Exploration**, where we meet working people and understand their career journey. We would meet 10 such people, understand their work and about their struggles, successes and learnings.

If you could give me half an hour from your schedule for an interview, I would get an opportunity to learn a lot of new things.

- The student giving the introduction will get constructive feedback from the other student of the pair. (2-3 minutes)
- Both the students will exchange the roles and repeat the process.
- When all the pairs complete this process, some pairs can come forward and do a role play in front of the class. The other students can give them constructive feedback.

During the Interviews

Things to Keep in Mind (1 period)

Introduction

Now we are ready to take the interviews. When we meet different people, it is important to take care of a few things. Let us discuss what to keep in mind in order to make our efforts successful.

Facilitator Note

Listen to all the questions by the students while discussing things to be kept in mind.

Steps

After the role play for introduction, share the things to be kept in mind while doing Career Exploration interviews:

- Preparing for the Interviews:
 - Go for the interview in pairs.
 - Conduct the interview at a public place like an office or an institution.
 - Location for the interview shouldn't be very far from home or school.
 - Do not conduct the interview after 6 PM.
- During the Interviews:
 - Carry your school's Identity card.
 - Go for the interview in your school uniform.
 - Be careful of your safety during the conversation.
- After the Interviews:
 - Share your experience with the teacher.

Sharing

Now, we are ready to start Career Exploration. All the students have decided whom they will interview, how will they introduce themselves to the interviewees and the things they will keep in mind while conducting the interview. Now, every month, keeping in mind the convenience of the interviewees, we will conduct interviews. On the last Monday or Tuesday of the month, we will share our experience with the class in the EMC period.



- Now the students will interview people from different careers every month.
- In the EMC period of the last Monday or Tuesday of the month, they will share their experience with the class.

After the Interviews

Sharing Experience (Every Month)

Introduction

For Career Exploration, the students have interviewed different people and built their understanding by listening to their experiences. Let us now reflect on these experiences and share what we learnt about our favourite careers.

Facilitator Note

Invite as many students as possible to share their experiences with the class.

Steps

- On the last Monday or Tuesday of every month, in the EMC period, the students will reflect on their experience of Career Exploration and share their experiences with the class.
- Ask students to make groups of 5-6 and discuss the following:
 - A fun experience from this month's interview
 - The best answer from this month's interview
 - Which of my skills would be useful in the career of the person I interviewed?
 - Which skills should I develop to do something like them?
- One student from each group will share the following from the experiences of their group:
 - Number of interviews conducted by their group
 - A fun experience from any one student
 - A lesson learnt by any one student
 - An inspiring answer received by any one student

