

Entrepreneurship MINDSET

Teacher's Manual



CLASS 12



ENTREPRENEURSHIP MINDSET

Teacher's Manual
Class 12



स्वाध्यायान्ता प्रमदः

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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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

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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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Date :

Message

D.O. No. : F.11(2) JOB/ACad/misc/SCERT/2011

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**

**Apr 2020 - Jun 2020
Digital EMC Activities**

To provide continuous and joyful learning, engaging activities based on EMC themes were sent to students in the form of posters and 2 minute videos. Students self-facilitated the activities at home, some with family members, and sent their responses to their teachers via WhatsApp. There were 4, 70,000+ views of Digital EMC videos and hundreds of teachers proudly shared their students' responses.

**Aug 2020 - Feb 2021
EMC Worksheets @ home**

When Directorate of Education started sending worksheets to all students, weekly EMC worksheets were included as well. The activities from V2 were suitably adapted for carrying out at home. Students shared completed worksheets with their teachers. This process helped the teachers realize the impact of EMC on students. We also piloted "Interactive worksheets" with ~400 students with very encouraging results.

**May - Jul 2020
EMC online Bootcamp**

In collaboration with eight organisations, an Online summer bootcamp was conducted for furthering Entrepreneurship Mindset. Despite various internet challenges, 250 students across 14 batches actively participated throughout. Besides project presentations in groups, a broadcast event was organised for participants to share their experiences. It provided ample evidence of the impact on confident communication and their ability to take risk and try new challenging things.

**Aug 2020 - Feb 2021
Online LEI (Live
Entrepreneur Interaction)**



After 900+ LEIs in classrooms in 2019-20, seizing the covid opportunity, LEI went digital. Many inspiring entrepreneurs were available online, so we organized 16 such interactions with students on zoom. These were broadcast to several thousand students and teachers watching on YouTube. We also published shorter videos highlighting key moments from the interactions. The videos have received 4 lakhs+ views on YouTube.



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.
- An ordinary 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.

Lets 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. An ordinary 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 peoples 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 peoples 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 districts 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.

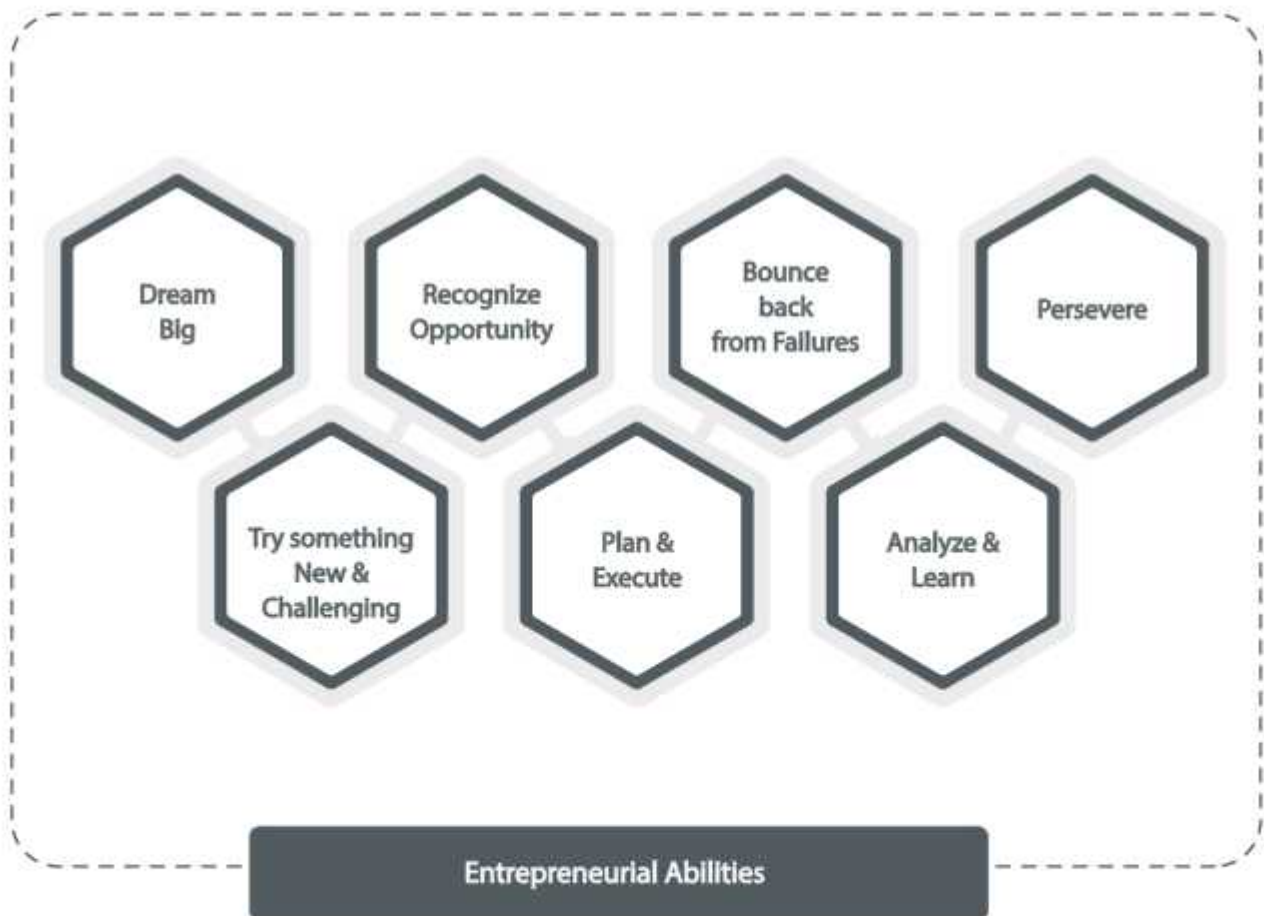
Components of EMC



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 ones 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

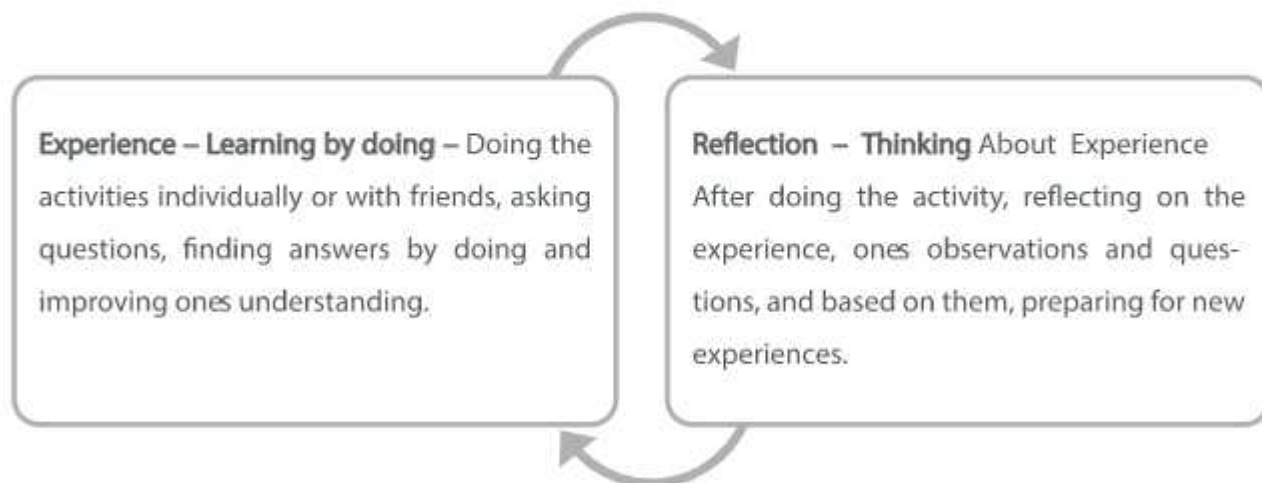
How will the Entrepreneurship Mindset Curriculum be taught?

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 of 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 Saturdays 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	<p>One interview every month</p> <p>On every months last Monday and Tuesday, students will share their experience of the interviews</p>	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 ones interests; interviewing them after appropriate preparation and then sharing the experience with the class
Business Blasters			
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 -

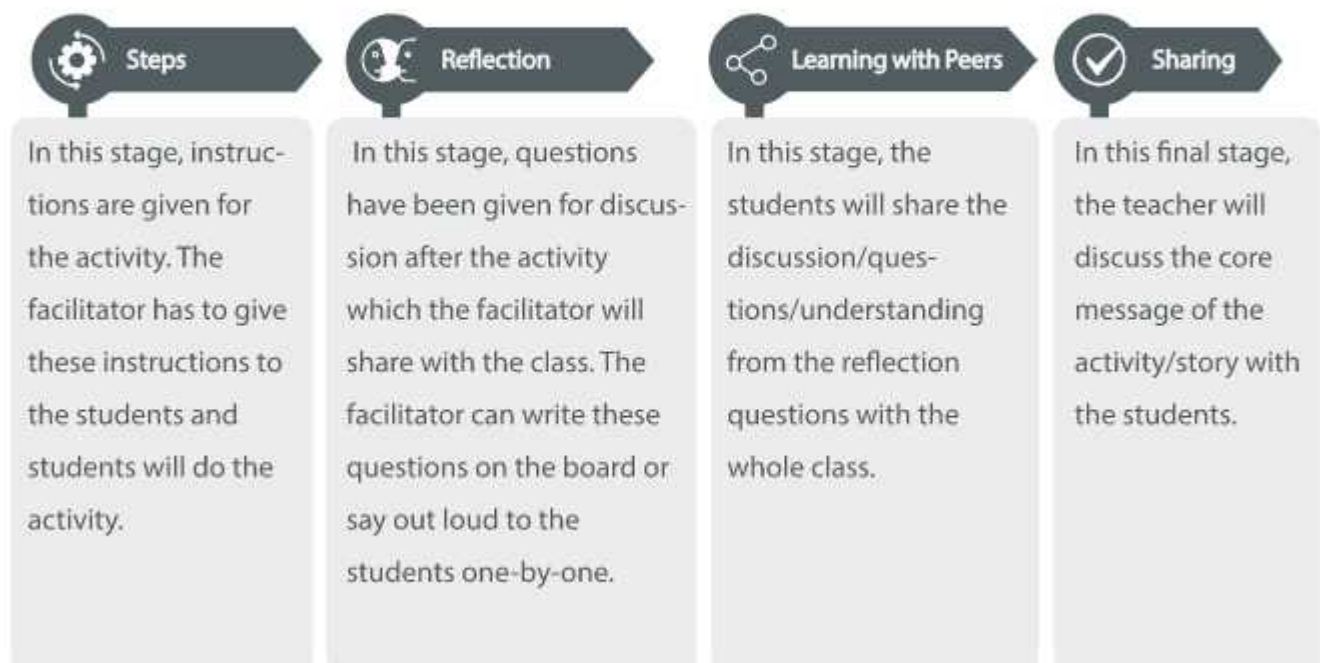
The thematic units give the students a chance to understand and practice Entrepreneurship Mindset in the classroom. These units comprise activities and stories. The activities give the students an experience of a quality or ability of the Entrepreneurship Mindset Curriculum. The stories inspire the students 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 which the facilitator should use.
- 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.

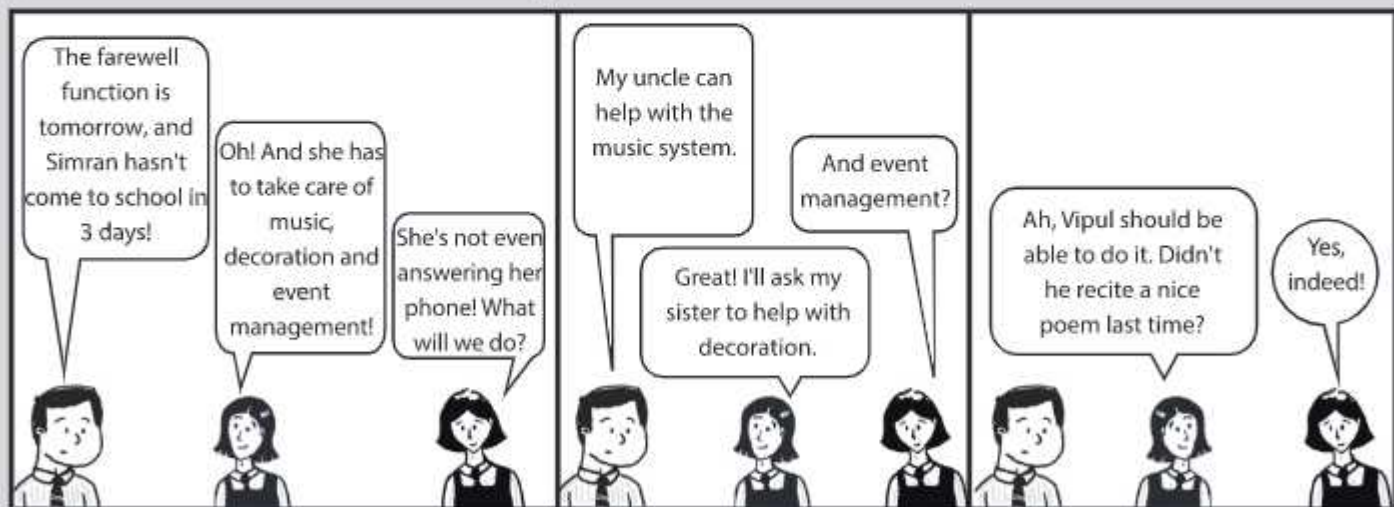
Structure of Every Activity/Story -

- 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.





Introduction to the Unit



What is the first thought which crosses your mind when looking at this picture? Can you see people doing different kinds of tasks? Just think about this if everyone in the team just focuses on one aspect of work, can any work be completed successfully? If all the people in the picture were doing the same task, would it be possible to know the diversity each individual brings?

