



Entrepreneurship MINDSET

TEACHER'S MANUAL
2024

GRADE

11





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STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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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 the 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.

**ASHOK KUMAR
IAS**



सत्यमेव जयते

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Message

Global trends show an increasing bend towards realising the true potential of youth, helping them independently carve their career pathways and transform the community into not only creative problem solvers but ultimately strategic global leaders. In the current economic and societal times, it is imperative that students not only develop traits and skills that will aid them in every aspect of life but also specialize in their chosen fields. Keeping these anchors in mind and in an effort to continuously improve the quality of education in Delhi Government schools, we have spent the last few years implementing reforms at the ground level to meet the future expectations of the education system under National Education Policy 2020 and get the youth ready for a global representation. The implementation of the Entrepreneurship Mindset Curriculum (EMC) in Delhi government schools represents a noteworthy stride towards enhancing the Delhi education system and meeting the broader vision for the youth.

As participants in the educational system, we consistently strive to foster the holistic development of the students so that they may mature into becoming valuable contributing members of the society. We have an unwavering faith that our endeavor will yield favorable outcomes not just for youth and our future global thinkers but also for educationists and professionals today who contribute significantly in their journey. I am ecstatic to report that every Directorate of Education senior secondary school for its grades IX-XII has gained new knowledge and experiences through Entrepreneurship Mindset Curriculum since the year of its inception. The field component of Entrepreneurship Mindset Curriculum, the Business Blasters initiative in classes XI-XII, provides students with seed money and requires them to collaborate in teams to apply an entrepreneurial mindset to real-life scenarios with the aim of generating profit or addressing a social issue with a positive impact.

In this era of swiftly evolving technology, the primary objective of education is to cultivate an entrepreneurial mindset in students and discern their inherent capabilities. The State Council of Educational Research and Training, Delhi is dedicated to accomplishing this objective in a courteous and transparent manner. We have initiated the process of establishing a robust and prosperous society. I extend sincere congratulations to all my students, facilitators, school administrators, State Council of Educational Research and Training, and Directorate of Education officials on this unprecedented endeavor within the realm of education.

Ashok Kumar
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Message

Beyond mere examination or grade based success, the purpose of education is to instill in students the knowledge, abilities, and values necessary to achieve success in life and to become responsible citizens. In 2019, State Council of Educational Research and Training, Delhi introduced the Entrepreneurship Mindset Curriculum (EMC) with the aim of fostering an optimistic disposition and a holistic growth mindset in the students. EMC encourages students to dream big, innovate, plan, and execute ideas, and teaches them to overcome life's obstacles with resilience and fortitude. Students are also encouraged to be optimistic, driven, self-assured, self-motivated, and independent through the Entrepreneurship Mindset Curriculum.

Our pupils must cultivate such qualities, values, and abilities that not only enable them to forge new pathways for themselves, but also contribute to the advancement of the nation. The State Council of Educational Research and Training remains updated on evolving trends and emerging needs of students; therefore, the development and instruction of Entrepreneurship Mindset Curriculum constitutes a groundbreaking advancement in the realm of education. The brilliance of this curriculum resides in the fact that an effort was made to design this curriculum in a scientific fashion, which was undertaken through the incorporation of observations and feedback from ground zero, taking into consideration the needs of students as well as teachers and school administrators.

The Entrepreneurship Mindset Curriculum (EMC) was developed in 2019 with this objective in mind. It has been effective in fostering a growth-oriented, optimistic perspective in our students. This curriculum empowers students to envision personal goals and to conceive, strategize, and implement novel concepts. They also gain the ability to confront every obstacle in life with bravery and determination. EMC has become a crucial component of the Delhi Education Revolution. The curriculum continues to be revised based on continuous ground observation, feedback of different stakeholders and the outcomes that it intends to bring about in students.

The revised and upgraded EMC content that is being transmitted this year will assist students in preparing for the Fifth Industrial Revolution and foster an entrepreneurial mindset. Come, let us work together in order to strengthen this curriculum and instill in our pupils a sense of taking initiative and be responsible for themselves, the society and the nation at large.

Dr. Rita Sharma



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Message

In a rapidly advancing world, our students strive for enhancing the highest quality of 21st century skills in order to be a catalyst in this technologically driven and shaping global economy. This will enable them to forge new paths to success and contribute to the growth of the nation. Students must also develop the dispositions and abilities that will enable them to succeed in life and become optimistic, enthusiastic, self-assured, dedicated, self-motivated, and independent, in addition to acquiring subject-specific knowledge.

In accordance with these objectives, the Entrepreneurship Mindset Curriculum continues to be implemented in the Delhi government schools across grades 9th to 12th. The Entrepreneurship Mindset Curriculum possesses six exceptional components, one of which is Business Blasters, an educational and real-life initiative specifically tailored for the students of grades XI and XII. The objective of this Curriculum's seed money initiative is for the students to recognise opportunities in their surroundings, collaborate with their peers in a team to develop a budget, and execute their ideas. The students have the option of undertaking a business endeavour or attempting to bring social change by effectively addressing a societal issue. Our aspiration is for the youth of India to cultivate their intellectual capacity and aptitudes necessary for progressing in life, so that they may strive collectively to establish a brighter future.

The vision of the then Honourable Minister of Education, who introduced EMC in Delhi Government schools, is to provide students with opportunities for experiential learning so they can identify their abilities and further develop them so they can progress in life. Let us collaborate in order to sustain this endeavour by instilling innovative and creative thinking, calculated risk taking, resilience and teamwork to build a competent and skilled future workforce for India.

Dr. Nahar Singh

FORWARD

The National Education Policy 2020 emphasizes on the criticality of our educational system facilitating the ability of every student to identify and enhance their latent abilities and talents. It places grave focus on inculcating entrepreneurial abilities among the youth and creating an entrepreneurial environment in schools where students can foster their dreams. In hindsight, State Council of Educational Research and Training, Delhi had developed the Entrepreneurship Mindset Curriculum for the students of grade 9th to 12th of the Directorate of Education, Delhi in 2019. The major objective of this curriculum has been to identify and capitalize on every opportunity that enables our students to achieve personal, social, and economic development through the exploration of entrepreneurial abilities. Developing and executing this curriculum along with my team has proven to be both arduous and rewarding.

Over the last few years, Entrepreneurship Mindset Curriculum has been effectively implemented on ground by all schools through the unwavering contribution of District and Zonal Coordinators, Heads of Schools, Mentor Teachers, EMC Coordinators and EMC teachers. Through this curriculum, students of grades 9th - 12th have been developing entrepreneurship abilities through mindfulness and the various Thematic Units, have been polishing their leadership and communication skills through Student Specials, have been understanding more about professional journeys and their careers through Live Entrepreneur Interaction and Career Exploration, and have been gaining real life experience through Business Blasters. These are the six interconnected yet diverse components of EMC that encourage students to explore and gain knowledge about varied entrepreneurial capabilities. The curriculum continues to be presented in a simple language for all students to comprehend and apply in their real life.

The Business Blasters programme, which is intended for the students of classes 11 and 12 helps students develop their business concept, identify potential opportunities, collaborate on budget preparation, and execute their business idea in the real world. Over the last three years, there has been an influx of business ideas every year, with students gradually but effectively building their entrepreneurial pathway as well as developing the skills of collaboration, planning, critical thinking, bouncing back from failures, etc.

We have completed five years of journey so far, and observed, analyzed and learnt a lot from classroom observations. It is noteworthy to mention that on the basis of the valuable feedback provided by school leaders, teachers, students, and observers, as well as after taking into consideration the changes suggested by National Education Policy 2020, the Entrepreneurship Mindset Curriculum has been extensively revamped in 2023-2024 to enhance its impact in the Delhi government schools. This revised curriculum includes an almost double number of contemporary entrepreneurs' stories. The current story bank has an increased representation by female entrepreneurs and has transgender representation as well. To strengthen inspirational and experiential learning, the EMC thematic units have been simplified and enhanced through interactive introductions and new activities with detailed instructions and meaningful reflections. The practical components have been explained in greater detail for ease of understanding by teachers and students, with a new range of simplified steps and ready to use posters.

I express my sincere gratitude to the torch bearers for guiding and supporting us in executing this curriculum at every step of the journey. I also extend my appreciation to the EMC Core Team and other stakeholders who collaborated fervently to upgrade this curriculum. I wish everyone continued success with the Entrepreneurship Mindset Curriculum.



Dr. Sapna Yadav
Project Director, EMC

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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 Entrepreneurship Mindset is. 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 an ordinary businessperson and an entrepreneur have different ways of working.

1. An ordinary business person 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.
2. 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 neighborhood. Neither are vegetables a new product nor is starting a vegetable shop a new idea. If this person understands the difficulties of the buyers and starts a shop to provide a solution to these problems (e.g. packing the vegetables well, selling cut vegetables, home delivery etc.) then definitely they will be known as an entrepreneur and not a businessperson. To do this, they may have to take risks like investing in a new machine

or hiring more people to work in their shop compared to a regular shop. Apart from these risks, there is also a possibility that the idea may not work and there would be a loss. Despite this, if they choose to take up this job, they would be known as an entrepreneur.

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

Entrepreneurship Mindset is a broad area but the above two examples help us understand the difference between a traditional mindset and Entrepreneurship Mindset. A traditional business person 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. An ordinary businessperson only 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 an ordinary 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 business person works on a regular idea on a big scale. Both are important for society as both of them contribute to it in their own ways.

Who is an entrepreneur and who is not?

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

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

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

By Entrepreneurship Skills, we mean training the students in different facets of business,

like accounting for profit and loss in business, 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 confidence 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 an Entrepreneurship Mindset?

By now, it is clear that an entrepreneur is someone who does their own business, employs new methods and takes risks. Having an 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 an Entrepreneurship Mindset but it is not necessary that each individual having an Entrepreneurship Mindset is an entrepreneur."

How can we say whether a person has an Entrepreneurship Mindset?

Whether a person has an 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 an 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 ordinarily educated person and a person with an 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 ordinarily 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 an 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 limits others. Despite the limitations they find solutions.

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

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

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 but inspires other educators as well.

Ms. Chitra Gupta, a true educational entrepreneur, transformed Zeenat Mahal Sarvodaya Kanya Vidyalaya No. 2, a struggling government girls' school, into a shining example for the entire school system. The school was considered difficult, but Ms. Chitra took it as a challenge. Her entrepreneurial spirit was seen when she applied logical reasoning, empathy, and convincing to change the mindset of teachers, students and parents. Ms. Chitra introduced innovative activities like yoga, inter-school arts competitions stories to effectively communicate with students. She increased teacher motivation by opening ways of communication with them. Holding open house sessions with parents, she highlighted the long-term benefits of education, such as college admissions, better job opportunities, and financial stability.

When Ms. Chitra joined the school, the class 10th pass percentage was just 50% and that of class 12 was 60%. Small changes by her changed the situation within a year. The school

achieved 100% results in both class 10th and class 12th. Within three years, the school became the number one government school in Delhi as per the quality index (average marks obtained by each student). Ms. Chitra's proactive measures, like inviting external speakers for motivational sessions and welcoming students' feedback, resulted in lower absenteeism, 100% exam pass rates, and merit scholarships for outstanding students. The success of ZMSKV has turned it into a celebrated case study, showcasing the entrepreneurship mindset skills of initiative, innovation, and problem-solving that Ms. Chitra skillfully employed in transforming the school into a model of excellence.