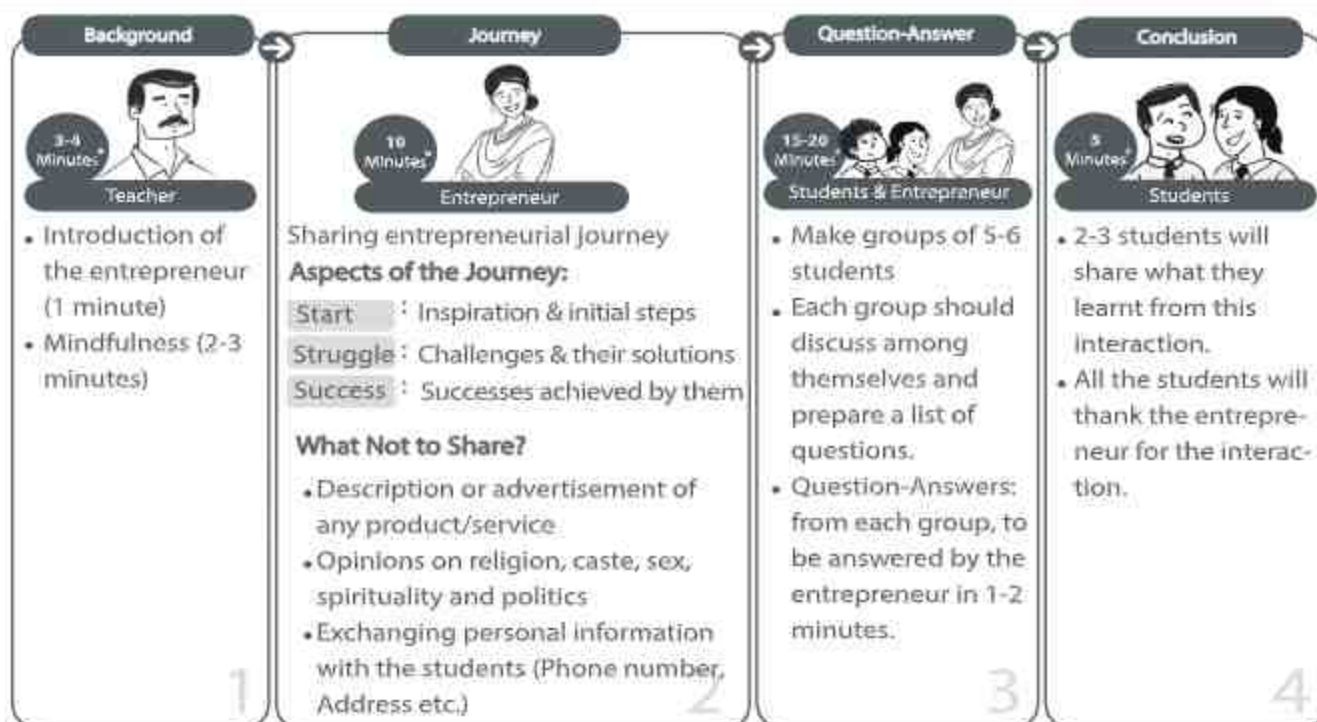
C-4 | Live Entrepreneur Interactions



In the thematic units of EMC, students took inspiration from stories of various entrepreneurs. In 'Live Entrepreneur Interactions', they will get a chance to engage with entrepreneurs in their classrooms and ask questions about their entrepreneurial journey. In addition to getting inspiration, students will better understand Entrepreneurship Mindsets like dreaming big, identifying opportunities, taking risks and bouncing back from failures. Students will think deeply about the stories of entrepreneurs and practice asking different questions. This will help them reduce their fear of facing people and communicating with them.



Interaction Plan



* Time estimate is given keeping an average number of students in mind. Facilitator can take more or less time depending on the class strength.

C-5 | Business Blasters



Business Blasters is a practical component of the curriculum for classes 11th and 12th, which has been designed to give the students an opportunity to practice and apply in real life the entrepreneurial mind-sets they learn in the EMC classes. It aims to provide them a platform to build upon and practice the abilities of identifying and pursuing opportunity, planning & executing, bouncing back from failure and analysing & learning.

Students will work in teams and choose an entrepreneurial idea which they will execute outside their schools, in local communities. The students are encouraged to develop projects that have financial, social or environmental benefits.

To support them in the pursuit of their projects, interested students have an opportunity to get seed money, and mentorship in the form of business coaches.

During execution students will identify whether their Business Idea is a Product or a Service, and actually make the product or create the service. They will prepare a budget, understand how much their customers will be willing to pay, and decide what the price of their product or service should be. They will come up with a name for their product or service, create a marketing plan for attracting customers, sell to actual customers and take their feedback.

The best projects from the schools will compete in inter school competition, and the final few will be provided an opportunity to showcase their business ideas in an expo style exhibition.

The detailed guidelines for implementing business blasters will be provided to schools.

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DISCLAIMER:

All stories in this curriculum are related to the events of real people. In some cases, timelines or other elements may be slightly different from the actual experiences of the featured entrepreneurs. The purpose of these stories and activities is to highlight specific aspects of their journey by which the students get motivated and inspired.

The stories have been chosen for educational purposes only and should not be seen as an endorsement for any entrepreneur or their venture. Thus, 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 form of the language.



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