Learning Objectives

In this unit, the students will understand the role of thinking actively, making adjustments and being determined in a decision-making process. For this, they need to focus on the following skills-

1

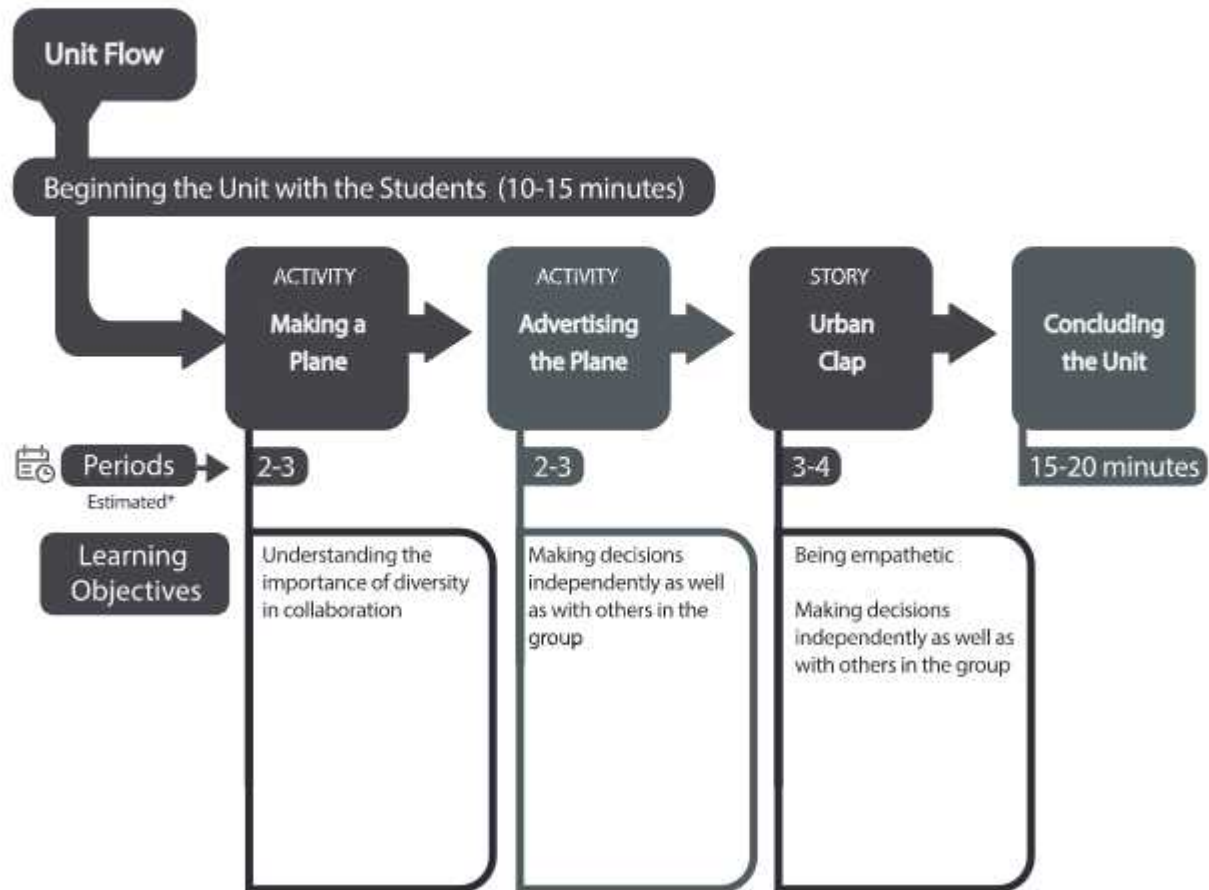
Being empathetic

2

Understanding the importance of diversity in collaboration

3

Making decisions independently as well as with others in the group



*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

The unit can begin with a discussion on the picture given in the introduction -

- In any kind of collaborative work, different tasks are done by different people.
- Everyones collective efforts make the plan successful.
- When tasks are allocated based on individual strengths of group members, results are more satisfying.

Activity 1.1 | Making a Plane

Introduction

In doing any work efficiently, collaboration plays an important role. We feel the importance of this in our personal lives too. Sometimes, we as students find some of the other subject, difficult. In such a situation, if we seek help from our peers who have a sound understanding, our problems could be resolved. In this activity of making a plane, we will work on this principle.

Group Activity: Groups of 3

Learning Objectives

2-3 Periods

- Understanding the importance of diversity in collaboration

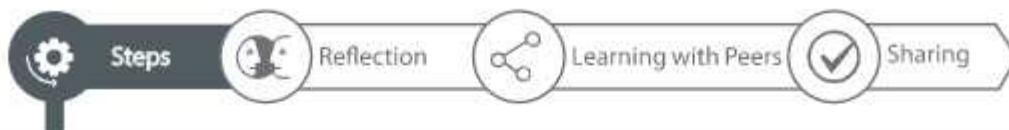
Material Required

Paper, Pencil, Colours
(In sufficient quantity for all the teams)



Facilitator Note

- Share the objective of the activity with the students.
- In this activity, the energy-levels of the students will be high. Make sure other classes are not disturbed.
- For flying the plane, a big room or an open space can be used.
- Appreciate everyone's efforts.



- Ask students to make groups of 3.
- Give each team some paper to make a plane.
- The plane should look appealing visually as well as cover a long distance.
- 2 students from each team will make the plane; the third one will colour it.
 - The students making the plane will use only one hand. The other hand should be kept behind their backs.
 - The third team-mate will decorate the plane using the resources available without the help of the other 2 members.
- Ask teams to write their names on the plane for identification.
- Give ten minutes for this activity.
- After the planes are made, each team will show it to others and test it by flying it. The facilitator will note the distance covered by each plane.

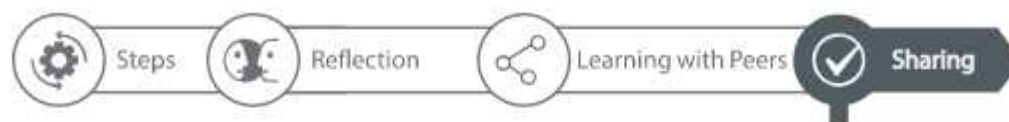


The students will discuss the following questions in their teams

- What difficulties did you face while making the plane only with one hand?
- How easy or difficult was it to collaborate with each other in the team? Explain in detail.
- How did you use others abilities and strengths to make a good plane?



After discussing these questions in their teams, one student from each group will briefly share the main points of their discussion with the whole class.



In this activity, through their collaborative efforts, the students understood how any task can be accomplished with available resources and in limited time. They also learnt the importance as well as benefits of collaboration and how each person has a unique role to perform.

Activity 1.2 | Advertising the Plane

Introduction

In the last activity, teams of 3 made a paper plane, decorated it and flew it. In this activity, each team will discuss the qualities of their plane and make an advertisement publicising it.

Group Activity: Groups of 3

Learning Objectives

2-3 Periods

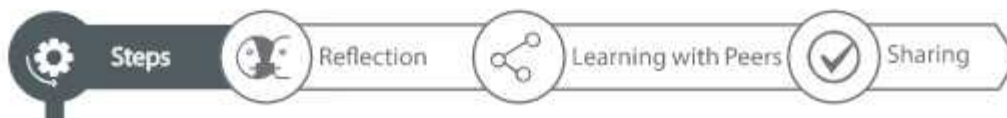
- Making decisions independently as well as with others in the group

Material Required | Chart Paper, Sketch Pens, Colour Pencils



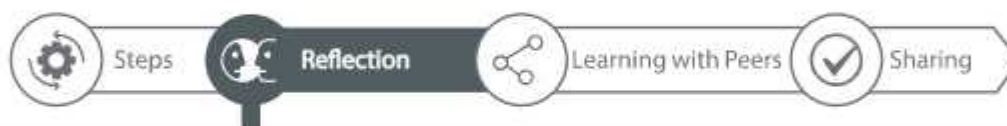
Facilitator Note

- For this activity, the teams will be the same as in the last activity.
- The students can choose any form of communication for their advertisement



In the previous activity, a beautiful plane was made and then flown. In this activity, the teams will prepare an advertisement for the plane.

- Each team will prepare an advertisement for the plane to talk about its qualities.
- The advertisement can be in any form, e.g. a short role play, a speech, a notice etc.
- The advertisement will focus on the plane being creative and its ability to fly far.
- Each team will present its advertisement before the whole class.
- Each team will review the other teams advertisement carefully and try to understand it.

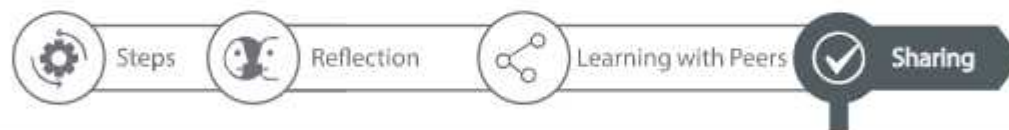


The students will discuss the following questions in their teams -

- How easy or challenging was it to make an advertisement with team members?
- After having a look at the other teams advertisements, did you feel any need to make changes in your advertisement? Explain in detail.



After discussing the above-mentioned points within their teams, one student from each group will share the main points of their discussion with the whole class.



In any given activity, how can the scope of collaboration be improved? Understanding our own selves, being aware of other team members skills and appreciating the diversity in the group makes the completion of the task better. In this activity, we will not only share with our friends about the task done (making a plane) but also exhibit its qualities in an attractive and a professional manner.

Story 1.3 | Urban Clap

Introduction

In the previous activity, we observed the collaboration taking place in a team. Now, we will listen to a story in which an observation of daily activities was turned into a profit-making initiative. Let us find out what these situations were and what opportunities were made out of them.

3-4 Periods

Learning Objectives

- Being empathetic
- Taking decisions independently & with others in the group

Context Setting

In today's time, we have become very busy. In our daily lives, we face a lot of difficulties arranging for day to day tasks. Imagine, in peak summer, suddenly the power at your residence is cut off or a tap starts malfunctioning. At times, in such situations, it is very difficult to find an electrician or a plumber to repair them. How nice would it be to get a resource which can provide a reliable technician in such a situation! Observing these things, some students got together and developed an app which made lives easier for a lot of people.

Story

Abhiraj Bhal and Varun Khaitan were classmates. After completing their post-graduation, they went abroad for work. Both of them wished to have a company of their own and thus, they returned to India. They made an app called Cinema Box. But they had to discontinue it within 6 months because this idea had no relevance for people. Learning from this initiative, based on their real-life experiences and with each other's cooperation, they thought of another idea. This was also the time when there was a lot of difficulty in procuring a reliable photographer, decorator, caterer etc. for Abhiraj's sister's marriage. They realized that finding a reliable plumber, carpenter, photographer, yoga-trainer are common issues faced by people. A lot of effort and time goes in looking for them. On the one hand, people offering these services do not get work when they need and on the other hand, people requiring their services face a lot of difficulty finding them. In all of these issues, Abhiraj and Varun spotted an opportunity. So, along with Raghu Chandra, they started an online company where they provided an interface for the customer and the service provider. This company, Urban Clap (which is now known as Urban Company) was established in 2014.

The three of them did a market survey and estimated the needs and the purchasing power of potential customers. They studied their expectations. Not only this, they also researched the need for training the service-providers. Most of these service-providers could not read and write

or operate a smartphone. For this, they met with a range of people plumbers, carpenters, electricians, photographers, cleaners, painters, beauticians etc. They trained them and persuaded them to work in coordination and collaboration with their company. They created their team and specialised them in different skills.

They also began to bring customers on the online platform. A lot of capital was required for the company's marketing. They put forward their plan before many company owners. Because of this, big investors like Flipkart and Tata got interested in investing in their company. They developed an app. To make customers aware of the app, they started a campaign whose lines were, Now, you will not have to look for a plumber or a carpenter, Urban Clap will fulfil your every need. Talking with potential customers, they observed that people wanted good services and at reasonable rates. Whence, they persuaded customers to use their app guaranteeing them good services at low prices.

This way, Urban Clap, converted this unorganized sector of India into a service-providing market. After creating its niche market in Delhi, this company has now established its presence in 18 big cities of India and many other nations globally, like, United Arab Emirates, Australia and Singapore.

To understand the customers, their demands and issues, the company used to carefully analyse its data on a regular basis. They realized that the demand for beauticians was high but the customers were not satisfied with this service. By talking to the customers, they found out that customers preferred this service at home as it saved their time. They expected an experienced beautician who would come in time and use branded products. Understanding these needs, Urban Clap started training their beauty partners without charging them. They were given branded beauty products and were allowed to take appointments only from customers who lived in a radius of 5 kilometers so that they could reach them in time and could also take care of their own houses. After these changes, there was a manifold increase in the demand for beauty services from Urban Clap.

Today, service providers from a wide array of fields beauticians, massage therapists, plumbers, cleaners and carpenters are associated with this company. This company, which functions owing to everybody's contributions, gets 40,000 to 50,000 or more orders each day. Its workers are very happy. The company has more than 25,000 service providers. More customers are being added since it provides better services than others. Today, more than 3,00,000 content customers are associated with this company.

The company's team tried to give the best services to their customers based on their needs. They also took care of the service providers. Urban Clap stands out as a good example of collaboration.



- How did the people associated with Urban Clap collaborate with each other?
- What changes did the Urban Clap team make in their beauty services and why?
- How do you see the collaboration of the company, service providers and customers?



By studying the working pattern of Urban Clap, we learnt how coordination between the company, service providers and customers and their relations were strengthened by collaborating with each other. Based on the needs, the company provided various kinds of training. They understood the needs of both the customers and the service-providers. This was the reason that not only the service-providers but also the customers were satisfied and happy.

Concluding the Unit



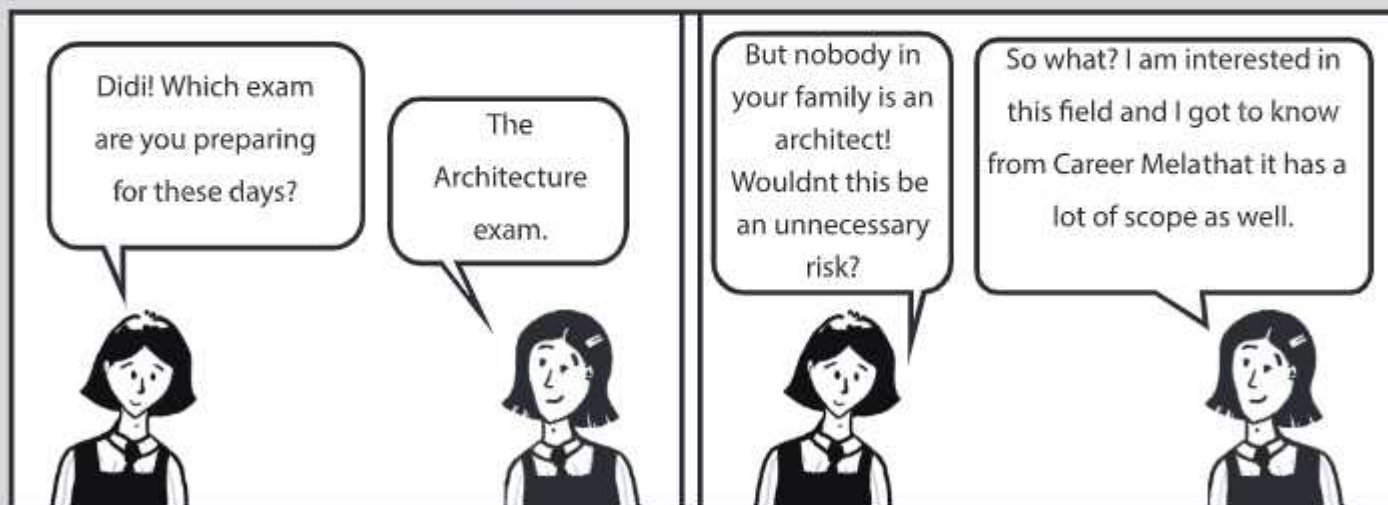
- How is diversity helpful in a collaboration? Explain in detail.
- Why is it important to work together and arrive at an agreement as a team?
Can you give an example from your daily life?



Different kinds of people contribute to whatever happens or is created around us. Cooperating with each other makes even a difficult task easy. Such cooperation in our work not only makes our tasks easier but also draws our attention to the fact that diverse strengths help innovation and success.



Introduction to the Unit



Some people avoid taking risks to try something new while others are not scared of taking a risk at all. Why is it so? Let us try and understand this.