Similar is the story of Mr. Amitabh Kant, the CEO of NITI Aayog, who brought transformations in the government being a Civil Servant. He has been a big part of changing how the country works. He worked as the Chief Executive Officer of the National Institution for Transforming India (NITI Aayog) and the Department for Industrial Policy and Promotion (DIPP). During this time, he took charge of flagship national initiatives such as Startup India, Make in India, Incredible India, Kerala: God's Own Country and the Aspirational Districts Program. These plans and policies made people see India differently, making sure that the country becomes a great place for new businesses. Over 70,000 startups and 101+ Unicorns happened because of his efforts.

Mr. Amitabh Kant made sure things are easier for businesses to operate. India jumped 79 places in Ease of Doing Business Indicators because of his work. He also focused on making India a top place for making things and selling them abroad. His plans, like Make in India and Production Linked Incentive (PLI), boosted manufacturing and exports. Mr. Amitabh Kant is a key player in making India a better and more business-friendly place.

If we observe these people carefully, we would realize that they would not only have used new methods 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 stopped by limitations, they would have creatively found solutions. Taking risks, finding solutions, being creative—these are all traits of Entrepreneurship Mindset and are useful for every field – whether it is a job or any business.

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

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

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

We can see some examples in other fields as well. When in a backward village, a woman IAS Officer inaugurates a hospital and decides to deliver her baby there, she takes a risk. In

return, she strengthens the district's faith in the hospital. She does not take this risk without thinking about it. Apart from being a visionary, there is months of hard work behind this step. Understanding the lack of faith in the public health system and taking an innovative step to resolve it is not possible without Entrepreneurship Mindset.

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

How is Entrepreneurship Mindset useful for students and teachers?

Entrepreneurship Mindset is valuable for students no matter what career they choose to take up. It promotes curiosity, problem-solving and confidence, which are important life skills. Thus, a student with this mindset might develop innovative study methods, collaborate on projects, or start a school club. They approach challenges with a never giving up attitude and learn from setbacks. Let us look at a few examples of what students with an entrepreneurship mindset can look like.

Adapting Study Methods: Sonia, a high school student, fell ill a week before her final exams. Unable to follow her regular study routine, she creatively changed her methods. Using voice-to-text technology, she dictated key concepts while resting. This not only helped her revise but also gave her a tool to make use of information differently and more easily.



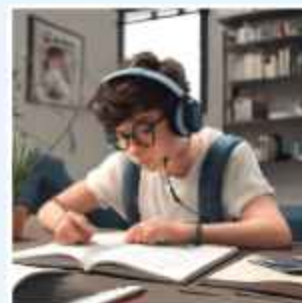
Collaborative Study: Ajay, facing health issues just before exam time, couldn't do self study for a longer time. Using his problem-solving skills, he came up with a collaborative study approach. He formed a small study group with classmates, where each member focused on specific topics. They later shared what they understood. This not only reduced Ajay's burden but also increased the whole group's understanding of the syllabus.



Family Responsibilities and Limited Study Time: Monika, balancing family responsibilities and school, found it difficult to study. Using her problem-solving skills, she changed her daily house work into learning opportunities. Monika started discussing her study topics with her family members while performing tasks, creating a supportive learning environment at home. This not only allowed her to fulfill her family duties but also ensured improved academic performance.



Overcoming Distractions in a Noisy Environment: Sajid lived in a noisy neighborhood, making it difficult for him to study with focus. Instead of giving up because of distractions, he creatively designed a noise-canceling study area in his house. Sajid used earphones, and played soft music. This problem-solving approach allowed him to have better and effective study time.



In each case, these students faced challenges but approached the situation with determination and an entrepreneurship mindset. They creatively adapted their study methods, collaborated with peers, and utilized available resources efficiently. By doing so, they not only overcame challenges but also developed skills for life, which are beyond academics and school life. Stories of successful entrepreneurs, included in the curriculum, act as inspiration.

Teachers with an Entrepreneurship Mindset bring creativity to classrooms. They innovate teaching methods, making lessons engaging as per students' needs. Like an entrepreneur, they adapt to challenges, creating a dynamic learning environment. Such teachers encourage students to think critically, develop a spirit of curiosity. By taking risks, they find unique solutions to educational struggles.



The curriculum aims to help students develop Entrepreneurship Mindset, empowering them to go beyond limitations and realize their full potential in any field. It's not just about business; or enhancing the learning experience, it's a mindset that shapes successful individuals in various aspects of life.

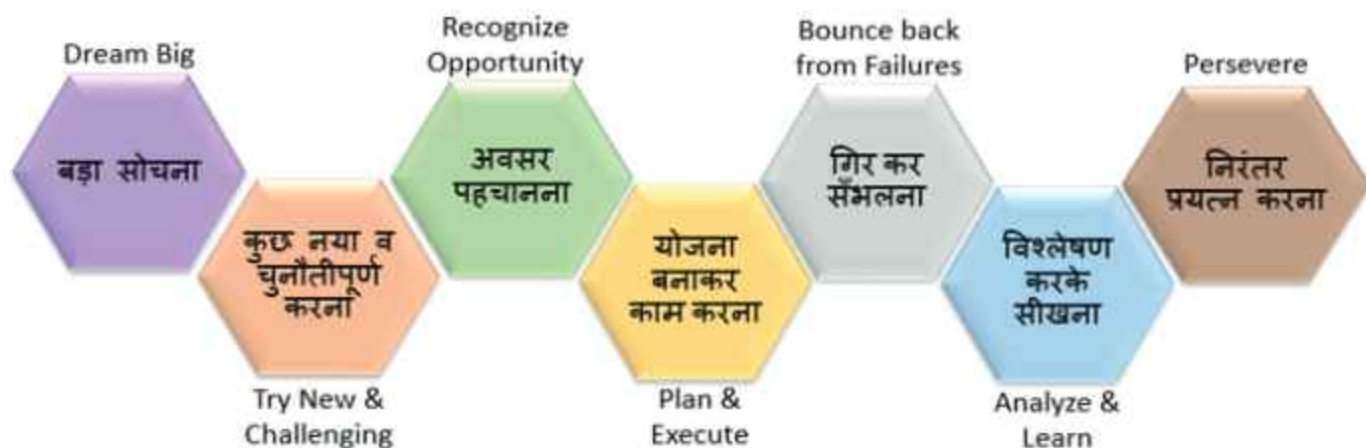
Components of EMC



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



Entrepreneurial Abilities

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

1. **To do something new and challenging**, it is very important to have confidence and face one's fears.
2. **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.



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 so because if these qualities and abilities have to become a mindset, they need to be practiced regularly.

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.

- 1. Experience– Learning by Doing:** Doing the activities individually or with friends, asking questions, finding answers by doing and improving one's understanding.
- 2. Reflection– Thinking About Experience:** After doing the activity, reflecting on the experience, one's observations and questions, and based on them, preparing for new experiences.

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,

- **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 abilities** like problem solving, critical thinking and taking initiative by doing the activities given in the manual.

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

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

Components

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

Component	Objective	When to do	Role of the Teacher	Role of the Students
Mindfulness	To be aware of the present, to calm the mind and to focus	Mindful check-in (3-5 min) at the start and silent check-out (1-2 min) at the end of daily EMC period In the EMC period on the first Monday of every month	To conduct mindful check-in and silent check-out To conduct the monthly mindfulness activity on the first Monday of every month	Participating in the mindfulness activities

Thematic Units	To develop Entrepreneurship Mindset in students through activities, stories and reflection	In the daily EMC period	To facilitate the activities and stories as given in the manual	Doing the activities, listening to stories, reflecting, discussing and sharing.
Student Specials	To improve communication and develop confidence with regular practice and feedback	EMC period every Saturday, or any free period	To explain the process, get it started and support of needed	Performing different roles while conducting the activities
Live Entrepreneur Interactions	Understanding the journeys of entrepreneurs and employment alternatives by meeting them face-to-face	According to instructions by school administration and availability of the entrepreneur	Introducing the entrepreneur and managing the interaction	Listening to the entrepreneur and asking questions without hesitation
Career Exploration	Interviewing entrepreneurs and people doing jobs, understanding their professional journeys	One interview every month On every month's last Monday and Tuesday, students will share their experience of the interviews	Helping the students create a list of careers they are interested in, and preparing them for interviews	Finding people whose careers they are interested in; interviewing them and sharing the experience with the class
Business Blasters	Use Entrepreneurship Mindset in real life	Instructions regarding the Field Project execution will be given through circulars	Guiding the students through the process as instructed in the circulars	Using the given amount for an effective economic or social project by applying Entrepreneurship Mindset

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. Every unit also contains an extra read as a short caselet in the end.
- The estimated periods for the activities/stories have been given keeping in mind the average strength of the students. The facilitator can adjust this according to the strength of their class.

Structure of Every Activity/Story

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

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

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

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

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





Introduction to the unit

(The Facilitator may share this role play prior with the interested students.)



Priya, wow! You have made a very nice poster. Come on, now tell the other children what you have made and how.

Sir, I can write but I cannot speak like this in front of everyone. I forget everything while narrating in class.



No problem, Priya. Sometimes this happens. When we get scared about something, we forget everything.

Rahul, earlier this used to happen with you too but now you participate in morning assembly and competitions with full confidence and you also win.

Yes, Priya. Indeed. You won't believe it, earlier I also used to get nervous like this.



Oh! Really? But looking at you it doesn't seem like that at all. Now you look very confident.

But how did you do this? How did you overcome your fear?



Sir, told me that in such a situation it is most important to keep believing in yourself and dividing your work into small goals.



Hmm! But my problem is that as soon as I stand in front of everyone, I forget everything, I can't even say anything.



Hmm! Let's try one activity today.



Learning Objectives

In this unit students will learn to complete the task while maintaining self-confidence despite the challenges that come along the way. To do this, students will practice the following abilities:

1

breaking work into smaller goals

2

learning from mistakes and moving forward

3

keep trying

4

maintain confidence

Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
with students

1 period

Activity
Newspaper Bridge

2-3 periods

- Keep trying
- Learning from mistakes and moving forward

Story:
Unique Ghazal

1-2 periods

- Maintain confidence
- Learning from mistakes and moving forward
- Keep trying

Activity
I am capable

2-3 periods

- Dividing work into smaller goals

Concluding the unit:
Read to be Inspired
Srikanth Bolla

1 period

Beginning the unit with students

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



Activity 1.1

Newspaper Bridge

Instructions:

Now we will do something which some of the students may be doing for the first time and may find it difficult to start, but we will focus on finishing the task.