Reasons for not taking risk	Challenges, inadequate preparation, uncertainties, possibility of adverse consequences
Reasons for taking risk	Being interested in the activity, expectation of a favourable result, a wish to do something unique

If the estimated benefit is greater than the risk, then people are ready to risk it which means that they prepare themselves for facing adverse consequences stemming from uncertainties. Those who are able to take big risks also benefit from them. And those who do not take any risks at all and want to play safe, lose out on opportunities. Everyone has their own capacity to take risks. When we learn to assess risks properly, our capacity to take risks also increases.

Learning Objectives

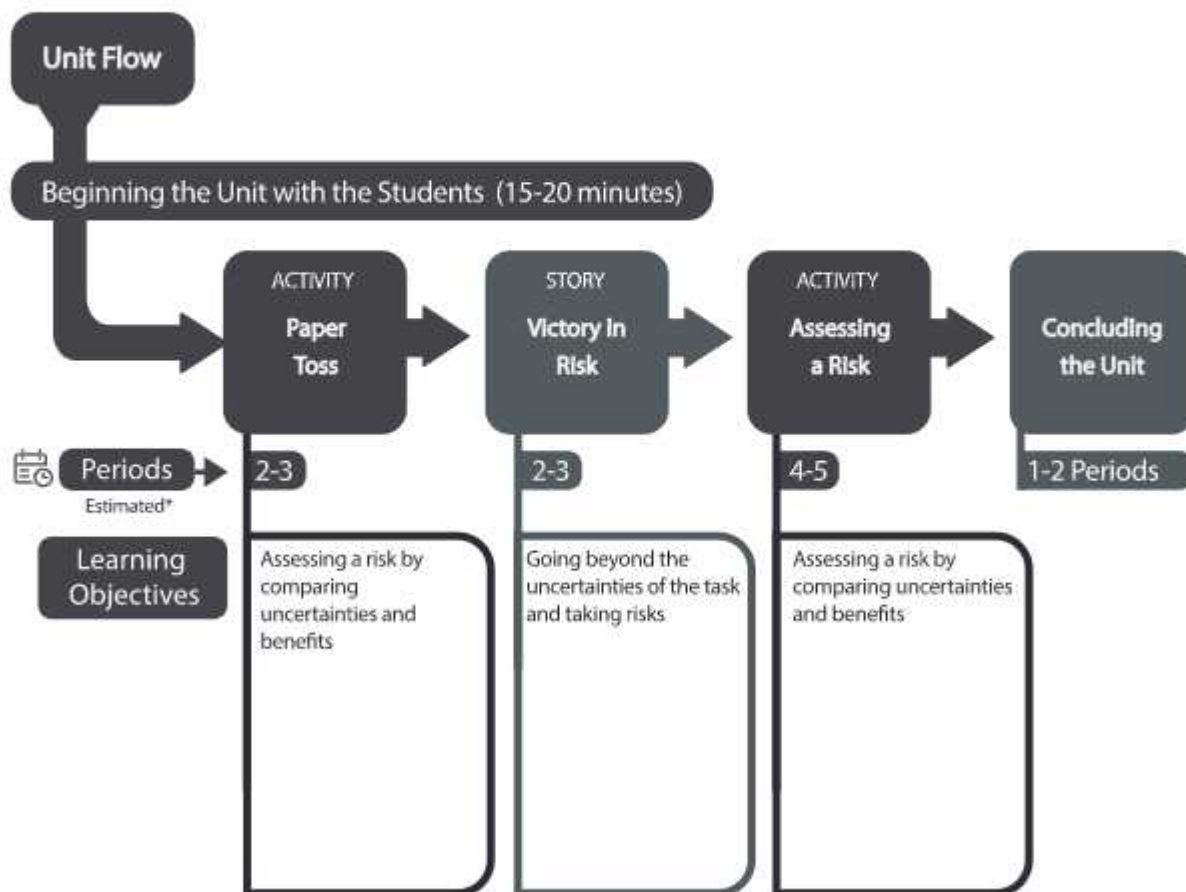
Through this unit, the students will learn about the fear of taking risks and the reasons for doing so with the help of activities and an inspirational story. Doing this will help them develop the following skills -

1

Assessing a risk by comparing uncertainties and benefits

2

Going beyond the uncertainties of the task and taking risks



*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

The unit can be started with a discussion on the conversation given at the beginning. After this, the following questions can be discussed with the students -

- Have you ever taken up a job with considerable risk? Describe with examples.
- Why did you take that risk?
- Has it ever happened that you thought of taking a risk but finally did not do so? Why did that happen?

In this unit, we will learn about the reasons for taking risks and the factors which increase our risk-taking capacity.

Activity 2.1 | Paper Toss

Introduction

The unit can be started with a discussion on the conversation given at the beginning. After this, the following questions can be discussed with the students -

Group Activity: 5-6 students

2-3 Periods

Learning Objectives

- Assessing a risk by comparing uncertainties and benefits

Material Required

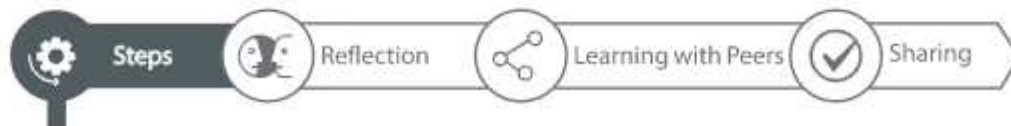
Old Newspapers

(To be given in equal quantity to each group)



Facilitator Note

Appreciate each groups efforts after the activity.



Beginning

- Draw a one-foot wide circle on the board.
- Make a 3-4 inch thick ball with the newspapers which can be thrown at the circle from far. Mark lines from the board at the following distance and specify points for each -
- Points will be given only when the paper ball hits inside the circle.
 - At 5 steps from the board (10 points)
 - At 10 steps from the board (25 points)
 - At 15 points from the board (50 points)

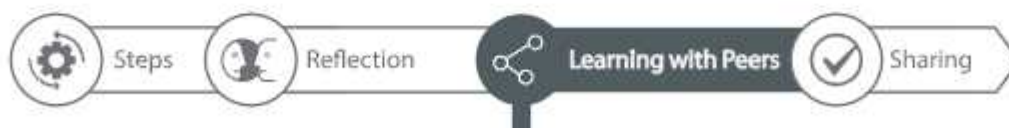
Process

- Ask students to make groups of 5-6.
- The members of the group will decide amongst themselves the distance from which they will throw the ball when their turn comes. Each group will get 3 chances. They will get points only when the paper ball hits inside the circle. Each group will try to get the maximum points.
- Before starting the activity, a trial chance could be given to each group.
- Each group will make three attempts.
- After each group is done, add their points.

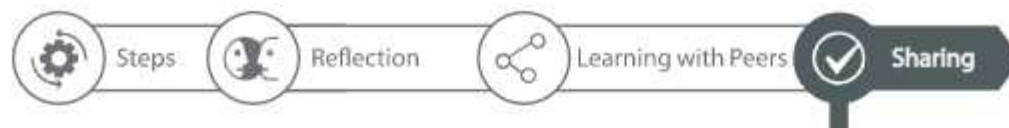


The students will discuss the following questions in their groups -

- What was more important for you to make the ball hit inside the circle or get maximum points? Why?
- What was important to win this game?
- What did you learn about your risk-taking ability through this activity? In our daily lives, when, how and why do we take risks?



After having discussions in their groups, one student from each group will briefly share the discussion they had with the whole class.



With challenging tasks, there are always risks involved. At times, there could be various kinds of risks involved with a single task. But our understanding about these challenges can reduce the risk and help us reach our goal. This way, an unmanageable risk can be changed into one that can be handled.

Story 2.2 | Victory in Risk

Introduction

Sarita Sarvaria took a big risk and started a business of her own. How did she manage to take this risk and what does she do let us find out through this story.

Learning Objectives

2-3 Periods

- Going beyond the uncertainties of the task and taking risks

Facilitator Note

- Before narrating the story to the students, read out to them the conversation given below. If possible, some students can even enact the conversation.
- If the students want to ask any question, give them a chance and the time to do so.

Context Setting

Jasmine is the first member from her family to attend school. She is practicing poetry recitation at her place and her mother, father, brother, sister, grandfather and grandmother all are listening to it. She reads out the following lines repeatedly -

*Two roads diverged in a wood, and I
I took the one less travelled by,
And that has made all the difference.*

Father: Jasmine! This poem sounds great but can you please tell us what it means?

Jasmine: Papa, first I will tell you a story. That will help me explain the poem better.

Kids: A story! Wow! Please tell us.

Story

This is Sarita Sarvaria's story. She started her professional journey in the hotel industry at the age of 21 years. She worked very hard for the first 5 years. She also got an award for her work. Once, she got an opportunity to visit London from her work. She was amazed to see the cleanliness of the hotel that she stayed in. Talking to the staff there, she came to know that this work was done by housekeeping companies there. She realized that there was no tradition of housekeeping companies yet in India. However, if such a venture could be initiated, it could go a long way and earn a lot of profit.

When she returned to Delhi from London, she expressed her wish to start a housekeeping business to her boss. Her boss tried to explain to her, It is not an easy task. You have a good enough job, why do you want to leave it? When her acquaintances came to know that she was thinking of starting a housekeeping company, they also discouraged her a lot and said, Now will

you do cleaning work? At the same time, her relatives wanted to get her married and leave work altogether.

On one side, all this was going on and on the other hand, Sarita was constantly thinking about the new opportunity. Will her co-workers work with her honestly? Will the clients understand her concept and give contracts to her company? There were a number of similar uncertainties. And the biggest risk was of letting go of a secure job. She thought about it over and over, whether she should start the housekeeping business or not. She was sure that if she was able to succeed, then a lot would change. She could become a successful business person and earn good money. She would be able to generate employment and would also be able to earn a name in the housekeeping business. She assessed the risks and the consequences, and finally decided to take the risk.

Finally, she resigned from her job. Then, she started going from one office to another looking for work. Many times, she would return empty handed and disappointed after a long day and wonder if she would get any contract or not. After two months, she got her first contract from a woman designer. She earned Rs. 300 from a contract of Rs. 3,000. She really valued her first earnings and also felt proud. From small beginnings, she started moving ahead.

In 1992-93, she got an opportunity to work at the Connaught Place branch of the Punjab National Bank. The walls were full of paan spit and the washrooms were in a deplorable condition. The work was to be done only on Saturdays and Sundays. When the task was finished, the manager along with the staff were very happy to see the shining walls and washrooms. Noticing their work, other organizations also sought her services.

Gradually, she made a team of her own which was ready to work with her in a dedicated fashion. Observing their superior work and reasonable rates, the number of their customers increased. She faced a lot of ups and downs in 10 years but her company constantly progressed.

Today, her company, Express Housekeepers Pvt. Ltd. is one of the biggest housekeeping companies in India. 2,000 people are employed in her company today. She is the first person in India to bring in the concept of housekeeping.



Reflection



Sharing

- What options did Ms. Sarita have? Which option did she choose and why?
- If you would face such a situation, what would you choose and why?
- Do you have any such situation in your life in which one of the options is easy and the second is full of uncertainties but has higher rewards if successful? Explain in detail.



Reflection



Sharing

In this story, we saw that Sarita Sarvaria knew there was a risk involved in the house-keeping business when she stepped into it. But she analysed this risk and came to an understanding that along with uncertainties, the venture also had huge benefits. Therefore, she did not pay attention to the people around her and took a risk which yielded her good results.

Activity 2.3 | Assessing a Risk

Introduction

Generally, before beginning any work, the risks involved in it are compared with the associated benefits. By risk, we mean the chances of unfavourable results. When there are too many uncertainties, the possibilities of adverse results are higher. In this activity, we will practice assessing risk.

Group Activity: 5-6 students

Learning Objectives

- Assessing risk by comparing uncertainties and benefits

4-5 Periods

Material Required

Paper

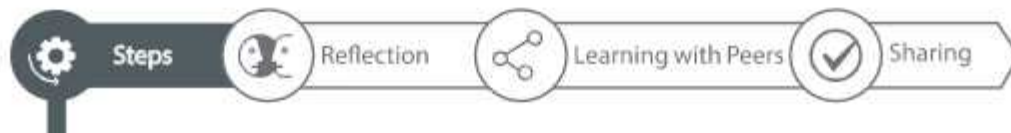


Pen



Facilitator Note

Give the groups some time for their discussion and if needed, help them.



- Ask students to make groups of 5-6.
- Each student will choose a desirable career for themselves, write it down in their notebooks and share it with their group.
- A list will be made including the career choices of all the students.
- Looking at the list, each career option would be considered and its following aspects would be discussed -
 - What benefits are ensured in that career and what are the probable ones?
 - What are the necessary conditions for beginning that career?
 - What uncertainties are involved with that career?
 - What adverse results are possible in that career?
- The students should note down the possible benefits, necessary conditions, uncertainties and adverse results related to their desired career.
- The students will try and understand their present condition and assess the benefits and adverse results of their desired career. Having done so they will share it with their group.

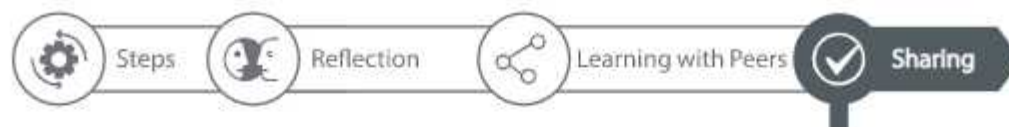


The students will discuss the following questions in their groups

- After discussing these issues, what do you now think about the risks involved in your career choice?
- How and where can you use this process of assessing risk?



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



In any kind of work, along with benefits, there is always some risk involved. By learning the process of assessing risk well and making good use of it, our capacity to take risk increases.

Concluding the Unit



Reflection



Sharing

- If you feel that the risk involved in an important task is high, what will you do? Explain with examples.
- If you or someone around you has taken a risk, please share.
- Did you do a risk assessment while doing your field project? If you get another chance to do your field work, how will you assess the risk?



Reflection



Sharing

Taking a risk involves not being scared of uncertainties, and assessing benefits and losses equitably and moving ahead. Those who are ready to take a calculated risk are likely to get a good result. Those who do not take any risks at all and always play safe could often lose out on many fruitful opportunities. By comparing uncertainties against benefits, we can do a fair assessment of the risk and this way develop a risk-taking capacity.



Introduction to the Unit

What happens when:

1. A family member falls ill?
2. During peak study days, you need to take leave from your school?
3. Earning members of our family get a salary hike?
4. We dump plastic bags into the trash or in the drains?

Keeping in mind the above situations, think about the following:

Does an event affect only the person concerned? Why and how?

The impact of our actions is not just limited to us, but it affects others as well. The impact can be positive or negative. Evaluating actions from the perspective of their potential impact can prepare students to leave a positive and decisive impression.

We all coexist on planet earth with other human beings and different animals and plants. Just as the natural events on earth, such as floods, cold, and heat, affect us, our actions affect other human beings, animals, and plants. This can take many forms.

The FSE model evaluates the impact of any action by using three dimensions. These are Financial, Social and Ecological (FSE) based on which students need to be taught to evaluate their actions to make them aware of the potential impacts. By doing this, they can prepare to act responsibly, be motivated to generate compelling ideas and bring about positive change accordingly.

Learning Objectives

Through this unit's activities, students will get to know about various ethical dimensions of one's actions. The following skills are required for the same:

1

Know the Impact of one's actions on others

2

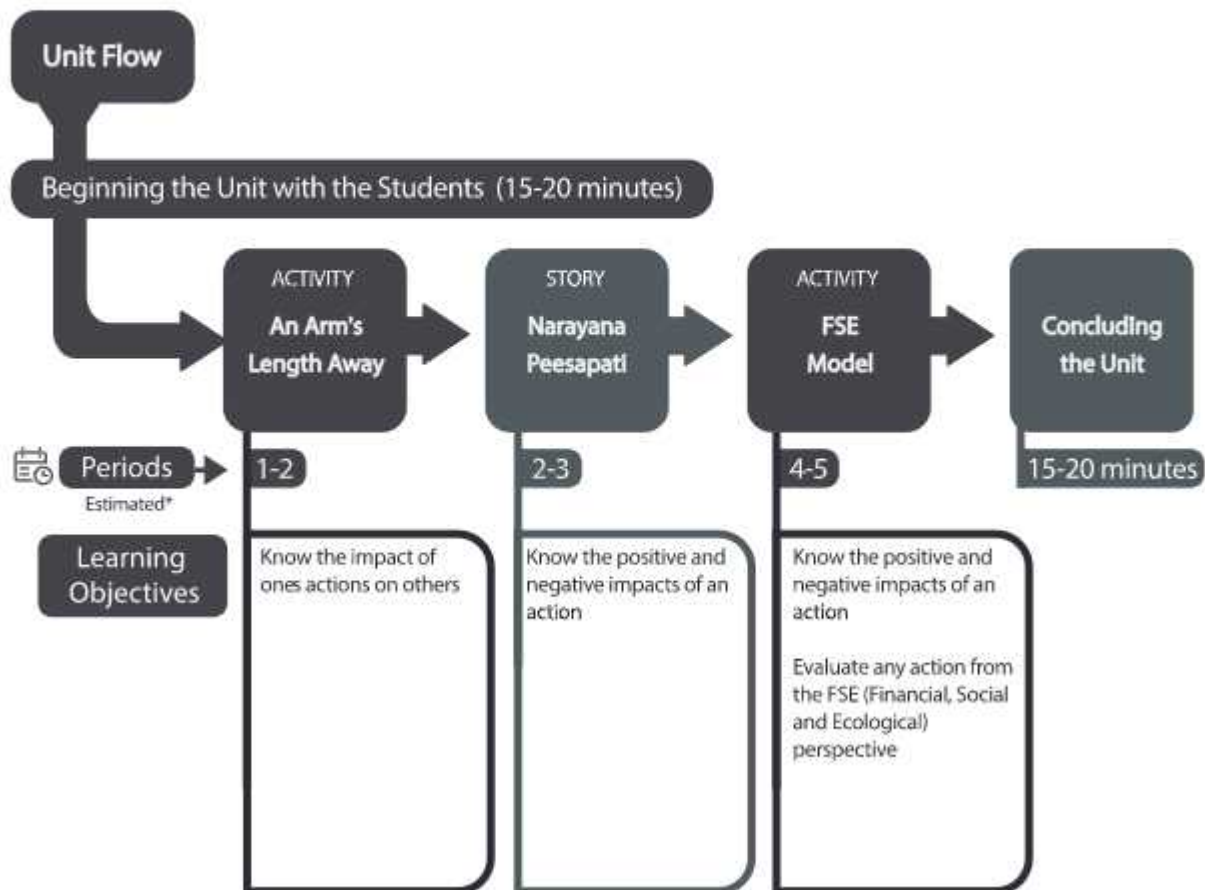
Evaluate any action from the FSE (Financial, Social and Ecological) perspective

3

Know the positive and negative impacts of an action

4

Use the FSE model while working on the Field Project



*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 questions in the introductory section, a conversation with students on impact and responsibility can be initiated. Apart from this, other issues such as wasting food or water, responsible use of social media, planting trees, paying bills on time, etc. can also be used to start the unit.

Facilitator Note

- In this unit, students will evaluate their actions, examine their impacts from multiple dimensions, and learn to be responsible for their actions. In doing so, students can go through conflicts in their minds; however, they need to be sensitive and analytical in such a situation.
- Ensure that students find answers to the questions on their own. If they have difficulty answering questions, help them get the answer.

Activity 3.1 | An Arm's Length Away

Introduction

The way a stone thrown into still water creates ripples; a small act can also have a significant impact around it.

Group Work: Whole Class/ Groups of 6

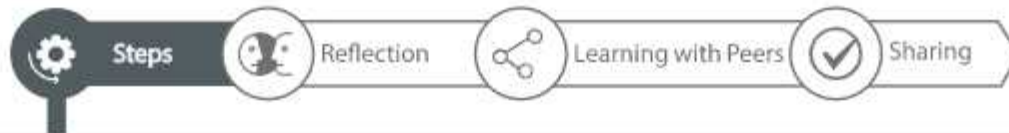
1-2 Periods

Learning Objectives

- Know the impact of one's actions on others

Facilitator Note

While doing this activity, students should be asked to stand quietly without interacting with each other.



- Move students to an open space outside the classroom for the activity.
- Ask all students to stand at an arm's length from their peers from all four sides.
- Ask any two students standing in the middle to leave their places and come to the front. Now ask other students to fill up the vacant space in such a way that they keep maintaining an arm's distance from each other.
- Ask the previous two students to join the other students again. They should stand in such a way that they again maintain an arm's distance.
 - Let the students enjoy the confusion arising out of this activity. Also, keep track of the time taken in the act.

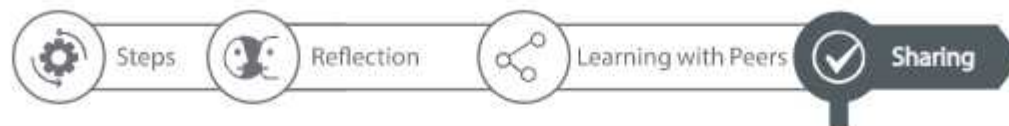


Ask students to make groups of 6 wherein each group will discuss the following questions.

- How was your experience of the activity?
- How did two students moving out and again moving in affect the other students?
- Have you also observed in your day-to-day life that a small act by you or someone else has had an impact on everyone?



- Invite a few students from each group to share the discussion points with the entire class.
- If students want to ask questions from each other, give them time for it as well.



In this activity, we observed how all students have to change their place even if two students move out. The students have to change their place again if those two students move back to their place. This shows how a small act has an impact on other people.

Story 3.2 | Narayana Peesapati

Introduction

What Narayana Peesapati is doing has such a profound impact that he is leaving no stone unturned in making it successful.

2-3 Periods

Learning Objectives

- Know the positive and negative impacts of an action

Facilitator Note

Ask the students to listen to the following conversation before narrating the story. Some students can also act out the dialogue, if possible.

Context Setting

(conversation between Sonu, Monu, and Anu in the school)

Sonu: Do you want to hear a funny story?

Monu and Anu together: Yes, sure. Go ahead.

Sonu: Once a man from a distant country visited India. While wandering around, he reached a village and was feeling hungry. An old lady in the village served him vegetables and bread. He ate the dish and returned the bread and said "The vegetables were delicious; please take your plate."

Monu (laughing): Ohh! So, the bread turned hard and stiff, and he thought that was a plate.

Sonu: "Anu, you didn't laugh at it?"

Anu: I would have if I had not known about Narayana Peesapati.

Sonu and Monu together: Do let us know about Narayana Peesapati.

Anu: Okay. So here it goes.

Story

Narayana Peesapati had been looking for an alternative to plastic spoons for a long time for a couple of reasons. First, plastic contains toxic and carcinogenic harmful substances that can enter the body along with our food. Second, plastic waste takes too long to decompose. It can take up around 500- 1,000 years to decompose in landfills. The third reason that startled him was that the plastic spoons are reused without being adequately rinsed and cleaned. People using these spoons remain under the impression that it is single-use plastic and is clean but don't know that these spoons are prone to bacterial infections.

While these plastic related issues were constantly bothering him, some of the events and experiences showed him the way forward and gave him a direction to look beyond the problem and find a solution. At that time, Narayana Peesapati was working as a scientist at ICRISAT in Hyderabad. While researching, he discovered that crops like jowar and ragi do not require as much water as rice and wheat. This also helps stabilize the levels of groundwater. Once, while at work, he observed that the Jowar roti turned really hard when it got cold. He recalled seeing a lady using a piece of Khakhra (a Gujarati snack) as a spoon. For Narayana Peesapati, it was a point to ponder. He felt that jowar roti could also be moulded to make a spoon. The added advantage is that jowar is a water-saving crop and decomposes in the soil in a few days. It was this idea which kick-started his experiments to make edible spoons.

He began working on different combinations of constituents. Finally, after his experiment of making the spoon with jowar, wheat, rice, celery and black pepper was successful, he then needed a machine to produce spoons commercially. To focus on developing the product and devote more time to it, he also left his decent job. He needed money, which he arranged by borrowing and mortgaging his home. However, despite fixing a reasonable price of his spoons, the sales did not take off. No inflows, no demand for his product, and a huge debt on his head, he often wondered whether he should quit. One day when bank officers came to investigate the loan repayment with him, he explained to them about his product, his struggles and why he was in so much debt. They were so impressed by Peesapati's work that they bought his edible spoons worth Rs 2000 immediately.

One fine day, something magical happened. A story about his product appeared in the media. His constructive work attracted positivity and attention. He received a fund of USD 385,000 from various funding platforms. His hard days came to an end; business picked up, and sale of the world's first edible spoons soared. By 2018, his turnover was 18

crore. Now he sells these edible spoons online, and many restaurants and cafe chains have started buying these spoons. The demand for these spoons has increased so much that Narayana Peesapati seeks to upgrade his machines to produce 1,50,000 spoons a day. There is no reason why Narayana Peesapati should not do that. After all, these spoons are health-conscious and eco-friendly, which can be eaten along with the food or decompose in just a few days.



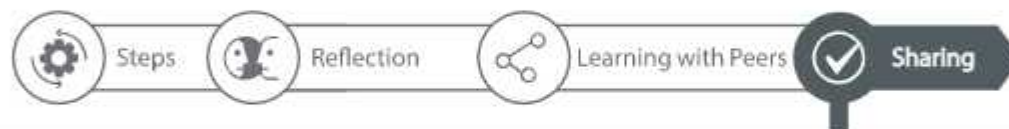
Ask students to discuss the following questions in their groups

- What kind of responsibility did Narayana Peesapati undertake, and what was its impact?
- Think of an example that explains what impacts our actions can have?



The questions discussed in the small groups can be discussed with the whole class. Students who want to express voluntarily after the discussion can be asked:

- How can you responsibly execute the assigned task? Explain with an example.



Despite facing many hurdles, Narayana Peesapati chose to do something that positively impacts not only human beings but the entire environment.

Activity 3.3 | FSE Model

Introduction

Each of our actions has an impact, which can be financial, social or ecological. Students need to be told that these impacts can be both positive or negative.

Group Work: Groups of 5-6

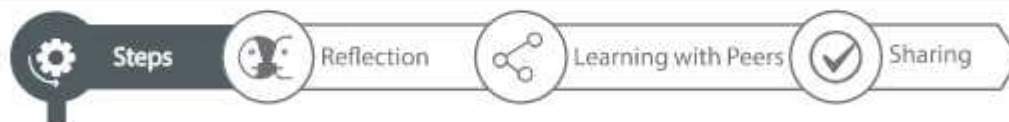
4-5 Periods

Learning Objectives

- Know the positive and negative impacts of an action
- Evaluate any action from the FSE (Financial, Social and Ecological) perspective

Facilitator Note

This activity is in 2 parts. Give students sufficient time to complete the activity.



First Part

The FSE model can be utilised to understand the impact of any action or activity. For example, using a pencil instead of a pen can be understood from the FSE perspective.

- ★ First is F that is Financial meaning financial impact. Using a pencil costs less and this is a positive impact.
 - ★ S means Social, meaning social impact. Text written with a pencil can be erased, which is both a positive and negative impact.
 - ★ E means Ecological, meaning ecological impact. Trees have to be cut to make pencils. This is a negative impact.
- Students will look at the idea of plastic ban from the FSE perspective and explain its positive and negative impacts.
 - Write students' answers in a grid (table) drawn on the blackboard.
 - Students can have the following possible answers. Do not share these answers with the students. This table is just for reference.

Financial Impact		Social Impact		Ecological Impact	
Positive	Negative	Positive	Negative	Positive	Negative
Eco-friendly	Loss to plastic bag seller	No ill effects of packaging on health	Inconvenience to people due to lack of adequate alternatives	Conservation of marine flora and fauna	
Use of fewer resources in recycling	Reduced trade of recycled items	Prevents choking of drains	Impact on the livelihood of rag pickers	Reduction in the amount of plastic in the environment	
Increase in sales of plastic alternatives	Increase in prices of goods due to the rise in packaging cost.	Promote traditional methods of food storage and transportation	Increase in illegal consumption of plastic		



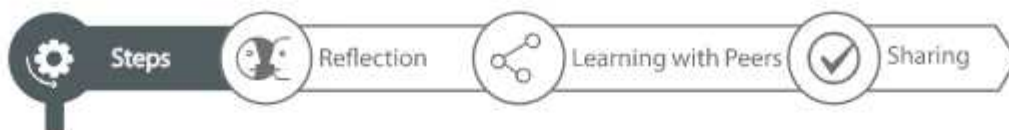
- Did you ever think of these many impacts and outcomes caused by the 'plastic ban'?
- Why is it important to understand the financial, social and ecological impacts of any topic or issue?
- How can the FSE model be put to use in daily life? Give an example.



Students from each group will share the experience of this activity in their respective groups. Then invite a student from each group to share their point with the entire class.

Second Part

In the first part of this activity, students were taught about the FSE model with an example. Students will now practice the FSE model in the second part of the activity.



- Ask students to make groups of 6. Ask each group to choose any one entrepreneur whose story they have known during EMC (Entrepreneurship Mindset Curriculum).
- Students can also choose a person they have interviewed for from career exploration.
- Ask each group to discuss and evaluate the positive and negative financial, social and ecological impacts of the chosen person's work. Students can also refer to the table used in the previous activity to do this.





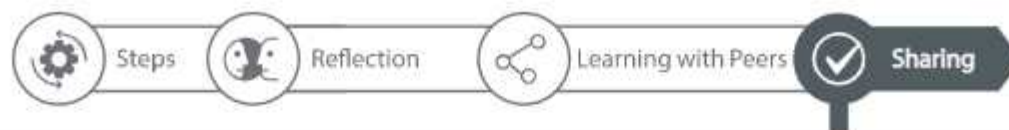
Ask students to discuss the following questions in their groups:

- Was it easy to analyse the financial, social and ecological impacts of the chosen person's work? Why?
- How did you classify the impacts into positives and negatives?



Ask each group to make a presentation on the points discussed before the entire class.

Ask all the students to share the key discussion highlights and the experience they gained from the activity with the whole class.



Every action has a positive and negative impact that affects us financially, socially or ecologically. Once we are capable of understanding and analyzing this impact, we can determine our actions and take ownership and responsibility for the outcome and impact of the product we wish to produce.

Concluding the Unit



Reflection



Sharing

- Why is it essential to analyze our actions? Is it possible to analyze every action from FSE's perspective?
- What should be the next course of action after figuring out the positive and negative impacts of any action?
- What will you do if you notice after analysis that your actions have a negative impact?