Materials required:

Old newspapers (3 double sheets for each group)

Ask the students to bring waste/old newspapers

Or arrange these from within the school

Estimated periods- 2-3 periods

Group/Individual Activity: Group of 5-6 students



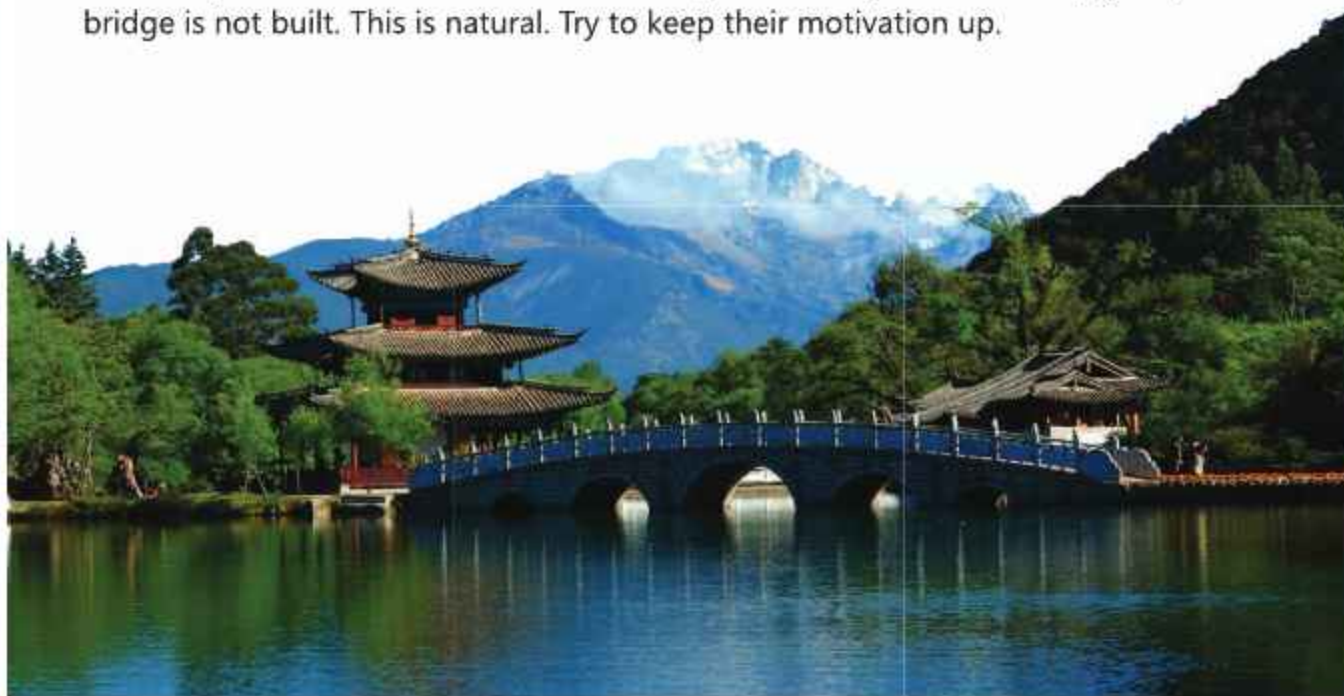
Learning Objectives:

- Keep trying
- Learning from mistakes and moving forward



For the facilitator:

- Encourage all students to participate in the activity.
- There may be chaos in the classroom during the activity. Students may get upset if the bridge is not built. This is natural. Try to keep their motivation up.





Steps



Reflection



Learning with peers



Sharing

- Form groups of 5-6 students and give each group 3 double sheets of newspaper.
- Each group will make a bridge of newspaper between 2 desks that can hold the weight of as many objects (pens/pencils/scale etc.) as possible.
- There should be a gap of at least 2 feet between two desks.
- Once the bridge is built, students will test its strength by placing different objects on the bridge and try to fit as many objects on it as possible.
- At the end, all groups will move around to observe/understand the bridge building process of each group and learn about their methods.



Steps



Reflection



Learning with peers



Sharing

Ask students to discuss the following questions in their groups:

- At first when you were told to make a newspaper bridge, what thoughts came to your mind?
- As the challenges during the building process increased during the activity, what did you do differently?
- Remember an incident when you felt uncomfortable about some work. What was the reason for that discomfort and how were you able to complete that work?



Steps



Reflection



Learning with peers



Sharing

After the students have discussed in groups, invite a few students from each group to share their experiences with the whole class.

Now ask all the groups to make a list of 5-6 tasks from their life which they feel that they are not able to do. (Students can use EMC journal/copy for this.)

Tell them that we will discuss this list again at the end of the unit.



Steps



Reflection



Learning with peers



Sharing

As soon as we hear about some tasks, it feels like they cannot be done. In such a situation, if we start that work with confidence and keep trying continuously while learning from the mistakes made while doing it, then the same work can be completed in the best way.



Story 1.2

Unique Ghazal

Introduction:

In the Newspaper bridge activity, we saw that many tasks which initially seemed difficult to us, were also completed successfully. Many types of challenges come in our life. We fight these challenges with the strength of our self-confidence and keep trying to fulfill our dreams.

(The facilitator may invite willing students to enact the following role play in front of the class.)



Tell me children, how did you like the 'Newspaper Bridge' activity?

Invite a few students to answer.

Sir, the activity was very good but...



Okay, the solution to Priya's problem has still not been found.

Ok! let's listen to a story today. The story of such a girl, who never gave up. No matter how difficult the path she kept striving for success with confidence.

Estimated Periods: 1-2 periods



Learning Objectives:

- Maintain confidence
- Learning from mistakes, moving forward
- Keep trying

This is the story of a girl who grew up in a simple joint family living in the Punjab-Haryana region, who studied in a local school and did B.C.A. from Punjab University. (Bachelors in Computer Application) degree. She had the dream to achieve something big since childhood.

She started her career as a corporate trainer at NIIT Ltd in 2008. After working for a few years, she started her own start-up named dietexpert.in. However, she did not get much success in this, after which she also worked as an artist in 'Being Arty'. Despite facing repeated setbacks at the beginning of her career, she continued to move forward. She **kept trying** and every time she started with new enthusiasm.

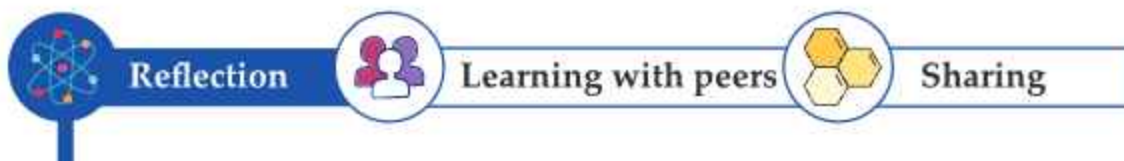
Thereafter, Ghazal faced another big challenge when she gave birth to a son who was allergic to most of the baby products. After trying many different products, she turned to imported products. She was very surprised by the fact that instead of Indian products, products imported from abroad were suitable for the child. This incident forced her to think what was the reason that Indian products were not suitable for the child? She did not have knowledge of all this but she had passion **to do something**. She started doing research with the help of her husband and found out that there are 1200 types of chemicals which are not good for children's skin and many parents, knowingly or unknowingly, use these products on their children. We do.



Then she set out on a path about which she had neither thought nor read before. Her husband Varun Alagh supported her at all times. She spoke to many companies and did extensive research to find out if chemical-free products could be manufactured for children in India. All this was both new and challenging for her. But she had only one thought in her mind that the Indian infants also deserve safe baby products. **This has to be done** and **"I can do it"**.

After her tireless efforts, she launched her new venture, her own brand with 6 products- **mamaearth**. Yes, this is the story of the owner of the famous brand, **Ghazal Alagh**. Her next and important step after the brand launch was to review and get feedback. Hence, she gave her products to all her friends for trial and improved the products after getting their feedback. Working as per the feedback and demand of friends and other customers, this company which started with 6 products has gradually become a family brand manufacturing more than 200 products. An ordinary girl who started her career as a corporate trainer, became a successful woman entrepreneur of the country with

her confidence and continuous efforts. Today, she manages a company worth Rs 24000 crore (2023), which has recently achieved the status of unicorn. Till now, there are only 5 women in the country in this category. Ghazal Alagh has also been seen as a judge in the famous TV serial 'Shark-Tank' India.



The following questions will be discussed in a large group in the whole class-

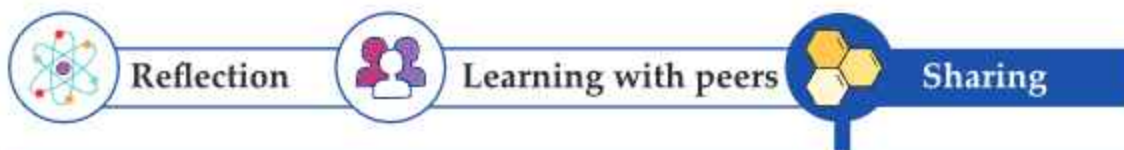
- What was the first thought that came to your mind after listening to the story?
- According to you, what challenges did Ghazal face and what steps did she take to solve them?
- Make a list of the problems you face as a student and make a plan for what you can do to solve one of the problems from the list.



(Students will do this discussion first in groups of 5-6 and then the facilitator will ask any 2-3 students to share in the whole class)

After discussing the story of Ghazal Alagh, students will be able to discuss the following points while thinking about their real life:

Identifying Problem → Need → Gap → Pain Point



(The facilitator may share this role play prior with the interested students.)



Through this story and discussion we learned how important self-confidence is in facing challenges.

Yes sir, now whenever I feel that even after many efforts I am not able to move ahead and I am losing courage, I will take inspiration from Ghazal Alagh and people like her and think that "I can do it".



Sir, Ghazal Alagh's story is really impressive, how even after being in a new field, she made her dream come true with her efforts and confidence.

But we are still students, so can we also do this in our daily life?



Hmm! That's ok. Let's try this also. Can you all solve the challenges in your daily life by dividing them into small steps?

Activity 1.3

I am Capable

Instructions:

The story of Ghazal Alagh inspired us that no matter how big the challenge is, we can face it by moving forward with confidence. Let us now take inspiration from her and try to identify the tasks that always seem difficult and think of ways to complete them.

Materials required:

paper, pen

Estimated periods: 2-3 periods

Group/Individual Activity: Group of 5-6



Learning Objectives:

- Dividing work into smaller goals



For the facilitator:

- While choosing challenges, keep in mind that they are directly related to student's life.
- During the presentation, keep in mind that students respect each other's ideas.





- Divide students into groups of 5-6.
- Ask each group to choose one of the following challenges:
 - ☐ My projects are never completed on time.
 - ☐ Presentation of a project in class.
 - ☐ Not being able to give a speech in the assembly.
 - ☐ Not being able to get an interview in career-exploration.
 - ☐ Difficulty in convincing your parents for out station tour/market survey in business blaster.
- Ask each group to prepare answers to the questions below to meet the chosen challenge and write in the EMC-Journal (Time: 10 minutes)
 - ☐ What can be the **smaller tasks/steps** that I can **break down** the selected challenge in for its completion?
 - ☐ **How** will these **smaller tasks/steps** be completed?
 - ☐ **Who can help me** to complete these smaller tasks/steps?



After the activity, discuss the following questions in whole class -

1. How did breaking down the chosen task into smaller tasks/steps help in completing the challenge?
2. How do you feel about being challenged by this activity?



After reflection and discussion, one student from each group will present the discussion in his group. (Estimated time 1 minute per group's sharing)



Congratulate students for making a plan and encourage them to follow it to complete the task. We can start any difficult task by taking small steps with the help of self-confidence.

Concluding the Unit



Reflection



Sharing

- What did you learn from the activities in the 'I Can Do' unit?
- What will you do if you feel that you cannot do any work? Explain by giving examples.
- At the time of the first activity, you had prepared a list of 5-6 tasks which you thought you could not do, what are your thoughts about them now?



Reflection



Sharing

(The facilitator may share this role play prior with the interested students.)



So students, we face many challenges in daily life and many times we leave work incomplete. While making 'Newspaper Bridge', we learned that **keeping confidence in ourselves** and **continuous efforts** can help us achieve success.



Yes, sir. The story of 'Ghazal Alagh' inspired me that no matter how big the challenge is, **with confidence** we can move forward and face it.