Reflection



Sharing

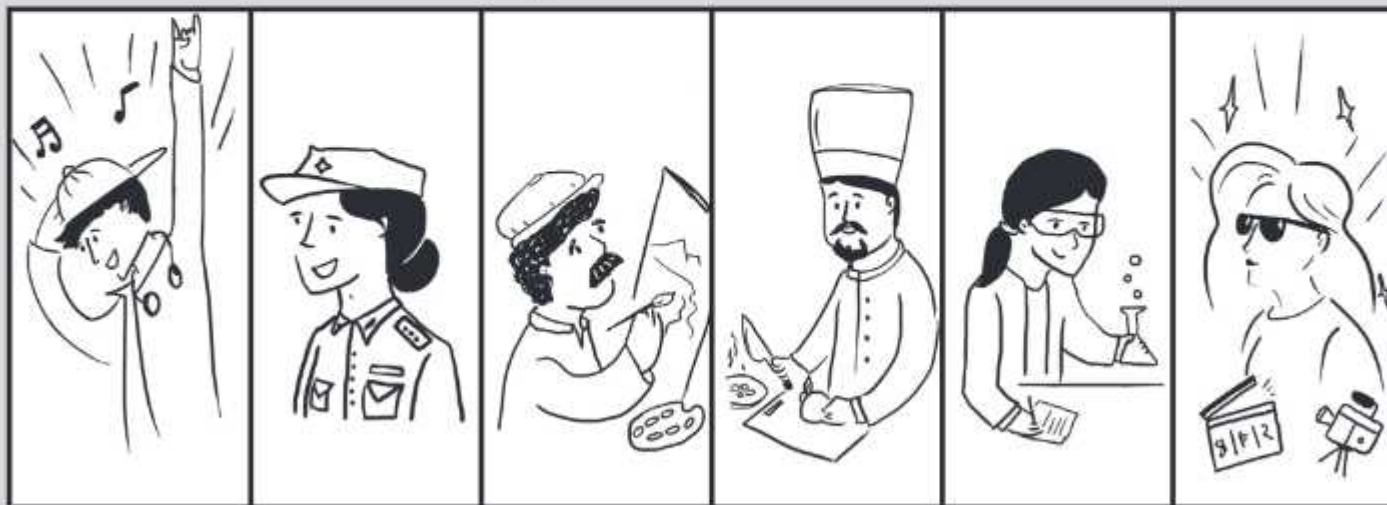
Through this activity and discussion, we learned that we should think about the impact on ourselves, others, and the environment before doing anything. That sets our accountability for what we do, and we do not end up doing anything just for the sake of doing. Simultaneously, we also need to think about what we should do if any of our actions negatively impact someone?

For the students:

What sort of impacts will you observe if your field project is evaluated from the FSE model's perspective.



Introduction to the Unit



You can see a variety of careers in the picture given above. To choose one's career, we must understand various career options. We need to know the careers chosen by our relatives and acquaintances, understand the experiences of people in the careers that we like, and take decisions about the career at the right time etc. Along with all this, it is also important to understand oneself to choose a career that best suits our capabilities and helps us achieve our dreams.

Through the various activities of Entrepreneurship Mindset Curriculum, students identify and test their interests, dreams and capabilities. In this unit, the students will think about their strengths from the perspective of choosing their career.

Learning Objectives

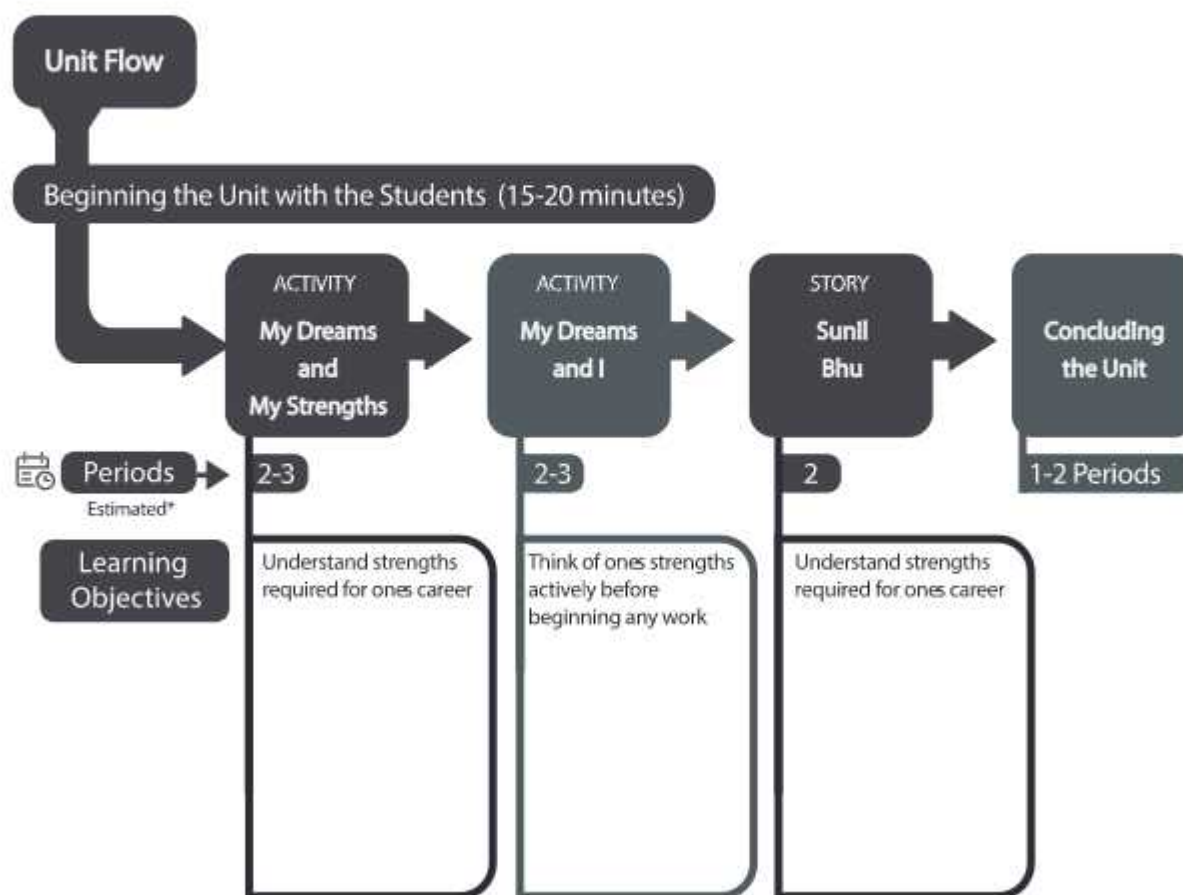
To take the right decisions about their future based on their interests and strengths, the students will have to practice the following

1

Understand strengths required
for one's career

2

Think of one's strengths actively
before beginning any work



*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

12th graders begin thinking about their future from grades 9th and 10th itself. Ask them to think about their strengths and respond to the following questions

- Which strengths have you developed after Class 10th? These could be anything related to your studies, some other hobby, or some other interest of yours. Share with everyone.
- Do you know people around you who had a dream about their future but ended up doing something else?
- How would you feel if you are not able to choose a career of your choice?

Activity 4.1 | My Dreams and My Strengths

Introduction

There are 3 types of strengths cerebral, value-based and others. Often, to accomplish any one task, we need to use more than one type of skill. In this activity, we will think about the necessary strengths required for our career.

Group Activity: 5-6 students

Learning Objectives

2-3 Periods

- Understand strengths required for ones career

Material Required | Paper



Facilitator Note

- Encourage the students to think about their different strengths.
- Discuss with the students, What is a software engineer? , What do they do? , etc. Also inform them about what coding is and how an app is made.



Steps



Reflection



Learning with Peers



Sharing

- Ask students to make groups of 5-6.
- Now, read out the following situation to them -

Lata is an HR manager in a company. Her job is to choose the right people for different positions. At the moment, the company needs 2 software engineers who will have to perform the following tasks

- Create an app for connecting the masses to a doctor
- Work along with 5 people
- Go and meet doctors in person
- Train new colleagues

Lata has chosen two people for this post whose bio-data are given below -

Name : Savika Prasad

Age : 22 years

Marks:

10th Grade = 85%

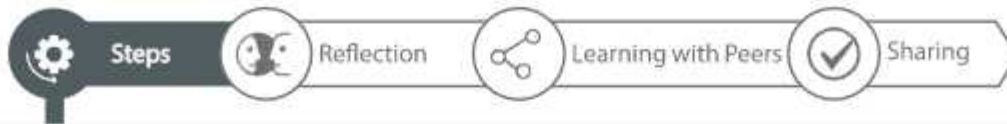
12th Grade = 90%

College:

B. Tech (Software engineer)

Extra curriculars:

- Two online courses on new ways of coding completed with 70% marks.
- Mentored two students in Math. Both students increased their marks by 30%.



Name : Aslam Khan

Age : 23 years

Marks:

10th Grade = 90%

12th Grade = 85%

College: B. Tech (Software engineer)

Extra curriculars:

- Organized the college fest
- Volunteer for animal rescuing

- Write down or read out the information given in these two resumes.
- Ask the students to analyse them on the basis of the requirements of the role. Ask them to identify two strengths and two areas of improvements for both Savika and Aslam in reference to this role.

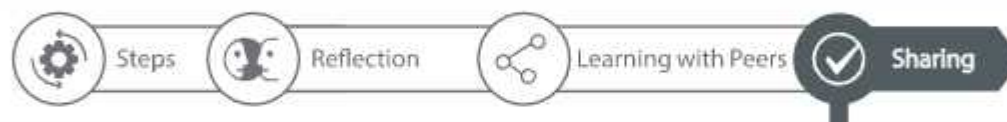


After the activity, ask the students to respond to the following prompts individually

- What different kinds of strengths are required for this role? Is the ability to code/make an app enough for this role? Why?
- Think about your future career. What 2 strengths do you have to be successful in it and which ones will you need to develop?



Invite the students to share their strengths with the whole class.



In the given resumes, we saw that both Aslam and Savika have studied almost the same thing and their marks are also similar. Aslam has organized his college festival and therefore, he would have the experience of working with a team (value-based strength). On the other side, Savika is deft at coding and Math (cerebral strength). In such a situation, is one candidate better than the other? It is difficult to decide this because this role requires both working in a team and coding. The same way we will also require many strengths in the future, some of which we may already have and some we shall have to develop.

Activity 4.2 | My Dreams and I

Introduction

In the previous activity, we started thinking about the strengths required for our career. Apart from this we got a lot of opportunity to think about our strengths and dreams through this curriculum. We learnt about the journeys of many entrepreneurs and different work-areas. In this activity, we will use our understanding to think about our future in a concrete manner.

Individual Activity

Learning Objective

- Think of ones strengths actively before beginning any work

2-3 Periods

Material Required | Paper



Facilitator Note

- Do this activity at leisure. If the students need more than the stipulated time, give it to them.
- The intent of the second part of this activity is not that the students try to make a face which resembles theirs or a beautiful picture. Ask them to concentrate on those points which depicts their futures imagination.



Steps



Reflection



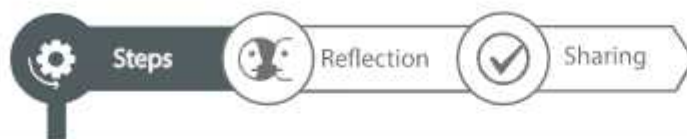
Sharing

There are 3 stages in this activity.

1st Stage (10 minutes) - Visualization

This activity will start with a visualization. For this, give the following instructions to the students.

- Ask all the students to close their eyes and imagine what they want to become in the future. For this, you can guide them as follows
 - How would you feel doing a job of your own choice?
 - What would your experiences be while reaching there?
 - Which new people would you have met?
 - What new things would you have learnt?
 - What would be your image in the eyes of the people around you?
 - Which of your strengths would you have developed to do this job?



2nd Stage (15 minutes)- My Future Portrait

- After visualization, ask students to make their own portrait and write notes on it based on the future just imagined.
- The objective of making the portrait is not to make it beautiful but depict ones dreams and strengths.
- E.g. If you really enjoy connecting with people, you can show this through a chain or if you are very confident, you can depict yourself through a tree.
- Encourage them to think of a symbol for themselves using their imagination.

3rd Stage (20 minutes)- A Letter for my Future

- Ask the students to imagine themselves five years from now (in 2025).
- After that, ask them to write a letter from their future selves to the present selves.
- They can write this letter based on the first two stages. They can keep in mind the following points -
 - Where they have reached in the future and what are they doing?
 - How did they reach there?
 - What will they have to do at the moment to reach there?
- For an example, you can read out a part of such a letter. This letter was written by the founder of Khan Academy, Salman Khan to himself. He had written this letter to Salman of 2019 from Salman of 2009.

Dear Salman of 2009,

I am writing this letter to you from the future because I know that right now, you are standing at a very important crossroad in your life. You have your dream of Khan Academy which keeps you happily busy for hours. You have complete faith in your dream of teaching Maths and Science to children in a very easy manner and without charging any fee.

In such a situation, it is important that you remain honest towards your strengths and the areas which are important. Only by doing this, you will come to know about your weak points and be able to take help from others.



Sometimes, you become obsessive regarding certain things which makes you compromise on your ability to be in the present. Practicing mindfulness can help you with this.

You also know that you do not like to work in a team of more than 2-3 people. On one hand, you finish your work quickly but on the other hand, you also know that to change the world, you will have to add a lot more people to accomplish your mission.

Just as we are not easily able to identify our areas which need improvement, the same way we are also not able to use our strengths fully. You do not like speaking very much but you can listen to stories very well. When you believe in something, you also make others interested in it. You want to avoid getting attention, but it is important that you use your strengths fully, especially at places where they can bring about a positive change.

I am writing from 2019, but this does not mean that I know everything now. Collecting funds is still a big challenge. But I am still as excited about the effect of a good education system as I was in 2009.

Salman of 2019

- To begin the letter, you can write down the following sentence on the board for them -
My favourite Class 12th (Your Name)



Invite the students to share their thoughts on the following questions with the whole class

- How was the experience of imagining the self of the future? Were you able to see yourself doing the work of your choice?
- What strengths will you have to work on to move in the direction of your dreams?



To mould our future according to our dreams, it is important that we actively think about our journey. To move in that direction, we should develop our strengths, widen our resources and be in touch with those people who will help us achieve our goals.

Story 4.3 | Sunil Bhu

Introduction

When we know about our interests and choose our career based on them, it becomes easy for us to develop our strengths. Since we choose the career out of our own will, we are inspired to learn about it. This is what happened in this story as well. Let us learn about Sunil Bhu who converted his love for animals into a profession and also took the necessary training for it.

Learning Objectives

2 Periods

- Understand strengths required for one's career

Facilitator Note

This story is related to the hobby of making cheese. If the students do not know about cheese, tell them about it.

Context Setting

Discuss the following questions with the students -

- Do you have any interests in which you think about making your career?
- Do you think it is possible?

Story

This is the story of a boy from an urban background Sunil who lived in a colony in Delhi. He was average in studies but he loved animals, especially cows.

Sunil Bhu's father was a pilot, who, along with his wife, ran a restaurant after his retirement. Sunil would also join them after school hours. Sunil had two sisters both of whom had done a course in hotel management. Following their footsteps, Sunil also took admission in the same course but due to lack of interest, could not complete it.

Sunil used to love working and making things with his hands. He was an animal lover. He started milking cows on a farm and making cheese from it. He enjoyed doing this work but his family found it a little strange. Sunil knew that he had to do what his heart loved. Eventually, he thought of making cheese on a commercial basis.

This goes back to 1985 when very few people in India knew about cheese and it was also not easily available. With the help of a friend, Sunil went to a farm in Belgium to learn the technique of making cheese. His sisters managed his tickets and other expenses. Other members of the family were not very happy with this but they did not stop him either. He met a farmer, Mark, in Belgium. Mark used to speak French but looking at Sunil's passion, he learnt English and both started to converse with each other. He and Mark went to France and Holland. There, he learnt the

Mark went to France and Holland. There, he learnt the techniques of making a special type of cheese which was ball-shaped.

Sunil came back to India and started making cheese. His mother had a plot of land and she bought a cow for him. This was the capital with which he started. Initially, the cow was kept in the backyard of the house. It was milked and one ball of cheese was made from it as a hobby. The experiments continued and one ball of cheese was made every day. His friends used to make fun of him but he did not pay attention to anybody. To meet his expenses, he kept working at his father's restaurant as well.

Sunil found a difference in the quality of milk and its taste in the European nations and India. But he noticed many similarities between India and Italy. Therefore, he went to Italy and learnt the art of making cheese there as well. Once, the owner of a very big restaurant in Delhi liked Sunil's cheese very much and placed an order for a big quantity to be supplied every day. Sunil started making and supplying cheese to him and Flanders Dairy was born. Gradually, he bought more cows and the production of cheese also increased.

After his father's death in 1988, he closed down the restaurant and started expanding his cheese business. Today, Flanders Dairy is a well-known name and it is in high demand in restaurants and hotels. Sunil's income is more than Rs. 5 crore annually but more important for him is the fact that he is following his passion.



Reflection



Sharing

- How did Sunil get help to choose a career of his choice?
- Which were Sunil's strengths/qualities based on which he could do a job of his own choice?



Reflection



Sharing

From Sunil Bhus story, we got inspired to identify our strengths and choose a career based on them. We understood that doing work of our choice can help us use our strengths to their fullest potential.

Concluding the Unit

**Reflection****Sharing**

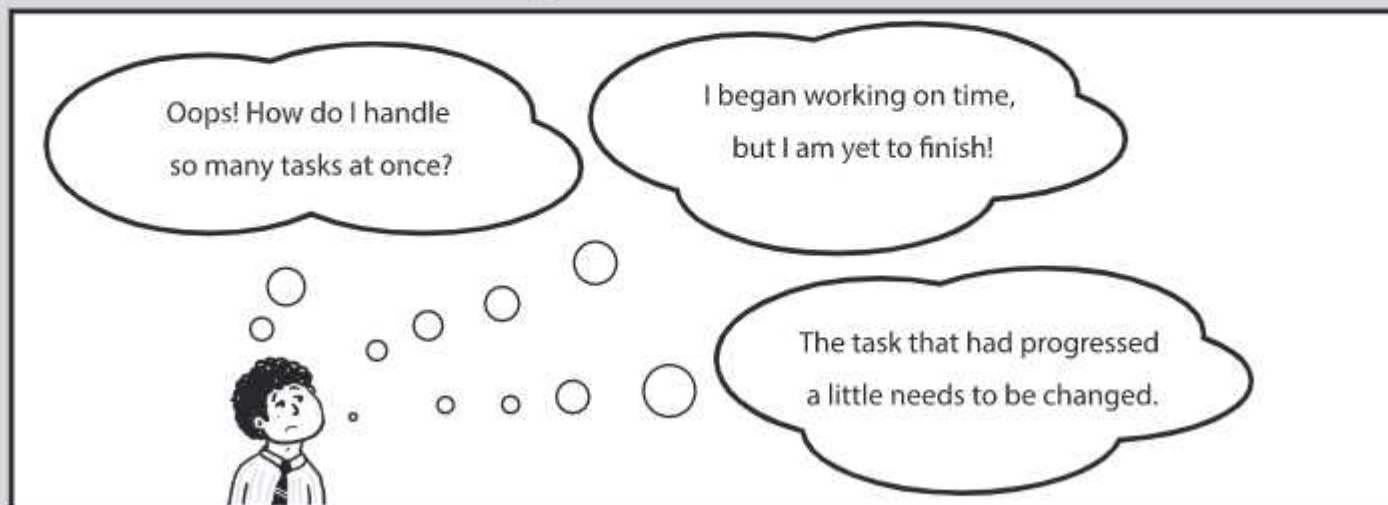
In this unit, you thought about your career and the strengths needed for it. What can you do to develop these strengths in yourself? How could people support you? What all resources would you require?

**Reflection****Sharing**

Understanding ourselves is a continuous process. At every stage of life, we get to know something new about ourselves. Therefore, it is important that not only in this unit, but in all the lessons and strategies we have learnt in this entire curriculum, we keep practicing them in our real lives.



Introduction to the Unit



In the previous classes, the students learned the importance of planning for effective execution of any task. They practiced planning and breaking a task into smaller parts. However, it is necessary to draw students attention to other aspects as well, reflected in the example given above.

Setting goals, fixing priorities, and reviewing the progress helps in the systematic execution of any task. Sometimes while planning, it is also crucial to assess the task and be willing to modify the plan if needed.

Learning Objectives

Through this unit, students will learn how to plan a task and the necessary skills required for the same. Following are the skills:

1

Prioritizing the smaller parts of the plan

2

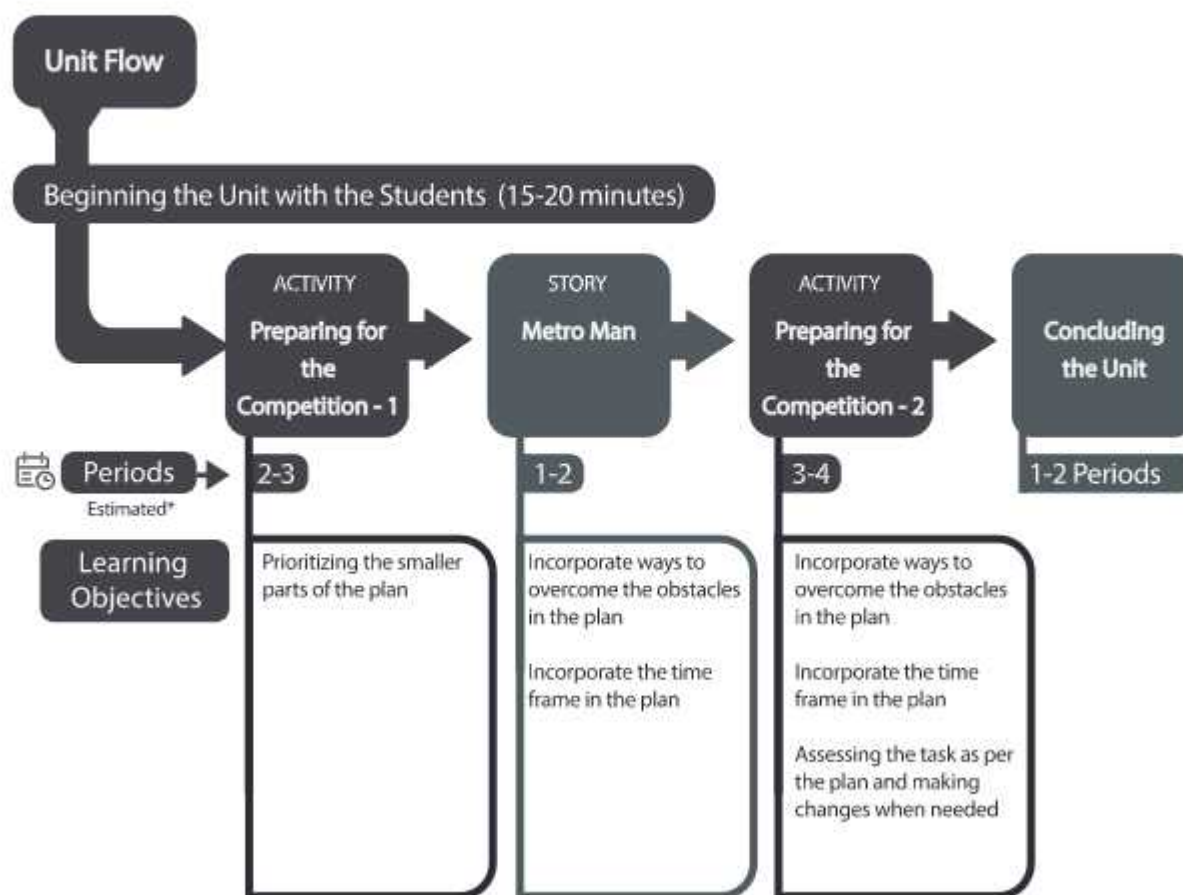
Incorporate ways to overcome the obstacles in the plan

3

Incorporate the time frame in the plan

4

Assessing the task as per the plan and making changes when needed



*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

Read out the following conversation to the students:

Sonu: Hey Monu, do you remember we are supposed to submit the project tomorrow.

Monu: Yes, I do. but.

Sonu: But what...? Have you not done it yet? What happened?

Monu: I had a lot of work to do. I got projects from all the subjects all at once. Despite starting to work on all the projects simultaneously, I could not complete even one project. In fact, the project on which I devoted maximum time will probably have to be redone.

Sonu: Do not worry. Let us go to the teacher and ask what should be kept in mind while working.

Referring to the above situation, ask the students if they, too, have come across any such experience. After taking a few responses, ask them to recall that they had practiced executing a task effectively by breaking it into smaller parts in the previous class. In this unit, students will learn what else is required to plan and execute flawlessly.

Activity 5.1 | Preparing for the Competition - 1

Introduction

Does splitting a task into smaller parts, as per the plan, ensure effective execution? What else can be done so that the task executed is according to the plan. Let us practice it in this activity.

Group Work: 5-6 students

Learning Objectives

2-3 Periods

- Prioritising the smaller parts of the plan

Material Required

Paper

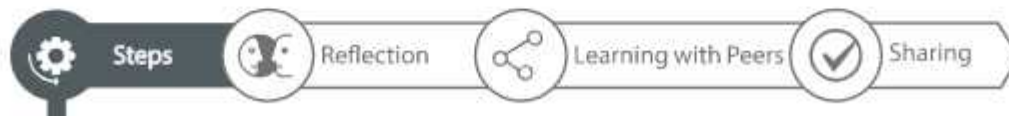


Pen



Facilitator Note

In this activity, while planning, students have to write and divide the tasks in order of their priority. Let them do it on their own, help them only when needed.

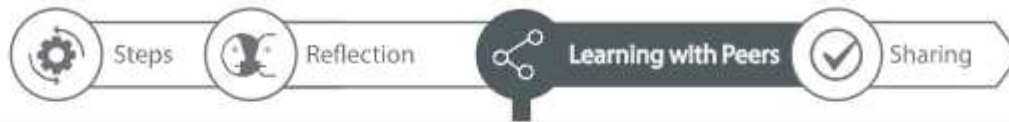


- Ask students to make groups of 5-6.
- Tell them that after three days, there will be a competition called 'Best from the waste' in which each group has to create something useful from waste. It would be good enough and it can be given as a gift to someone.
- Every group has to plan to prepare for the competition. While planning, ask them to keep in mind that the task has to be divided into smaller parts.
- Once the plan is ready, ask the students to modify their plan and rewrite it based on the following points:
 - Which task is more important and should be executed first?
 - Which task will not affect the overall plan even if it is skipped?
- Ask each group to discuss and prioritize the tasks.



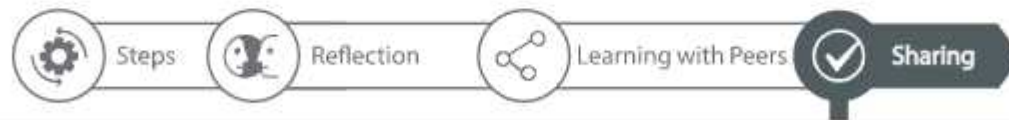
Ask the students to discuss the following questions in their groups:

- What were the smaller parts you divided your task into, while planning? How did you determine what is necessary and what is not?
- What were the grounds for the prioritization of tasks, and how did it affect the plan?
- What was the difference between the plan made earlier and the plan made after making changes?



Ask all groups to share their experiences of modifying the plan with the entire class keeping the following points in mind:

- Initial plan
- Modified plan
- Impact of dividing the tasks into smaller parts on the plan



In this activity, we made the plan twice. While planning for the second time, we placed the tasks in order of priority. Doing this helped us determine which task is relatively more important and to be executed first. Hence, setting priorities enhances the efficiency of the plan and allows the optimum use of time and resources, while working.

Story 5.2 | Metro Man

Introduction

In the previous activity, we learned prioritizing the tasks while planning. The possible hurdles while planning a big project, incorporating ways to overcome them, and finishing the task in the stipulated time can be learned from the story of Metro Man E. Sreedharan.

1-2 Periods

Learning Objectives

- Incorporate ways to overcome the obstacles in the plan
- Incorporate the time frame in the plan

Context Setting

Shaista's siblings from the village are visiting her home in Delhi. She is taking them to Chandni Chowk for shopping. However, more than shopping, they are all excited to travel by metro train. Since the moment they have boarded the metro, they are surprised to see the metro tracks - some tracks are underground, and some are elevated. They are even more bewildered to see Chawri Bazar and Chandni Chowk metro stations and could not believe how anyone could conceive of building a metro station in such crowded places and how it even materialized.

You may have had similar thoughts in your mind when you first traveled by the metro.

Story

It was the effective planning of E. Sreedharan that made it possible to construct Delhi Metro in the most challenging terrains of Delhi. He transformed the entire landscape of India's public transportation system through his leadership in building the Konkan Railway and the Delhi Metro Rail. Today, the Delhi Metro has become an integral part of the lives of Delhiites. Let us know more about E. Sreedharan.

E. Sreedharan was born on June 12, 1932, in the Palakkad district of Kerala. After finishing his early education in Palakkad, he went to the Government Engineering College and earned a degree in Civil Engineering. His first appointment was as a Probationary Assistant Engineer in Southern Railway. It was around nine years after his appointment that a cyclone washed away Pamban Bridge that connected Rameswaram to Tamil Nadu. The Railways set a target of six months for the bridge to be repaired; however, Sreedharan restored the bridge in just 46 days. How did it become possible? The answer is that Sreedharan was excellent in planning and effective execution. He was also rewarded by the Railways for this remarkable achievement. Sreedharan believed that any project should be completed in the stipulated time and budget. Failure to do so causes loss at two fronts. The project's cost rises, and the people are devoid of the timely benefit they

should have got. This was the notion that led this government engineer to perform well in everything.

After that, he did a great job in other significant projects like Kolkata Metro, Cochin Shipyard, and Konkan Railway, and his successive projects stood the test of time. His ability to plan and effective execution constantly brought him success.