Also, through 'I am capable' activity we came to know that there are many difficult tasks in our life which do not seem possible to complete in one go. That's why we will be **taking small steps** to complete such work.



That's very good. Now you all agree that we can move towards success by understanding and implementing these skills. Besides, this also improves our presentation in various components of EMC like career exploration, business blasters, LEI, student special.



For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Srikanth Bolla

Srikanth Bolla, founder of Bollant Industries, was blind from birth. He completed his primary education from Deonar School for Blind Children in Hyderabad. Despite scoring good marks, he was barred from studying science in class 10-12, in which he had great interest. Even in these difficult circumstances, Srikanth Bolla did not give up. With the same belief that "**I can Do**" and with the help of parents, he went to court. The court gave Srikanth a chance to study science. But, the struggle continued as he did not get admission in the prestigious institutions of the country for further studies. But with his **willpower** and **continuous efforts**, Srikant completed his higher education from one of the world's best engineering colleges, 'MIT', USA.



Srikanth Bolla

In 2012, after collecting some capital, he started Bollant Industries, which makes goods from recycled paper and leaves, to provide opportunities to divyang/disabled colleagues like him. Today, Bollant Industries is believed to be worth around Rs 500 crore. Since its foundation in 2012, the company has been growing at a rate of 20% per month and the annual growth rate from 2015 to 2019 has been 107%. Their target is to become a **unicorn** by 2025. Hence this industry currently comes under the category of gazelle.

He has also opened a school named '*Samanvay*' for *divyang*/disabled children, where every child can rise above his physical challenges and with the **Self-confidence**, best of one's abilities become capable of giving wings to his/her dreams. Due to his dedication and hard work, Srikanth Bolla has also received many honors.

Unit 02

Effective Communication



Introduction to the unit



What can be done to effectively communicate with a large group of people?

Invite a few responses.



Here different ways have been suggested to convey our message to a larger group of people. But what is more important than these methods is to **speak effectively** so that we can convince the other person. In class, we ask students to perform activities like discussion, debate, speech or extempore; the main purpose is to enable them to express their thoughts well. This is also the need of today's time. Effective communication/conversation is of utmost importance to solve any problem or to think together, so that one may convince everyone accordingly.

Learning Objectives

Till now we have covered the basics of effective communication- **listening carefully, expressing yourself clearly and building consensus**. In this unit, the students while practising these above mentioned skills will also develop the **ability to influence others**. To positively and effectively influence a person, it is important that the students understand and learn the following capabilities-

1

Make your point clear by giving arguments and evidence.

2

Connect with the emotions/feelings of others.

3

Present one's point in a logical sequence.

4

Make others realise the value of any object or issue.



Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
with students

1 period

Activity
Ad-Mad

2 periods

- To connect with the emotions of others.
- Present one's point in a logical sequence.

Story:
Voice for Identity

2-3 periods

- Make your point clear by giving arguments and evidence.
- Connect with the emotions/feelings of others.

Activity
Can you convince
me of your point?

2-3 periods

- Make others realise the value of any object or issue.
- Present one's point in a logical sequence.

Concluding the unit:
Read to be Inspired
Sandeep Maheshwari

1 period

Beginning the unit with students

Facilitator shall ask the students to take out one plain paper and keep the other things away.

Now ask the students to close their eyes and follow the instructions given with a calm mind.

Instruction:

- Fold your paper and tear the corner.
- Make another fold and again tear from the edge.
- Now make the third fold of paper and then tear the paper from the edge.
- Now open your eyes and compare the paper with other students around you to see whether everyone's paper has the same design or is someone's design different?



Certainly, there will be various designs in the class. Ask a few students about the possible reasons behind this.

In this activity, if there are clear instructions i.e. the steps of how to fold and tear had been given, students would have understood it better and created almost similar designs.



Activity 2.1

Ad-Mad

Instructions:

We use various methods to reach out to people, but this does not make it possible to know how much the other person has been influenced. For this, it is important that we provide information not only about the facts but also try to build an emotional relationship with others as well.

Materials required:

Paper, pen, colours etc.

Estimated periods- 2 Periods

Group/Individual Work- Group of 4



Learning Objectives:

- Connect with the emotions/feelings of others.
- Present one's point in a logical sequence.



For the facilitator:

- Select those objects or issues which are difficult to get everyone's agreement.
- Try to avoid advertisements for things like eating and drinking or soap.





- Divide students into groups of 4.
- This activity will be conducted in two phases.
 1. Preparing a presentation
 2. Giving classroom presentation

1. Preparing a presentation-

- All students in their respective groups shall recall their own favourite ads, its special features and discuss how it has been prepared. (Estimated time- 2 minutes)
- Ask the group to choose one issue or topic (For example, water saving/use of solar energy).
- Ask students to prepare 1 minute advertisement on the chosen issue in their respective groups.
- Prepare a written action plan and use songs, tunes, pictures, role play etc. to make it impactful and creatively present it in the class. (Estimated time: 15-20 minutes)
- Keep the following points in mind while preparing an advertisement-

Target Group	Age group, gender, culture, nature of thinking, education level etc.
Creativity	Attractive, informative, emotional.
Objective	Being able to solve the customer's problem. Being able to explain to customers the benefits of the product or service.
Emotion-based advertising	Customers were able to connect emotionally with the advertisement.

Important-points	Special features like- how the customer is going to benefit from the product, its uniqueness, etc.
Expectation from customer	Customer shall purchase item or change his/her attitude towards an issue.

Homework: If the advertisement cannot be completed in class, students can complete the task at home.

2. Classroom Presentation:

- Once the advertisement is prepared, give each group 5 minutes to present their ad to the entire class.
- Invite feedback from other groups.

Few points are given below to provide feedback, write them on the board (Ask students to include these points while giving feedback; for this, students can also write feedback based on these points in their EMC journal or notebook.)

1. Is the customer seeing his/her benefits?
2. Does the customer understand the features/specifications of the selected item or issue?
3. Is the customer inspired to do something after watching the advertisement? Can he/her change any of his/her habits or thoughts?



After the activity, write the following sentences on the board. Ask the students to think about them individually and note them down-

Ask the students to write about expressing one's point effectively and convincing others in their (EMC/other magazine) (in 5-7 minutes)-

1. Which is your favourite advertisement? What was special for you in the advertisement and why do you remember the same advertisement?
2. According to you, what are the necessary points/facts to get permission from the other person or to convince him/her of something?



Invite some students to share their ideas with the class.



There should be coordination between facts and feelings while successfully conveying one's message to people in an effective way. Hence, it is necessary that we **express our views to people in a planned and organised manner**. Now think again about your favourite advertisements and see how they are presented- Do you **feel emotionally connected with them** and also get information about special features related to the items given in those ads?



Introduction:

In the Ad-mad activity, we saw how to present one's point in a well-planned and organised manner and convince others by explaining its benefits. Moving ahead in this context, let us listen to a story. This will help us in learning other aspects of communication skills.

Before starting the story, ask the following questions to the students and proceed to the story after discussing their responses-

- Have you ever stopped your friends from doing something wrong? If yes, then how did you do that?
- Have you ever raised your voice for your rights? How did you feel?

Estimated Periods: 3-4 periods

**Learning Objectives:**

- Make your point clear by giving arguments and evidence.
- Being able to connect with the emotions of others.

In the fast paced lifestyle of Mumbai City, an extraordinary story was developing. This is the story of a member of the transgender community and a famous social activist, Gauri Sawant.

Gauri was born in a Marathi family in Pune. Her initial name was 'Ganesh Nandan'. The whole family was very happy at the birth of a son after a daughter. But, due to her changing personality over time, Ganesh always had to bear her family's displeasure and taunts of the society. But with increasing age, she also understood that if she has to



Gauri Sawant

prove herself, then studying and improving her personality was very important. For this she studied diligently and honed her skills.

She decided to move ahead by coming to Mumbai where she worked for livelihood in a NGO along with her studies. But she was shocked to see how the people of the transgender community were neglected and sidelined. She decided to change this situation and for this the most crucial thing was to bring about change in oneself and the people around. So in 2008, she started her own NGO named **Sakhi Chaar Chaugh**i which makes people of the transgender community aware about education, health, employment etc. Initially, there were some issues but gradually she convinced everyone by explaining the benefits of education and skill development.

She repeatedly felt that apart from the society, they also have no importance in the eyes of law. Everywhere they had to mark themselves as either male or female. There wasn't even a toilet facility for them in public places. She wanted to adopt an orphan girl which was not acceptable, so in 2014 she knocked at the door of the Supreme Court to fight for her rights. Because of effective presentation (**in an empathetic manner and with logic and evidence**), the entire audience including the judge was able to connect emotionally with her words. Finally, a historic decision was taken to recognize the whole community as the third gender. Now they are being given a separate place as the third gender in everything from educational documents to identity cards and passports. After this, Gauri Sawant adopted a girl named Gayatri and took responsibility to raise her legally.

In 2015, she was invited to the United Nations to discuss her work and share her experiences. There she expressed her views in **simple and clear words** but in a very impressive and impactful manner. She was able to create a connection with the audience by sharing her experiences and struggles.

Gauri Sawant has made a very important contribution in all the changes that have taken place in the transgender community in the last decade.

Recently a web series titled 'Taali' based on the life of Gauri Sawant has also been made, in which her **speaking-skills** have been showcased very well. In 2016, the **Time magazine** nominated her as one of the 100 most influential people in the world. In 2019, she was appointed as **Goodwill Ambassador** by the Election Commission of Maharashtra.



Reflection



Sharing

1. In the above mentioned story, which strengths of effective communication were adopted by Gauri Sawant to persuade others and what were the results?
2. In a conflict or disagreement, how do you reach agreement through communication while maintaining a positive relationship



Reflection



Sharing

We will often come across such issues, towards which people in the society have very deep prejudices/biases. In such a situation, it is natural to give up or get frustrated. But, there can be many ways to positively influence others like we can achieve success by having **Patience** and **empathy** towards people.



Activity 2.3

Can you Convince me?

Instructions:

This often happens in advertisements that we do not talk directly to our customers and T.V., newspapers etc. become the medium. Many times we need to influence someone directly, such as to parents for the future(profession) of our choice, to stop friends from doing anything wrong, to present our argument in a debate or to garner support for our idea. In this activity, now we will prepare a pitch to persuade someone directly.

Classroom Scene

Note: Facilitator may share this role play prior with the interested students.



Children, we observed in the story that by presenting your point or idea in a well-planned manner increases its effectiveness.
Apart from that, today we will practise pitching.

Sir, but we worked on communication skills yesterday, so what does pitch have to do with communication skills?



Noticing the confusion about that word 'Pitch', the teacher understands that students haven't understood the relationship between communication and pitch.



Okay, tell me what do you think a pitch is?

Sir, pitch happens to be in cricket.





Pitch is also related to sound. Like low pitch and high pitch.

(smiling slightly) No, here we are not talking about both these pitches.



(explaining the meaning of pitch)

***PITCH-** In the context of this unit, pitch means sharing your ideas with people in the hope that they will be convinced by them. Ideal time period considered for this is 30 seconds-1 minute.

Materials required:

Paper and pen

Estimated periods: 2-3 period

Group/Individual Work: Group of 4



Learning Objectives:

- Make others realise the value of any object or issue
- Present one's point in a logical sequence.



For the facilitator:

- Ask students to remember their learnings while making an advertisement.
- Ask students to also provide logic along with emotions while presenting.
- Ask them to use the strengths they have learned in effective communication (especially appropriate use of gestures and body language).