In view of all these merits and dedication to work, he was appointed managing director of Delhi Metro. From the first phase itself, the construction of Delhi Metro was quite challenging as its route traversed through a very crowded commercial area. Besides, they were facing many technical hurdles and challenges, such as acquiring land for the metro, inconvenience to the people during metro work, taking care of their safety, and not blocking Delhi traffic. Sreedharan understood that a day's delay could have caused a loss of Rs 1.5 crore to the Delhi Metro; therefore, he also arranged to pay the contractors at the earliest so that the goods were delivered on time, sustaining the pace of the work.

The importance of the planning and its execution in Sreedharan's work was reflected in the unique 'reverse clock' system he adopted to demonstrate the value of time to all his employees. Watches displaying the countdown of the project were installed at all Metro offices and workshops. In this way, the employees' goal was always in front of them, and thus the pace of work was maintained.

By mid-1997, every aspect of the Delhi Metro project was completed within the time limit. The project laid the foundation for modern technology in India. The entire team's relentless efforts revolutionized Delhi's transportation sector, which became achievable only because of Sreedharan's effective planning and execution.



Reflection



Sharing

- What were the skills or abilities employed in the planning of Metro construction in Delhi? Which instances in the story indicate that?
- Have you ever used or seen a 'reverse clock system'? Explain in detail.
- How do setting deadlines and taking into account the obstacles affect the plan and its execution? Give an example from your daily life.



Reflection



Sharing

In this story, we saw that if potential obstacles and the methods to overcome them are well incorporated in the plan, the job at hand becomes manageable. Simultaneously, it becomes easier to prioritize the tasks if the deadlines are also fixed while planning.

Activity 5.3 | Preparing for the Competition - 2

Introduction

The Metro Man story taught us that a plan becomes more effective if it includes fixing work-related obstacles and setting deadlines. We will practice these skills in a 'Best from Waste' competition in this activity. At the same time, we will also see if it is possible to modify the plan while working.

Group Work: Groups of 5-6 students

3-4 Periods

Learning Objectives

- Incorporate ways to overcome the obstacles in the plan
- Incorporate the time frame in the plan
- Assessing the task as per the plan and making changes when needed

Material Required

Paper

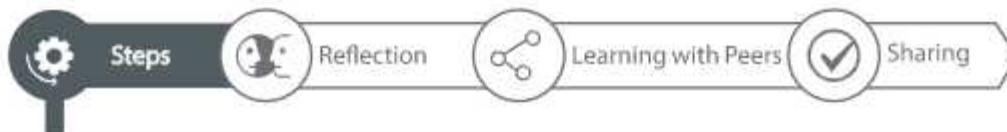


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Facilitator Note

- Ensure that the discussion should be focused only on the activity.
- The initial first five phases of the activity are about planning. The remaining are for execution and participation in the competition.



- Before starting the activity, remind students that the first phase of this activity was to plan a 'Best from Waste' competition, including splitting the task into smaller steps and prioritizing them.
- Tell them that some more changes have to be made so that plan is better in this activity. Ask students to set a deadline for every task with the help of members of their previous group.
- Now ask them to think of the kind of obstacles they may face while preparing for the competition. Ask them to pen down a list of these obstacles and ways to overcome them. Ask them to incorporate both the time frame and the obstacles in the plan.
- Now ask each group to make a gift for the 'Best from Waste' competition as per their plan. The gift has to be made in the EMC period, and every group will get only 2 periods for the same.
- Remind the students that they are supposed to execute the task as per the plan. They can also make changes in the plan, if necessary.

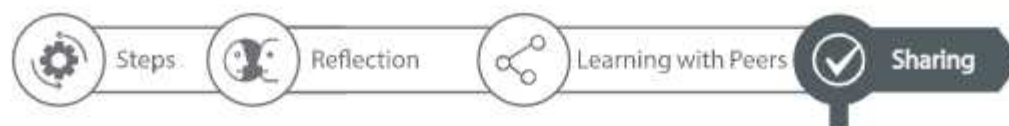


Ask the students to discuss the following questions in their groups:

- How much time did you assign to each task and why?
- What were the obstacles your group could think of and the ways to overcome them?
- How was your experience working with a plan?
- Did you make any changes in the plan while executing the activity? Discuss with the help of an example.



Ask one student from each group to summarize the plan and share it with the whole class. After the discussion is over, ask each group to display the gift they have made in front of the whole class.



In this activity, we learned that a plan could be further enhanced if it includes deadlines and solutions to obstacles. Working as per plan and modifying it as and when required, further helps execute the task competently.

Concluding the Unit



Reflection



Sharing

- How does planning before and during the execution of the task help?
 - What are the aspects you will keep in mind while planning a task?
 - You must have resorted to a specific plan while working on your field project.
- How was your experience planning and working accordingly? After concluding this unit, would you like to make any changes to your field project?



Reflection



Sharing

No matter how big or complicated the task is, the results come as expected if executed with a plan. Prioritizing the tasks while planning does not lead to unnecessary stress, and setting deadlines results in timely completion.

Removing the hurdles in the task's execution increases the likelihood of the task being executed properly. Despite having a sound plan, changing it as and when required, is a craft that helps achieve the desired results.



Introduction to the Unit



If we observe the conversation above, we find that Sonia did not like what Monica said to her. This often happens. When analysing someone's work and giving feedback on it, it is important to also share supporting evidence. Otherwise, it can simply be an individual opinion. Analysis of our own as well as others' work is an important source of learning but as we just saw, it is very important to back it with evidence. In this unit, we will practice these skills and will learn to analyse.

Learning Objectives

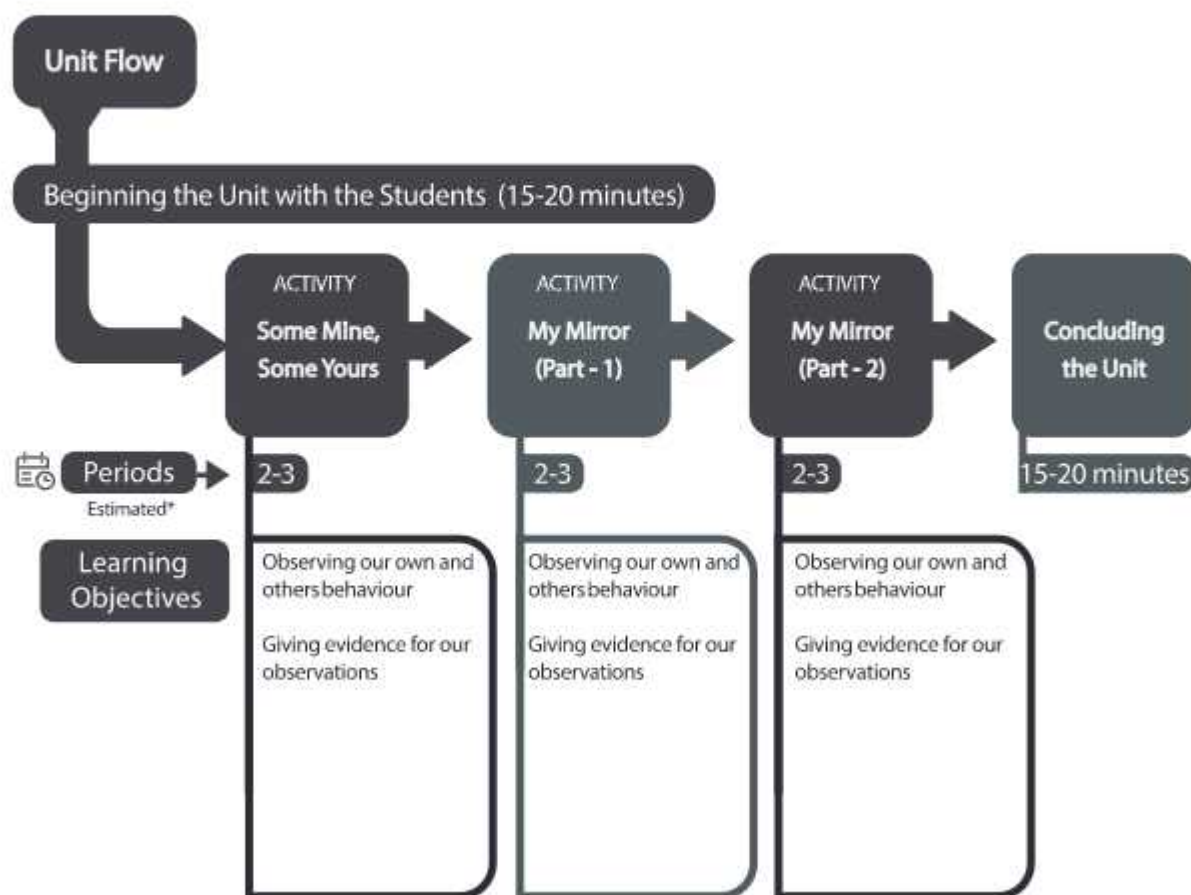
In this unit, the students will develop their skills by reflecting on their actions and analysing their contribution during the Best from Waste activity. For this, they will practice the following -

1

Observing our own and others' behaviour

2

Giving evidence for our observations



*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 conversation given above, discuss the following questions with the students -

- Does it also happen with you that your friends or the people around you give suggestions about your work? This is also called feedback- when someone tells us about our areas which are positive and the ones which need improvement. Would you like to share any such experience? What feedback did you get and about what?
- How do you feel when someone gives you feedback? From whom can you take feedback comfortably?

Make sure that at least 5-6 students share their thoughts. Tell them that getting feedback is an important way of learning if we manage to carefully observe someones work and understand their strengths and areas of development.

Activity 6.1 | Some Mine, Some Yours

Note – For this activity the students need time to collect material so introduce the activity a day in advance.

Introduction

Ask the students about the skills which they are very confident about. Encourage answers besides those related to their studies. The teacher can give their own example and mention their skills like origami (making objects using paper folding), dancing, speaking a new language, etc.

After this discussion, tell the students that in this activity we will teach one another these skills. It could be anything hairstyling, a dance step, a volleyball trick, making pickle, origami etc. The skill should be such that both the teacher and the learner enjoy.

Today, think of the skill which you would like to teach to your friends. Would you need any material for it? Get that material in your next EMC period. We will do this activity then.

Group Activity: Pairs of 2

Learning Objectives

2-3 Periods

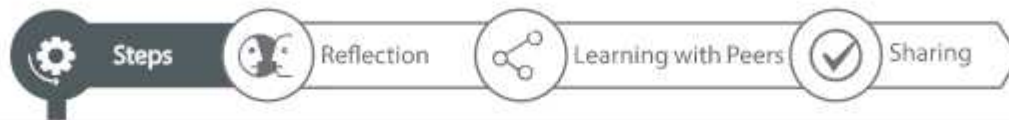
- Observing our own and others behaviour
- Giving evidence for our observations

Material Required

Students can gather the material which they might require for teaching their chosen skill to their friends. They do not need to spend any money for this. They can use the material present in their homes or school and do this activity.

Facilitator Note

- Make sure that the students talk to each other in a frank manner throughout the activity.
- Do not be judgmental about any of the skills. Give them complete freedom to choose their skill.



- Ask students to make pairs of 2.
- Students should begin teaching the pre-planned activity to each other.
- Each student will get 15 minutes (a total of 30 minutes to a pair) to teach the chosen skill to their partner
- After this, ask the students to think on the following questions and make notes:
 - What two things can your partner improve in their ability to give instructions? Give evidence for both these points.
- Now, ask your partner to share their feedback.
 - While this, if the students do not understand the feedback, encourage the students to ask questions from each other.

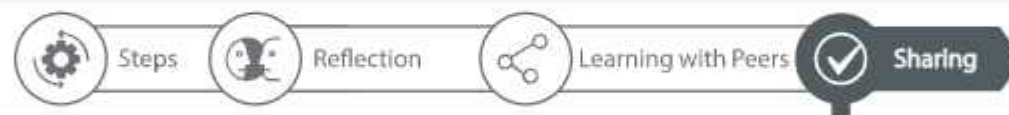


After analysing their experience, students should think of answers to the following questions -

- Which role did you enjoy more being a teacher or being a learner? Why ?
- Share the process of finding evidence for giving feedback on a positive experience and one which needs improvement.
- While giving instructions, were you also able to improve them by yourself? If yes, on what basis were you able to do this?



Invite the students to share the discussion they had with their partners, with the whole class.



In this activity, not only did we learn a new skill from each other but also understood a lot about analysing our own experiences. To learn something, it is important that we pay attention to the observations made by others and if we do not understand them, ask questions. Also, if we place our observations along with evidence respectfully before the other, they will also think about our analysis seriously.

Activity 6.2 | My Mirror (Part 1)

Introduction

In the previous activity, we practiced sharing our observations with evidence. We will take this practice forward and think in the context of a real experience Best from Waste competition from the previous unit (Plan and Execute). Since we all have worked together on this, we will have a lot of observations from our own experiences and those from our friends. Based on these observations, we will write feedback for ourselves and our friends. This practice will also give us confidence to give feedback skillfully in our lives, whenever required.

Individual activity

Learning Objectives

- Observing our own and others behaviour
- Giving evidence for our observations

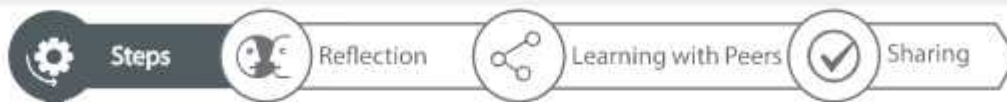
2-3 Periods

Material Required | Paper



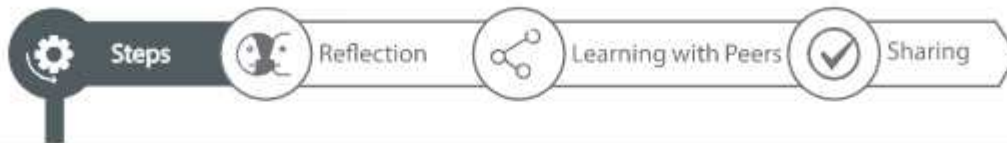
Facilitator Note

- Share the examples of positive feedback and those which need improvement from Steps to do the Activity with the students.
- Make sure that during Reflection and Discussion the students are able to speak with each other frankly and openly.
- Also make sure that each student writes their name in the table.
- The table should also have names of all the partners.



- Ask the students to make the following table and analyse according to the questions given.
 - During the Best from Waste competition, what did I learn about the strengths and areas of improvement for myself and my partner? What evidence do I have for these? (An example of this is given later. Do share it with the students before starting the activity).

Names of the Members of the Team	Their Positive Points and with Evidence	Their Points which need Improvement with Evidence



- For doing analysis, ask the students
 - To make a list of the various skills which were used during the project like communication, planning, creativity, mutual cooperation, etc.
- For the benefit of the students, share the following example with them -

Examples and Evidence of Strengths	Examples and Evidence of Areas of Improvement
I listen to the opinions of all the members of the team. Even though 1-2 ideas were liked for the competition, I insisted on listening to everyone's thoughts.	I need to work on my planning skills. Many times, I was not able to divide the work into smaller tasks.
I am able to think impartially in case of a difference of opinion. I wanted to take care of finance but when my friends drew attention to the fact that I did not like Maths, I heeded to their advice.	Before my friends asked me, I was feeling very hesitant about sharing my ideas.
My partner A is able to communicate his point very skillfully to others. All the people understood it in one go.	My partner A presents his point a little aggressively. While discussing ideas, he was insisting on doing it his way.