- Tell students the name of the activity and divide them into groups of 4.
- To do this activity, two students from each group were asked to prepare a pitch (of 1 minute) on any of the following topics. (Estimated time for preparation– 10 minutes)

Topics of pitch:

1. This time your friend's performance in the class examination has been poor but he/she is determined to improve. You will explain to the teacher that she/he desires to attempt a retest and also explain the strategy that how she/he will prepare for the retest with better preparation and utilise the opportunity. You have to convince the teacher.
 2. Due to boards in school, sports period for classes 9 to 12 has been cancelled. Principal and all the teachers think that this will help students to concentrate fully on studies. You have to convince the Principal and all the teachers to start the period again..
 3. Convincing parents to take admission in the subject and college of your choice after 12th even though their choice and views on this are different from yours.
- According to the topics, ask the remaining 2 teammates to play the role of the person listening to the pitch. For example, friends and teachers (issue 1) or school staff (issue 2) or parents (issue 3).
 - Each group can choose any one issue. All four members of the group have to choose the issue collectively.
 - Pitch preparation points (Share with both the person giving the pitch and the one listening to it.)
 - ☐ Starting Point– What is your objective?
 - ☐ What are your logics/arguments for this?
 - ☐ What is the evidence or example to support your logic?
 - ☐ Summary of main points.
 - Now ask the students of each group to prepare a feedback on the following points (in EMC or other magazine) in writing and presenting/providing it after pitching(The time for giving feedback will be 1 minute)
 - Write this acronym for feedback, FCAS (Feel, Clarify, Appreciate, Suggest) on the board.

1. **Feel-** How is presenting/listening to a pitch different from creating or watching an ad?
2. **Clarify-** What questions do I have when presenting/listening to a pitch?
3. **Appreciate-** What I liked most about the pitch?
4. **Suggest-** What 2 things can be further improved in the pitch?



After the activity, the members of each group have to discuss the following points – (10 minutes time should be given)

- If you were given 2 minutes time to think and prepare, which points of your pitching/feedback would you like to change and why?
- What problems did you experience while pitching/giving feedback? And what points were kept in mind to convince the other person?
- According to you, how will being able to express our views effectively help us in our personal and social life (school life)?



Finally, invite 1-2 students to share 2 common points and 2 learnings from the pitching and feedback with the whole class.



To directly influence someone, **Logic and evidence** provide solid reasons to people to pay attention to what you have to say. Simultaneously, **Effective dialogue/Communication** strengths also help in conveying our intentions to the other person. **Logic, evidence and effective dialogue/communication** are important in gaining someone's trust.

Concluding the Unit



Reflection



Sharing

1. Is there any issue around you for which you can positively influence others?
2. What thing/ability/activity did you like best about this unit? And why?



Reflection



Sharing

From class 9 till now you have seen that effective communication has many dimensions - **From listening carefully to influencing, by practising** them regularly we can all gain proficiency in these abilities and communicate with others and can be successful in making **positive relationships**. Effective communication/dialogue Skills are useful at every stage of our life. For desirable success at every small and big stage like class, exam, interview, school function etc. Effective Dialogue/Communication skills are very much necessary. In EMC, through various components like **student-special; business-blaster; Career Exploration; LEI** effective Dialogue/Communication skills are practised.





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Sandeep Maheshwari

Delhi based entrepreneur and photographer Sandeep Maheshwari is also famous for his effective communication skills, which play an important role in his success as a motivational speaker. His **simple and straightforward approach** makes millions of people follow him. He is known for his very simple and clearly stated advice on topics such as personal development, business and financial freedom. He **empathetically** connects with the audience while understanding their **challenges and aspirations**, which makes his words relevant to a wide range of people.



Maheshwari is an entrepreneur photographer and is the CEO of **Imagesbazaar** which houses the largest collection in the world of more than 10,00,000 Indian images.



Introduction to the unit

Rani Vihar has very small living spaces. Students don't get space to study. Priya (a student) shared an idea of community study space with Ayesha (a local who is approachable to kids). Ayesha calls up Rahul (head of the local community) to discuss the matter.



Good evening! Today we will discuss Priya's idea of a community study space. Priya, can you explain?



Yes. We students have no quiet place to study at home. A community space would help.



But where will we find the space in our tight community? And who will maintain it?



Good points, Rahul. Priya, what are your thoughts?

There's an empty spot near the school. We can clean it and make it a study space. If all students help and take responsibility, it'll be maintained.





But what about lights during the evening?
Where and how will the kids sit? And what
about the noise the kids make during the day?

Maybe we can ask local shops to donate some
solar lamps. And we can volunteer to keep noise
in check.



Good ideas, Priya. Also, each child can bring their
small mat to sit. Rahul, do you have any other
concerns?

That's great! We can ask the community to
contribute for a dari also. I have another idea!
Why not have study hours at different times?
Younger kids in the afternoon and older ones in
the evening?



That's a great idea! Different timings mean less
crowd.

See, by thinking differently, we find
solutions. This study space might not
only help students but also bring the
community together.



The facilitator can start this unit by initiating a discussion on this conversation. The facilitator can give the above conversation as a role play to volunteer students.

The facilitator can synthesize this by adding.

Before forming an opinion or coming to a conclusion regarding anything, it is important that we observe and understand it. It is also important to think about its various aspects and analyze the facts related to it. It is also necessary to ask questions to understand an issue clearly. Further, one must put forward effective arguments to justify one's point.

Learning Objectives

With the help of this unit, students will understand the importance of the following skills related to 'critical thinking' and practice them:

1

Asking questions

2

Building arguments

3

Thinking unconventionally

4

Looking at an issue from multiple perspectives



Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
with students

1 period

Activity
Mystery Box
Challenge

2-3 periods

- Asking looking at an issue from multiple perspectives

Story:
Arunachalam
Muruganantham:
The Sanitary Pad
Revolution

2-3 periods

- Thinking unconventionally,
- Looking at an issue from multiple perspectives

Activity
Ask Questions:
Maze of Inquiry

3-4 periods

- Asking questions
- Building arguments

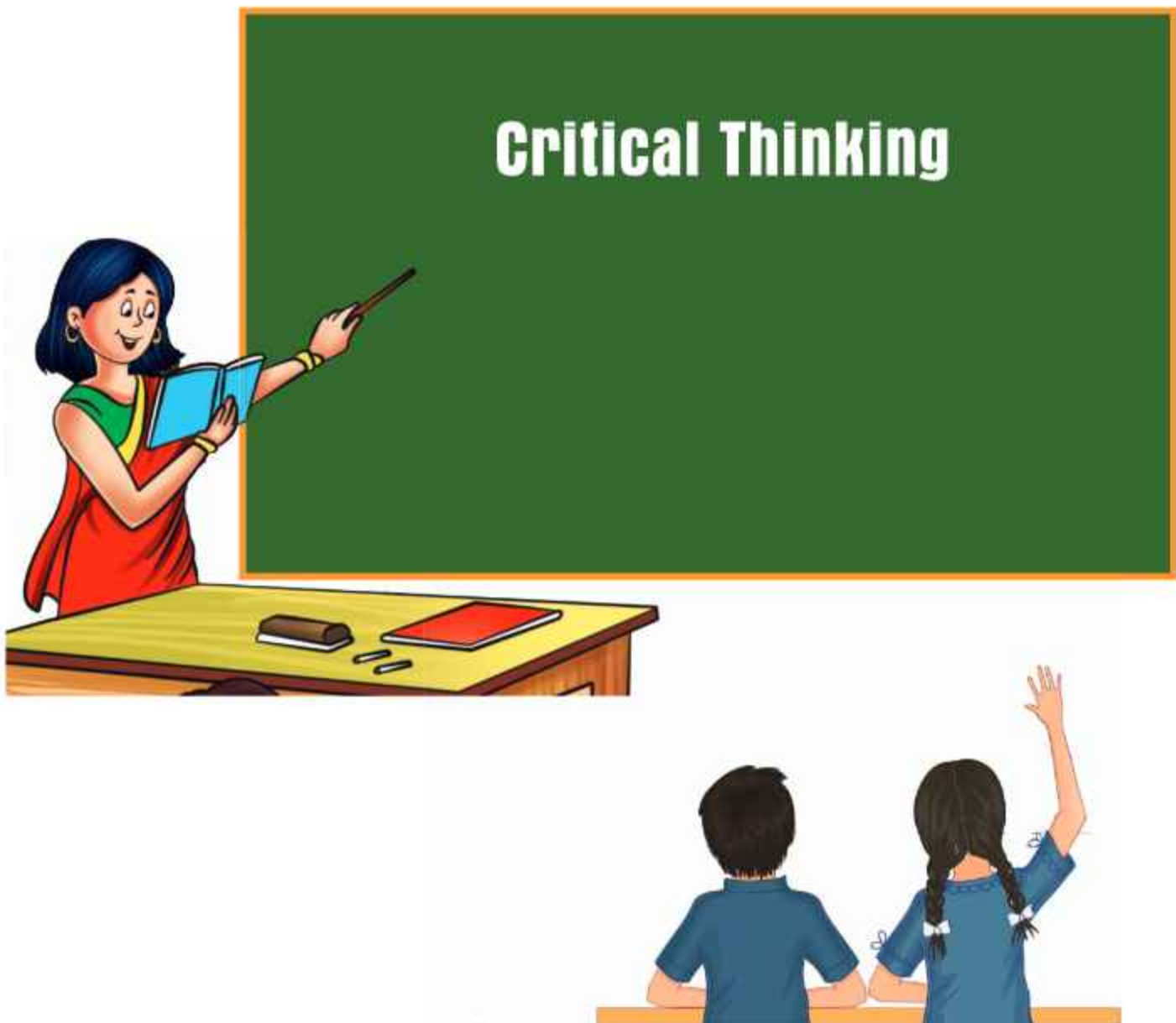
Concluding the unit:
Read to be Inspired
Kiran Mazumdar-
Shaw

1-2 periods

Beginning the unit with students

The facilitator can initiate discussion in the class by asking questions like:

- How do the characters in the story demonstrate problem-solving and adaptability?
- Why do you think Ayesha, Priya and Rahul considered each other's different perspectives when discussing community solutions? Is this behavior necessary?



Mystery Box Challenge: Critical Deduction and Analysis

Activity 3.1

Instructions:

Critical thinking often involves piecing together different pieces of information to come to a conclusion or solve a problem. The 'Mystery Box Challenge' tests students' abilities to critically analyze limited information, ask relevant questions, and collaborate to deduce the contents of a sealed box.



Materials required:

Small boxes - As per the number of groups

Assorted items (could be everyday objects like a spoon, ball, paperclip, or more unique items). Each group will bring one item of their choice.

Paper and pens for each group

Estimated Periods: 2-3 periods

Group/Individual Activity: Groups of 4-5 students



Learning Objectives:

- Asking questions
- Looking at an issue from multiple perspectives



For the facilitator:

- The facilitator needs to check the item brought by each group on safety standards. Make sure the students are openly given time to observe, ask questions and collaborate in coming up with ideas.



Steps



Reflection



Learning with peers



Sharing

1. **Setup:** Prior to the activity, each group will place their chosen item inside their box and seal the box so that the other group is not able to see the item. The boxes are then interchanged among the groups.

2. **Briefing:** Explain to the students that inside each box is an everyday object. Their task is to determine what's inside without opening it. They can shake it, listen to it, feel its weight, but they cannot open it.



3. **Initial Guess:** Allow each group to spend some time with their box, discussing and noting down their initial guesses. The group will prepare a set of 4 questions that will help them deduce their final answer.

4. **Questioning Round:** After the initial guesses, each group can ask their 4 questions that can only be answered with "Yes" or "No" to deduce the item inside. For instance, "Is it something we eat?", "Is it metallic?", "Is it softer than a cushion?", etc.

5. **Final Deduction:** After the questioning round, groups discuss and settle on their final guess based on the answers received and their own deductions.



Steps



Reflection



Learning with peers



Sharing

Once all groups have made their final guesses, reveal the contents of each box. Discuss as a class:

1. How close were their initial guesses compared to their final deduction?
2. How did they decide on which questions to ask?
3. Did any group change their mind based on the "Yes/No" answers? Why?



Have groups share their thought processes and strategies with the class. Were there common themes or strategies that emerged? How did different groups approach the problem differently?



The Mystery Box Challenge emphasizes that critical thinking isn't just about having the right answers but about the process of questioning, analyzing, and inferencing based on available information. It showed how important critical thinking and collaboration are in problem-solving, especially when information is limited. Let the students share the importance of this thought in their groups.



Story 3.2

The Sanitary Pad Revolution

Introduction:

The Mystery Box Challenge taught us that thinking carefully wasn't just about knowing all the right answers. It was more like asking questions, looking closely at things, and making guesses based on what we knew. The challenge showed us how crucial it was to think and work together when solving problems, especially when we didn't have all the information.

The facilitator can ask the following questions and have a brief discussion:

Have you ever seen a problem in your community that everyone knows about but no one addresses?

Have you seen someone solving even the tiniest of problems which everyone was facing - could be even from your home?

Let's dive into the life of Arunachalam Muruganantham, a man who used critical thinking to solve a common and large-scale problem.

Estimated Periods: 3-4 periods

Background:

Begin the discussion by posing the question, "Have you ever considered the challenges and health issues that arise from the lack of basic hygiene products?" Allow a moment for students to ponder. Then follow up by asking, "Did you know that for years, many women in rural parts of the world faced health risks simply because they couldn't afford basic menstrual hygiene products?" Today, we will explore the remarkable journey of a man who decided to change this narrative, not just in his community but across India.



Learning Objectives:

- Thinking unconventionally
- Looking at an issue from multiple perspectives

Growing up in Coimbatore, Arunachalam Muruganantham was always curious. As an adult, he noticed his wife struggling with old rags during her menstrual cycle due to the high cost of sanitary pads. He pondered, "Why can't all women afford these basic necessities?"



Using his innate curiosity, he embarked on an unusual mission: creating an affordable sanitary pad. While most would've been discouraged by the societal taboos surrounding menstruation, Muruganantham's determination only grew. He took the unconventional step of testing prototypes on himself, using a homemade bladder and dead animal blood. His experiments raised eyebrows and even distanced him from his family for a time.

His venture was full of challenges. Seeking feedback, he approached medical students. With their insights, he refined his product. But it wasn't just about creating a pad. He wanted to devise a low-cost machine so that communities could produce their pads, a move that would provide affordable menstrual hygiene products and create jobs.

Despite big companies being in business for long and people not believing in him, he thought carefully and came up with a good plan. He knew that he needed to teach people about menstrual health in order to sell his product, so he did that. When he finally perfected his machine, he had to make a tough choice: to patent and profit, or to spread the knowledge for the greater good. Muruganantham chose the latter, ensuring that his invention reached the most remote corners of India.

Today, Arunachalam Muruganantham's simple observation in Coimbatore has turned into a global revolution. From articles in international magazines to the inspiration for a Bollywood film titled 'Pad Man'. His story stands as a testament to the power of observation, critical thinking and innovation.



Reflection



Sharing

1. What lessons can we learn from Muruganantham's story about critical thinking and innovation?
2. What are other ways that we can use critical thinking to solve problems in our communities?
3. How can we challenge societal taboos and make a difference in the world?



Reflection



Sharing

From Muruganantham's journey, we understand the essence of critical thinking. He didn't just identify a problem; he dissected it, approached it from various angles, and came up with an innovative solution. His unique perspective changed countless lives for the better.

Activity 3.3

Ask Questions: Maze of Inquiry

Instructions:

From the story of Arunachalam Muruganantham we learned the importance of critical thinking. It is important to have the correct understanding of an issue which may not be achieved only through the facts presented. Asking questions is an important skill which helps in developing a complete understanding of an issue.



Materials Needed:

Journal

Estimated Periods: 3-4 periods

Group/Individual Activity: Groups of 5-6 students



Learning Objectives:

- Asking questions
- Building arguments



For the facilitator:

- While preparing questions, motivate the students to make meaningful questions. To prepare relevant questions, give students enough time, opportunity and feedback. Also, make sure that while doing so, all the students are included.





Steps



Reflection



Learning with peers



Sharing

1. Divide the students into groups of 5-6.
2. Each group should choose any one situation from the following:
 - ☐ You are a teacher and some students in your class neither attend regularly nor do their homework.
 - ☐ One of your friends brings only junk food like chips, chocolates, snacks etc. to eat. Many people in your area have been suffering from diarrhea for days.
 - ☐ You are a woman working in a factory. You find out that you get a lower wage than your male colleagues, doing a similar job.
 - ☐ Due to pollution, you have lately been unable to play with your friends in the park, in the evenings.
 - ☐ You do not have permission to go out of the house after 6 p.m.
3. After choosing the situation, each group should think of questions based on the following table:

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

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



Steps



Reflection



Learning with peers



Sharing

All the students should discuss the following questions in their groups and write in their journals:

1. Did thinking of questions help you get any new information?

2. Did asking questions help you understand the situation better? How?
3. Share an example from your experience where asking the right questions made a significant difference?
4. Many times, it is felt that asking questions leads to conflict. What is your opinion about this?



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



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



Concluding the Unit

Critical thinking is more than just a skill; it's a mindset. Through the various activities in this unit, students embarked on journeys where they needed to not only use their intellect but also their curiosity and creativity.

The community discussion at Rani Vihar highlighted the power of dialogue and collective problem-solving. Through the Mystery Box Challenge, students understood the significance of probing and directing their curiosities into well-formed questions. The inspiring journey of Arunachalam Muruganantham emphasized the essence of unconventional thinking and dedication, and how it can lead to far-reaching changes in society. Lastly, the Maze of Inquiry was a hands-on experience of deduction and logical reasoning, skills that lie at the heart of critical thinking.



Reflection



Sharing

- 1) How will you apply the critical thinking skills learned in this unit to situations outside of the classroom?
- 2) Can you recall a time in your daily life where asking the right questions or thinking critically might have led to a better outcome?



Reflection



Sharing

Critical thinking is an ongoing journey. As you step into the world, remember that every challenge or problem is an opportunity to think critically, ask questions, and find solutions. The true essence of this unit lies not just in finding answers but in the journey of exploring, understanding, and growing. Always remain curious and never stop asking, "Why?"

The students can practice critical thinking through their participation in different activities of Student Special.



For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Kiran Mazumdar-Shaw

When Kiran Mazumdar-Shaw stepped into the biotech realm with Biocon in 1978, she confronted a dual challenge: an unfamiliar industry in India and skepticism due to her gender. Instead of succumbing to these hurdles, Kiran employed critical thinking.

She identified two primary issues: the nascent stage of biotechnology in India and prevalent gender biases. Recognizing the market gap, Kiran saw not a barrier but an opportunity. If she could position Biocon as a pioneer, it would be a game-changer.

Instead of confronting biases head-on, she chose to let her work speak. She made sure Biocon's products were top-quality, just like products from other countries. By thinking deeply and differently, she decided to work with big international companies. This move made people trust Biocon more.

Her way of thinking wasn't usual. She didn't just try to solve problems; she looked deeper to find hidden chances for success. With this thinking, she made Biocon a big name in India, showing how powerful smart thinking can be in business.





Introduction to the unit

Classroom scene

Rohan was sad in the class. After some time other students of the class also come there.



What's the matter Rohan?
Why are you looking so sad?

Yes, Rohan, today you were sitting in
the class even during lunch time. Is
everything alright?



Hey! Everything is fine. I was just feeling
a little stressed about the project that has
to be presented next week.

Oh! It's a simple thing. What tension
has arisen regarding the project,
please tell us.



There will be project's presentation and
I don't know how it will happen? You
know that I am not good at drawing.

I too have this concern. Drawing is fine, but
I have no knowledge of the market. I don't
know where to start and how to do it.





There is nothing to worry about when I am here. I have found the solution. This is a group task so why don't we complete this project together. I will do the market survey, Neha will do the drawing work, and Rohan will handle the presentation.

Wow! This is amazing. Varun, your plan looks perfect. Now, I am confident that with collaboration, we will be able to complete this project.



India's famous automobile company **Maruti** is a good example to understand **Collaboration**. Maruti Company collaborates with different companies for various car parts so that it can provide the best products to its customers as per their needs.

In Maruti Car-

lumax ltd, Minda Group for **lights**;

Subros for **AC**;

Bridgestone, Apollo, Goodyear, Michelin for **tires**;

Sony, Smartplay Pro for **Music system**;

and collaborated with Minda for **lock-systems**. All parts are not manufactured by Maruti Company itself but sought through collaboration with other manufacturing industries. Because of this policy, Maruti has been successful in maintaining its high position in the automobile market for such a long time.



It has also been rightly said that Two heads are better than one. Maruti company is also doing more quality work in collaboration with other companies. Therefore, with collaboration in life, we can make even the difficult path easier and can get higher and better results.

Learning Objectives

Students will try to use each other's strengths and capabilities to achieve their goals with the following competencies:

1

Being empathetic

2

Appreciating diversity

3

Taking individual and collective decision



Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
with students

1 period

Activity
Traffic Jam

2-3 periods

- Taking individual and collective decisions.

Story:
Revolution through
Collaboration

2-3 periods

- Taking individual and collective decisions.
- Appreciating Diversity

Activity
Let's make
together

2-3 periods

- Taking individual and collective decision
- Being empathetic

Concluding the unit:
Read to be Inspired
Mission Mangalyaan

1-2 periods

Beginning the unit with students

Collaboration is very important in our life. No better society can be imagined without collaboration. It also brings many positive and creative changes within ourselves. Because of this, the process of development of new experiments and discoveries can be taken forward. For example, to do anything new inside the class, we help each other as per our abilities.



Activity 4.1

Traffic Jam

Instructions:

This activity (traffic jam) can be performed effortlessly in collaboration with each other. The **cognitive skill** and **collaborative mindset** of the team is used to accomplish the activity. There is also a pattern formed while doing this activity, which makes it easier to understand and perform. So, it is necessary to perform in order to understand this.

Materials required: NA

Estimated Periods: 2-3 periods

Group/Individual work: groups of 6 each



Learning Objectives:

- Taking individual and collective decisions.