- After writing about oneself and the other members of the team, ask the students to think on the following questions
 - Do you have substantive evidence for your points about your mates regarding their positive skills and those which need improvement?
 - Based on this question, if the students want to make some change in their feedback, give them 10 minutes.

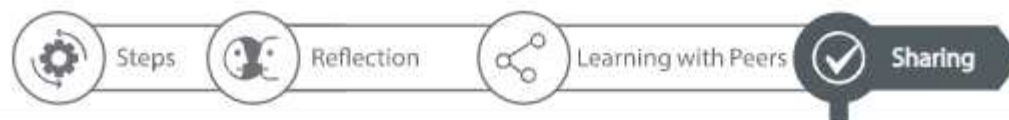


Students should discuss the following questions with the student sitting next to them -

- How did you feel about providing some feedback for yourself and for your friends? What did you discover about yourself from this?
- In analysing our own or someone else's work or behaviour, what is the role of observation and evidence?



After the discussion, invite at least 10 students to share their feelings and strategies with the whole class regarding taking and giving feedback.



In this activity, we thought of and wrote feedback for ourselves and our friends. While giving feedback to someone, it is very important that we support it with evidence. Also, we should perpetually analyse our experiences so that we can learn from them and move ahead. We can write our thoughts about ourselves or the things around us daily or weekly or can talk about it so that we can think about ourselves substantially.

Activity 6.3 | My Mirror (Part 2)

Introduction

In the last activity, we wrote feedback for ourselves and our friends and learnt how we could make them more comprehensive by substantiating with evidence. Taking this exercise forward, We will now share with each other our experience of the Best from Waste competition from the previous unit (Plan and Execute). Also, based on the understanding that has been built along with our team, we will learn something new about ourselves and validate a few old points.

Group Activity: Groups of the Best from Waste competition

Learning Objectives

2-3 Periods

- Observing our own and others behaviour
- Giving evidence for our observations

Material Required

Paper



Facilitator Note

- Visit different groups and encourage the students to think deeply and help them as per their need.
- The table used in this activity is called Johari Window which is often used to understand oneself better.
 - The four boxes of this table show our different abilities which are written in the table.
 - The box Skills known to neither self or others in the table can remain empty. This means that we do not know everything about ourselves at one go. Tell the students that there is always something which we discover gradually with time.



Steps



Reflection

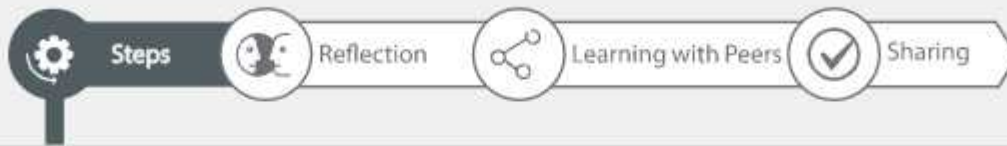


Learning with Peers



Sharing

- Students should sit in the groups of the Best from Waste competition with the feedback notes made in the previous activity.
- After this, in the next 20 minutes, all the members of the team will give feedback to each other (whether positive or those which need improvement).
- The one who is getting feedback should listen attentively and make notes.
- When all the members of the team receive feedback, the facilitator should make the following table on the board and explain the meaning of all the four sections to the students. The students can also give some examples based on the activities done till now.
- The students should draw the table in their notebooks and write down the feedback received from others and their own thoughts at the appropriate places in the table.



Our Various Skills

Skills known to us and others	Skills known only to others
Skills known only to us	Skills known to neither self or others

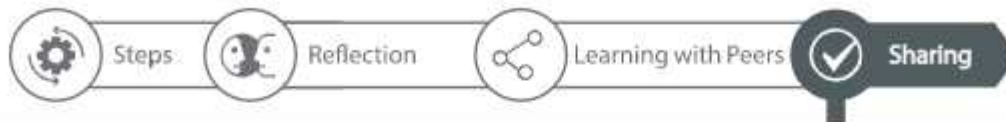


After filling in the table, discuss the following questions with the students -

- What new things did you discover about yourself? How are you feeling about it?
- When you were giving feedback to your friends, what did you find easy and what did you find difficult? Why?
- How would you like to use your skills in the future (positive and those which need improvement)?



Those students who wish to share their table with the whole class, invite them to do so as an exhibit.



In this activity, by analysing the Best from Waste competition, we learnt a lot of useful things about our skills. The way our thoughts are helpful in improving others skills, the same way, others thoughts about our skills are also useful. If we think carefully and share our thoughts backed with evidence and listen to others with an open mind, then the chances of learning something from each experience is higher.

Concluding the Unit



- During or after a group activity, how is taking feedback from our mates helpful?
- In this unit, what methods did you learn about observing and analysing? Share in detail.



By doing the activities of this unit, we learnt that by analysing every experience, we learn a lot not only about our own selves but also our co-workers. For this, it is important that we observe our actions carefully so that we have evidence for our skills and behaviour. This will make us learn more about ourselves and give useful feedback to our friends.

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



Donts

- 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

C-2 | Student Specials



We know the importance of interviews and group discussions (GD) in our professional careers. Their need comes up while applying for jobs, selecting employees or business partners, or taking a decision with colleagues. Interview and group discussion (GD) activities have been included in Student Specials to help students be comfortable in these situations and get constructive 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.



Interview Master

- Conduct the activity.
- Invite those students to participate who have not participated earlier.
- Be ready with the list of questions for the interview. There will be questions from 3 categories.

Sample questions are given at the end of the chapter.

Master Observer

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

What to observe?

- Did the candidate answer appropriately according to the question?
- Did the candidate maintain eye contact with the interviewers?
- Did the candidate communicate effectively using facial expressions and voice modulation?

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 candidates.
- 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 candidates 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 candidate to observe the candidate and take notes for giving constructive feedback.
- Share what to observe and what to share while giving feedback.



Invite the Interview Master on the stage.

Applause

12-15
Minutes**Interview Master will:**

- Invite 3 students 1 candidate and 2 interviewers.
- The interview will be like this -
 - Interview master will give the list of questions to the interviewers. Questions have 3 categories introduction of the candidate, their interests and experience, their thoughts and aspirations.
 - Interviewers take one minute and choose three questions (1 per). category
 - The interviewers will ask one question at a time. The candidate will have 1 minute to answer each question. Before answering the questions, the candidate can take a few seconds to think.
- Repeat the interview process with 3 different students - 1 candidate and 2 interviewers.

(Note:
Interview
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 Interview Master. (1-2 Minutes)
- Ask the observers to give constructive feedback to their respective candidates. (2-3 Minutes)
- Invite 2-5 observers to share feedback before the class, depending on the time remaining.



Invite the Timekeeper on the stage.

Applause



(3-4 Minutes)

**Time Keeper will:**

- Present the time report. (1-2 Minutes)
 - Did the class run as scheduled?
 - Did the candidates take less than 30 seconds or more than a minute for any question?

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.

**GD Master**

- Conduct the activity.
- Ask students to make groups of 8-10, and make students of each group choose their roles (2 observers and 1 timekeeper per group).
- Be prepared with the topic for the group discussion.

Sample topics are given at the end of the chapter.

Master Observer

- Observe and take notes for giving constructive feedback to the Anchor and GD Master.
- Each group has 2 observers. Both these observers will select 3-4 students whom they will observe, and take notes for giving constructive feedback.

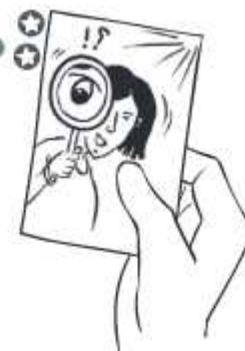
What to observe?

- Does the speaker support their point with examples?
- Does the speaker ask questions to understand better?
- Does a student interrupt another speaker while they are speaking?
- Does the speaker use gestures and voice modulation for effective 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 (In each group)**

- 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-

- 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.



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: Each group has 2 observers. Both these observers will select 3-4 students whom they will observe, and take notes for giving constructive feedback.
- Share what to observe and what to share while giving feedback.



Invite the GD Master on the stage.

Applause

12-15
Minutes

GD Master will:

- Ask students to make groups of 8-10.
- Make students of each group choose their roles (2 observers and 1 timekeeper/group).
- Inform the class about group discussion:
 - Group discussion and debate are different.
 - In a Group discussion, we try to know each others thoughts, not argue.
 - All students should respect each others views and put forward their point to arrive at an agreement.
 - Only one student should speak at a time. Everyone will get upto 1 minute to share their point.
- Announce the topic of the Group Discussion.
 - Give all the candidates 1 minute to think about the topic.
 - Group Discussion will go on for 10 minutes.
- After 10 minutes, one student per group share whether the group could arrive at an agreement
- The students will appreciate their efforts with applause.



Invite the Master Observer on the stage.

Applause

7-9
Minutes

Master Observer will:

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



Ask the timekeepers to share time report in their groups.

Applause



In each group, Time Keeper will:

- Present the time report. (1-2 Minutes)
 - 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.

Interview

Interview Questions

Introduction:

- What do you enjoy doing the most with your family? Why?
- Which of your family members are exactly like you? How?
- What is the one thing about you that you like the most? Why?
- What one thing would you like to change about yourself? Why?
- When are you the happiest? Why?

Interests and Experiences:

- What are your interests? How do you pursue them?
- What is the most difficult thing you have done till now? Why did you find it difficult?
- When was the last time you were angry? Why were you angry?
- Talk about one thing that you have learnt with great difficulty.
- Talk about an instance where you helped someone.
- Talk about your most memorable experience from this school year..

Ideas, Passions and Aspirations:

- If your life was a book, what would be its title? How would its ending be?
- What is something that you believe in, but very few other people do?
- If you could only keep things that would fit in one bag, what all would you keep?
- Should social service be mandatory in high schools? Why and how?
- If you could change one rule in your school, which rule would it be? Why?
- What do you see yourself doing after 10 years?

GD

Topics for Group Discussion

- Popularity of cricket in India as compared to other sports
- Impact of social media on daily life
- Corruption will never end
- WhatsApp taking over News Channels
- Online shopping is a good thing

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 ? ~~like~~ 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?
 - Contact Eye
 - 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 shouldnt be very far from home or school.
 - Do not conduct the interview after 6 PM.
- During the Interviews:
 - Carry your schools 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 months interview
 - The best answer from this months interview
 - of my Which 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

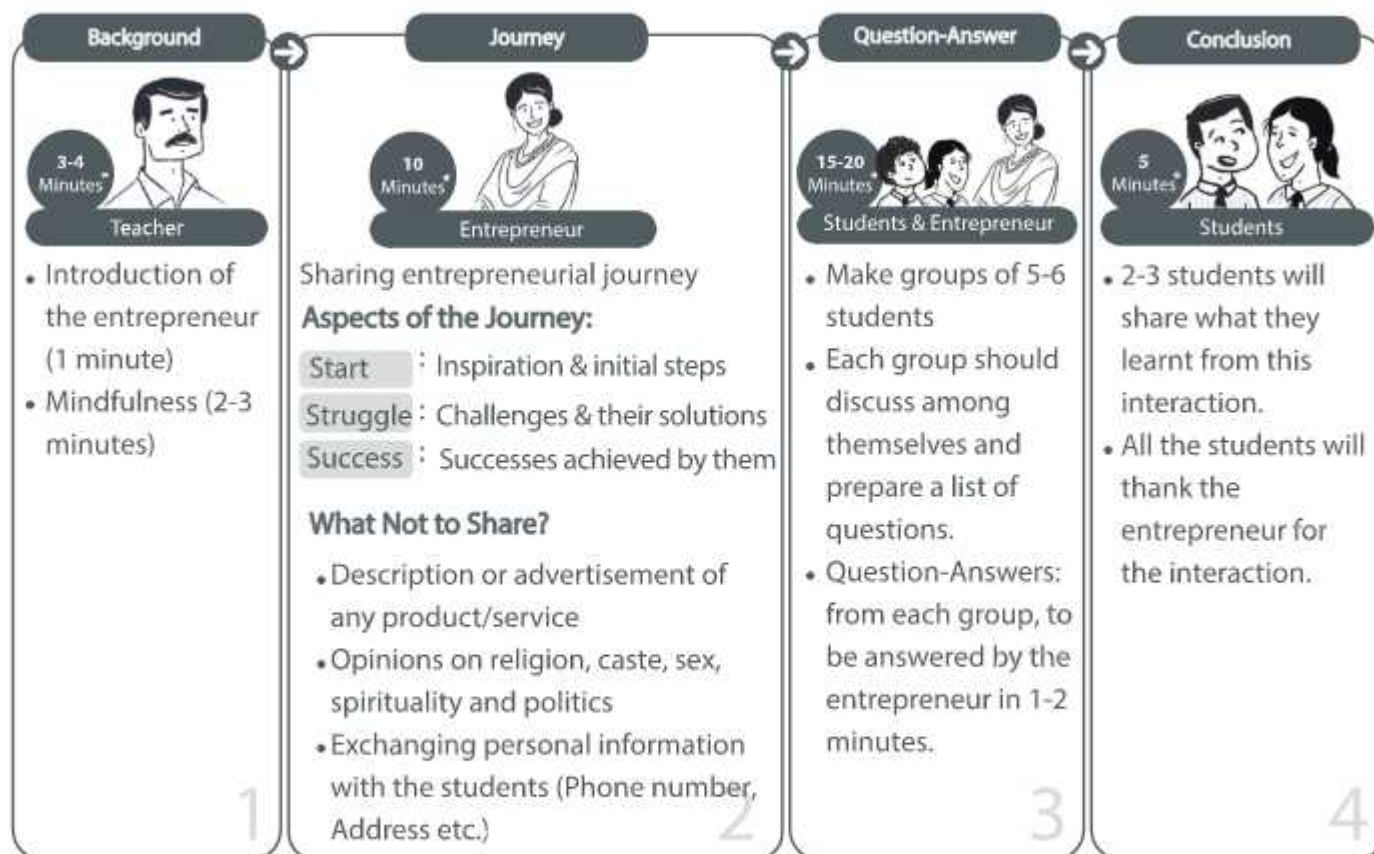
C-4 | Live Entrepreneur Interactions



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 to identifying and pursuing opportunity, planning & executing, bouncing back from failure and analyzing & 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.

References

Unit 1

- In conversation with the team behind UrbanClap
<https://youtu.be/WaqSHqgoWp8>
- UrbanClap Business CaseStudy | Success Study | How Urbanclap earns | Startupphila
<https://youtu.be/GA4RKwt2gtg>
- Meet UrbanClap | The Founders
<https://youtu.be/aEBPdaABZB4>
- The Urbanclap Story: Your Go-To Platform For Services
<https://youtu.be/9Amv1IZ3xrg>

Unit 4

- Activity: My Breakthrough Moment- Writing a letter to my younger self
<https://www.goalcast.com/2019/08/30/write-letter-to-your-younger-self/>
- Activity: A Letter to my past self
<https://www.theodysseyonline.com/letter-to-myself-from-the-past>
- Story of Sunil Bhu from the book- Stay Hungry Stay Foolish by Rashmi Bansal

Unit 6

- Johari Window: A tool referred in Activity 3
- https://en.wikipedia.org/wiki/Johari_window

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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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