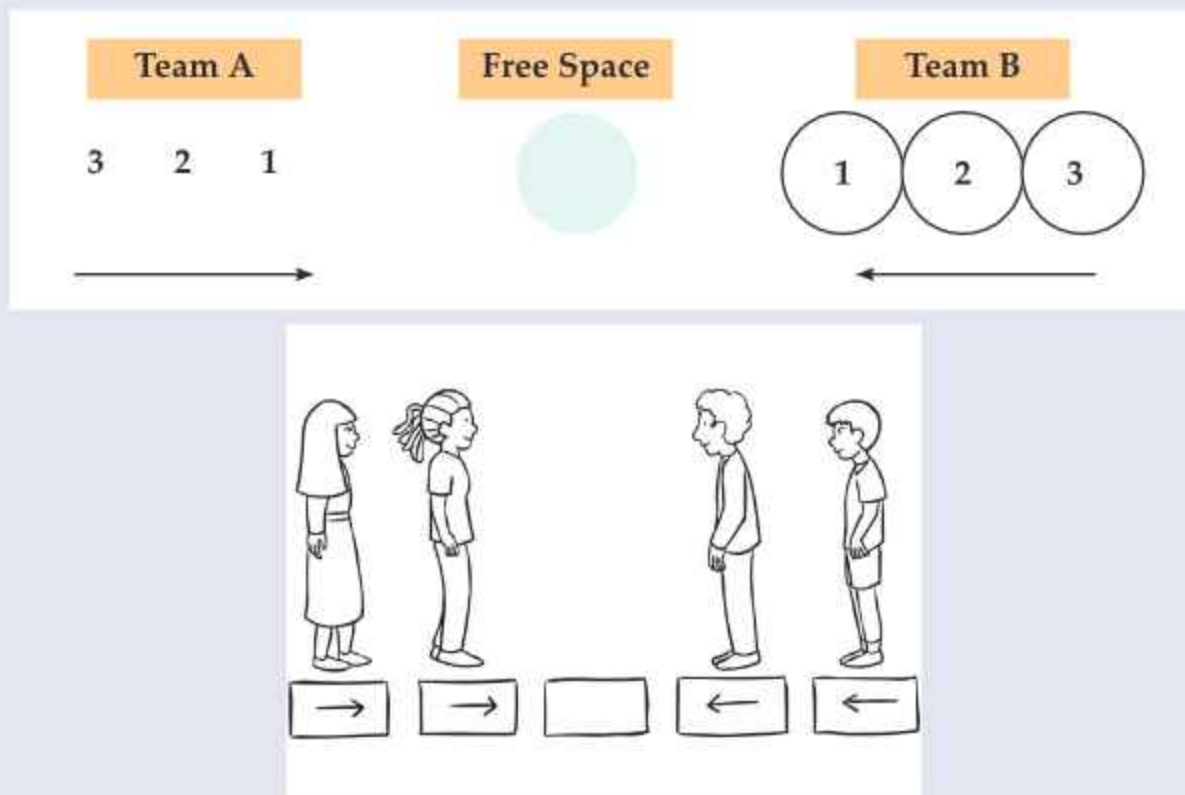
For the facilitator:

- Circles made on the ground/floor in the activity should be clearly visible.
- Students should get full opportunity and sufficient time to complete the activity.
- The number of students in groups can be increased/decreased while doing this activity.
- This can be done with 2, 4 or more players from each team. The time limit for completing the activity can increase or decrease as the number of team members increases or decreases.





- Groups of 6 students each should be formed.
- Create two teams of 3 each from each group (Team A and B).
- Draw the 7 circles on the ground.
- Both Teams should stand in a line facing each other in such a way that a circle in the middle must remain empty.



- Both teams have to interchange their places i.e. all three members of Team A will go to the places of Team B and vice-versa..
- Each group can do this activity one by one or together as per convenience.
- There are some rules for changing place/location:
 - ☐ There will be only one student in a circle at a time.
 - ☐ They can only move forward towards the empty circle. It is not permitted to move backwards during the activity.
 - ☐ If a circle is empty then one has to move forward.
 - ☐ One cannot cross his/her teammates.
 - ☐ In case the rules are broken, the activity will be restarted.



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

1. What challenges were encountered during the activity?
2. What did you feel and think before and after doing this activity? Explain in detail.



After discussing the above questions in their respective groups, one student from each group will share his/her group's discussion with the class.



In this activity we discuss among ourselves and arrive at a consensus. We keep trying and every time we fail, we negotiate and prepare a new action plan and try again. It can be started with a small team. By repeating this slowly, it can also be done with a bigger team. This activity can also be conducted as a competition depending on the skills and abilities of different teams.



Story 4.2

Revolution through Collaboration

"The story starts by coming together,
And that's where working together becomes
A sign of victory."

Introduction:



Students, we have seen in the previous activity 'traffic jam' that a solution can be found easily if we work together in collaboration. Before we begin today's class, I have a question for you all.

According to you, what is the name of the country's biggest dairy brand?

(Expected answers will be received from the class like- Amul Dairy, Mother Dairy etc.)



Wow! very nice. Amul Dairy is the country's largest dairy brand. But do you know when and how it started?

Come, let's listen to a story today. A story of collaboration in which all the farmers put in a lot of hard work and used technology to make an impossible task possible. They all worked together in a group like one plus one makes eleven. So let's know how Dr. Verghese Kurien, the father of White Revolution (milk) and farmers of Gujarat worked together and became successful in moving the mountains i.e. produced milk in large quantities.

Estimated Periods: 2-3 periods



Learning Objectives:

- Taking individual and collective decisions.
- Appreciating Diversity

The story begins from 'Anand', a small village in Gujarat. In India, milk is supplied to cities from villages. Middlemen used to play an important role in transporting milk from villages to cities. They bought milk at a lesser cost from villages and sold it in cities at much higher prices and earned huge profits. When farmers realized that they were not getting the real price for their milk, they **collectively decided** to stop selling milk to the middlemen.

After this, the farmers met **Sardar Vallabh Bhai Patel (First Home Minister of Independent India)** in 1946, and on his advice, the foundation of a cooperative organization was laid, under the leadership of Shri Tribhuvan Patel. This organization became famous by the name of 'Amul-Dairy'. In the beginning, only nearby farmers became a part of the association.



Dr. Verghese Kurien

New hopes arose in the organization when Dr. Verghese Kurien joined it. Originally from Calicut (now Kozhikode), Dr. Kurien was appointed as an engineer in Gujarat, but he was not happy there. On the other hand, farmers had milk but due to lack of money and technology, they were unable to transport it to the cities. Hence, due to spoilage of milk farmers suffered losses. Tribhuvan Patel and the farmers met Dr. Kurien. Listening to the problems of the farmers, he felt sympathy for them and decided to stay there and work together with the farmers.

First of all, he went from village to village and explained the purpose of the organization to the farmers and inspired them to join. His efforts started bearing fruit and the dairy began producing 250 liters of milk every day. The quantity of milk was gradually increasing day by day.

The milk procured from the small villages of Gujarat began reaching Mumbai overnight. The milk which could not be sold, was used to make butter. Seeing the increasing number of villages within the purview of the organization, Dr. Kurien started assembling equipment to preserve milk. At that time, there was technology to make powder only from cow's milk, not from buffalo's milk. For this, Kurien called his friend H.M. Dalaya from America to India. It can be said that **diversity and empathy** combined with **collaboration** did something that had never happened before. In 1955, for the first time, they were successful in making powder from a buffalo's milk. Milk trade increased due to the farmers' hard work and use of technology.

Impressed by the success of Amul, the '**National Milk Development Board**' was established and Dr. Kurien was made the Chairman. This was the beginning of the milk

revolution (Operation Flood). Government and dairy farmers set a great example of **collaboration**. As a result, the country which used to import milk from abroad became the world's no.1 milk producing country.

Today, the total daily production of milk in the entire country is 126 million liters, out of which 35 million liters is produced by Amul and is also exported to foreign countries. Amul has a special position in the country. Today, about 35 lakh farmers are associated with it and about 15 lakh people are employed in production, distribution, transportation etc. Its turnover has increased from Rs 1,114 crore in 1994-95 to Rs 80,000 crore in the financial year 2023-24.

Shri Shyam Benegal, famous film director also got inspired and made a film called 'Manthan' which received a national award. Dr. Kurien was also awarded with the **Ramon Magsaysay Award, World Food Prize and Padma Vibhushan** etc., for his dedication and hard work.



Reflection



Sharing

1. Can you explain how Dr. Verghese Kurien and farmers demonstrated collaboration in the growth of Amul Dairy?
2. How did the collaboration of Dr. Verghese Kurien and farmers contribute to the success of the organization?
3. Give an example of a time when you collaborated with your friends to achieve a goal.



Reflection



Sharing

In Verghese Kurien's story, one can read interesting and inspiring details of milk production by farmers and its supply to the cities. Along with this, we also know the wide impact of Amul, which has made its mark as a dairy product in the country and abroad. Undoubtedly, Verghese Kurien's efforts played an important role in making the dairy industry the largest industry in the agriculture field of India.

Activity 4.3

Let's make Together

In the first activity and story, we witnessed that by **recognizing each other's abilities** and **working together**, even impossible looking tasks, can be made possible. Many people create many things together and make arrangements to deliver them to us. Are we able to recognize this type of collaboration in daily life? Let us do an activity related to this.



Materials required:

Whatever may be available to the students in the class

Estimated periods: 2-3 periods

Group/Individual Activity: Group of 4-5 student



Learning Objectives:

- Taking individual and collective decision
- Being empathetic



For the facilitator:

- Ensure participation by all students.
- Observe the students during the activity, and share your observations with everyone during discussion.
- Use a timer or alarm and also use count-down at 10 seconds left, so that the students remain aware of time.





- The activity will take place in two phases-
 1. First round- Students will do the activity individually.
 2. Second round- The activity will be done in groups.

1. First round:

- ☐ All the students should think of making something new and creative from the materials available with them in the class. (Time- 1 minute)
 - ☐ Give students 1 minute to collect materials.
 - ☐ Students should try to make something according to the plan with the collected materials. (Time-15 minutes)
- Ask the students, who were able to create something to give a presentation.

Students can make this plan later and may be able to make more beneficial products in less time in the next class.

2. Second round:

- The facilitator shall form groups of 4-5 students.
- The facilitator tells the students to first brainstorm in groups for 5 minutes and plan how yesterday's activity can be done better together as a group.
- During this time, students will decide everyone's role/task in the group according to each other's ability and skills.
- Based on the plan made, they will prepare some item for which they will be given 10-15 minutes.
- After 15 minutes, each group will be asked to present their item in front of the class and the other group will give the feedback.



Students will discuss the following question in their groups-

- What challenges did you face while performing the activity and how did you overcome them? Write in the EMC-journal/notebook.
- What was the difference between the work done individually in the first round and collectively in the second round?
- Did any disagreement arise while working together in the group? If yes, then how was it overcome?



After discussing the above points in their respective groups, one student from each group will share the main points of his/her group's discussion with everyone.



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



Concluding the Unit



Reflection



Sharing

- Where can we find collaboration around us? Explain by giving examples.
- Are there any such things in this unit that you had not thought of before?



Reflection



Sharing

In this unit, we have not only tried to understand the importance of **working together(collaboration)** and empathy through various activities and stories, but also talked about the ability to make individual and collective decisions. In EMC, **Students Special** is a collaborative activity in which all the students according to their skills play the roles of **Anchor, Joke-Star, Observer** etc. and together will be able to make the Student Special successful.





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Mission Mangalyaan

In 2013, **ISRO (Indian Space Research Organization)** launched Mangalyaan to study Mars. This mission was challenging for everyone due to budget constraints and less time for preparation.

Myleswamy Annadurai, Project Director Sabba Arunan and Alur Seelen Kiran Kumar had important roles in the Mangalyaan mission. Nandini Harinath and Ritu Karidhal designed an indigenous software system to calculate routes to space for Mangalyaan. Moumita Dutta and Minal Sampat built and tested the necessary scientific instruments. Apart from these, many other scientists played a significant role in the success of the mission.

It was the result of the **diversity and mutual cooperation** in the team that the Mangalyaan mission became a success. It made India not only the **first Asian country to reach the orbit of mars** but also the first country to do so in its very first attempt and at the lowest cost so far, i.e., only Rs 450 crores.



Unit 05

Identifying and Pursuing Opportunities



Introduction to the unit

“Opportunity come into everyone's life,
But only those people are able to take advantage
of the opportunity.
Who has the ability to recognize opportunities.”
(unknown)

What are you able to understand from this quote?

Facilitator gathers responses from students and then summarizes them in class.

Generally, opportunities are hidden everywhere in life. There is a need to identify them at the right time and take advantage of them. Usually these opportunities are hidden in some difficulties and we try to avoid them. There is a need to identify and find solutions to these problems instead of avoiding them.

In this unit, we will perform some such activities which will help us to **identify an appropriate opportunity** and think of a new thought or strengthen an existing thought.

Learning Objectives

1

Meeting users and
identifying their needs

2

Prioritizing needs

Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
the Students

1 period

Activity
My Favorite Bag

2-3 periods

- Meeting users and identifying their needs

Story:
Shiv- The Computer
Man

2-3 periods

- Prioritizing needs

Activity
Finding New
opportunities

1-2 periods

- Meeting users and identifying their needs,
- Prioritizing identified needs

Concluding the unit:
Read to be Inspired
Lakshmi Menon

1 period

Beginning the unit with students

Starting the discussion with the students on the lines given at the beginning of the unit, ask them:

- Can you define what opportunities mean to you?
- What strategies do you use to identify opportunities in your life or career?

Tell the students, in this unit we will see how we can think of some concrete ideas regarding how to choose our projects or new work/task depending on the need. This year those students who are doing a project (**Business Blaster**) to make a social or economic impact, this ability (**identifying and pursuing opportunity**) will be very important for them.



Activity 5.1

My Favorite Bag

Instructions:

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

1. Based on our understanding, finding a solution to a problem
2. Beginning to understand the person who is affected by the problem
3. Try to find the solutions to the problem.

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



Materials required:

Paper, Pen

Estimated Periods: 2-3 periods

Group/Individual Activity: Pairs of 2



Learning Objectives:

- Meeting users and identifying their needs



For the facilitator:

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



- Students should pair up with those classmates of theirs who they do not know very well.
- Tell the students that in this activity, they will have to design a bag for their partner by drawing.
- There will be three stages in this activity.

Stage I – 5 minutes

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

Stage II – 15 minutes

- Ask the students to understand each others' expectations regarding the bags.
- For this, they can ask questions like the following –
 - What do you want to use this bag for?
 - What kind of material would you like for a bag?
 - What should be the size of your bag?

Based on this knowledge, ask the students to design a new bag for their partner and take feedback from them.

Stage III – 20 minutes

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



Discuss the following with all the students –

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



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



Many times, we tend to feel that we understand the other person and their needs. However, this can be our personal opinion. To identify an opportunity for doing something properly, it is important to analyze the situation based on “what and why” questions to understand it. This way, either we can verify our notions or find some new information about the users which can help us to find a more accurate solution to the problem.



Introduction:

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

Estimated Periods: 2-3 periods.



Learning Objectives:

- Prioritizing needs

Shiv Nadar, founder of HCL (Hindustan Computers Limited) is known for his extraordinary ability to identify opportunities and his strong determination to seize them. His story is proof of his passion for entrepreneurship.

Born in Tamil Nadu, Shiv Nadar completed his studies from PSG College of Technology, Coimbatore. Then he started his career by working in an IT company, but he did not enjoy it much so he left the job. He thought of doing something new and in 1975, along with his colleagues, he formed his own company named Microcomp. Tele-digital calculators and other digital office products were made in it.



Shiv Nadar

Shiv Nadar saw that there was a shortage of computers in the country and he recognized the golden opportunity very well. A multinational computer company named IBM had wrapping up its work in India for some reason. In this situation, Shiv Nadar made a great path for himself and recognized the potential of India to become the global IT center. His ability to foresee the future led him to start HCL in 1976.

In the early days of HCL, Nadar identified the manufacturing of hardware as an opportunity. He was one of the first few people to focus on developing indigenous computer hardware in India. This approach to innovate and understand the needs of the customers led Shiv Nadar to surprise everyone by making India's first micro-computer in HCL in a single year. Later, a part of this computer became an important part of computers made all over the world for the next 15 years, which was called Mini Floppy.

To dream of becoming a global company, Nadar expanded HCL even outside India. He

accurately identified the opportunity in serving the international customers and in 1980, he established 'Far East Computer' company in Singapore. He also made a stronghold in America and other major markets. HCL achieved global success by reaching many countries. Then, under a government policy, it became difficult to export computers and its related accessories (hardware), so Shiv Nadar started working in the field of software also. Since the IT field was new, people did not know much about it, hence the company itself took up the responsibility to establish NIIT to provide quality education. This was his another major success.

Shiv Nadar has made business partnerships and tie-ups with many big companies including Nokia, HP, Cisco, Toshiba and Parrot Systems etc. Today, Shiv Nadar's net worth is \$12.6 billion. Now, the chairperson of HCL is Rashmi Nadar, daughter of Shiv Nadar. For Nadar's dedication and hard work, he is honored not only in the country but also abroad such as E&Y Entrepreneur of the Year in 2007 and Padma-Bhushan in 2008 etc. Shiv Nadar has the wisdom to identify the opportunities and the courage to pursue them, it is his entrepreneurial Mindset that has made him a prominent face in the global IT industry. H.C.L. is considered to be the country's first start-up, which today provides employment to 2,25,000 people from 60 countries across the world.

(<https://www.forbes.com/profile/shiv-nadar/?sh=54d3694a5383>)



Reflection



Sharing

1. What opportunities did Shiv Nadar identify in his starting career to establish himself?
2. If you have missed any opportunity due to any reason in your school, then what did you learn from that experience?
3. When you have many opportunities, how do you choose one?



Reflection



Sharing

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

Activity 5.3

Finding New Opportunities

Instructions:

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



Materials Needed:

Paper, Pen

Estimated periods- 1-2 period

Group/Individual Activity: Groups of 6



Learning Objectives:

- Meeting users and identifying their needs,
- Prioritizing identified needs



For the facilitator:

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



- Read out the following situation to the students –

In a school, some students and teachers use an **app** 'Learn Easy' to **learn and teach** different subjects. In this app, there are facilities like **understanding a theory by watching a video** and **assessment** of our understanding. Many students and teachers have started using it but its reach can be spread further.

In this activity, based on the **experiences** of the **existing users** of the app, we will try to think of ideas **to widen the reach of the app**.

- Tell all the students about the following 6 users of the app –
 1. Kalpana is a teacher and uses this app for her own learning.
 2. Shalu is a class 10 student who uses this app to prepare for her board exams.
 3. Ishrat is a class 10 student who does not like to study alone. Therefore, she uses the app.
 4. Javed is a teacher who has started using the app in the class.
 5. Navya is a class 9 student who is unable to use the app because it is available only in one language.
 6. Avinash is a class 10 student who finds learning very easy by watching and thus, uses the app.
- Make groups of 6 students each.
- Everyone in the group should choose any one role from the ones given above and based on the character, think of their experience of using the app.
- After this, each student in the group will prepare questions to understand the viewpoints of the others for thinking through the solution. (10 minutes)
- The students in the group, taking turns, will ask 5-6 questions to each user and make notes as they did in Activity 1. The questions can be like this –
 - What difficulties are you facing while using the app?

- What changes can be made in this app to make the app more useful for you?

- On the basis of the information collected, ask all the groups to think of a business idea. They can think of more than one idea (15 minutes).
- Ask the groups to choose any three ideas out of all the ideas. Also, they should give reasons for it (5 minutes).



Ask everyone in the groups to discuss the following –

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



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



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

Concluding the Unit



Reflection



Sharing

1. Have you identified a problem in your life so far and turned it into an opportunity? What steps did you take to move forward with it?
2. What will you keep in mind while identifying opportunities for your field project and then prioritizing them?
3. What did you learn about speaking with the users in an effective manner in this unit?



Reflection



Sharing

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





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Lakshmi Menon

Lakshmi Menon, the founder of 'Pure Living', is a social entrepreneur. She has the ability to recognize a need and act on it in every situation. Lakshmi made 'Ammumathiri(wick of lamp)' for the women of the old age home so that they could become self-dependant. With the help of these lamps, light reached many houses and temples.

Due to floods in Kerala in 2018, goods such as clothes were damaged. Lakshmi came up with the idea of making 'Chekutty dolls' from spoiled clothes, which provided employment to the workers. These dolls were also presented in Geneva and sold well.

During Covid, she made beds from leftover material from PPE kits, which helped support the poor. That not only provided employment to the unemployed but also helped the local government by providing beds at cheaper rates.

Lakshmi saw opportunity in every difficulty and stayed motivated to move ahead on that.





Introduction to the unit

In this unit, we will learn about planning and the importance of implementing it, for which an excellent example is – bees.

The facilitator asks the following questions to the students:

- Do Planning to complete a task know that the bees do all their work in a planned manner?
- How are the bees able to plan and complete their tasks properly?

The facilitator encourages any 1-2 students to respond and synthesize/paraphrase their answers at the end.



There are many bees that live in a beehive at the same time. Hence, **planning is very important** for living and working successfully in such a large group. Each member of the hive has a specific role. For example, queen, male and other female bees are responsible for various tasks like building hives, finding food and ensuring security. Each task like **storage** in a hive, making **six-angled (hexagon) cells** according to the temperature, gathering honey and its preservation or disaster management etc., are done in a very planned manner. For this, making a plan and allotting/chunking of work is very important while being aware of **time and resources**.

Learning Objectives

In this unit, students will understand the importance of planning and completing any task. To do this, the focus needs to be on the following capabilities:

1

Planning based on available time and resources

2

Dividing the task into smaller parts/steps

Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the Unit
the Students

1 period

Activity
Build a boat

1-2 periods

- Planning to complete a task

Story:
Mumbai Dabbawalas

1-2 periods

- Dividing the task into smaller parts/steps

Activity
The Deserted
Island

2-3 periods

- Planning based on available time and resources
- Dividing the task into smaller parts/steps

Concluding the unit:
Read to be Inspired
Aditi Gupta

Beginning the unit with students

The facilitator asks the students to discuss the following questions with their partner/ friend sitting next to them.

- Has it ever happened that you wanted to do some important task and it could not be completed well in time?
- What could be the reasons for this?

One of the reasons given by students may include 'working without a plan. If this reason is not included in the reasons given by them, then tell the students that 'not having a plan' can also be one of the reasons.

In this unit, we will learn what happens if we do planning for any work and what should be kept in mind while planning.



Activity 6.1

Build a boat

Instructions:

It is essential to develop planning skills to reach your goals.

"Setting goals is not the main thing. It is deciding how you will go about achieving it and staying with that plan." –Tom Landry (American football coach)

It is not impossible to work without planning, but planning ensures the task can be done more efficiently and in less time, and it also increases the chance of getting success. In this activity, the students will experience improvement in accomplishing a task with planning.



Materials required:

One complete newspaper for each group (all 12-16 pages)

Estimated periods: 1-2 periods

Group/Individual Work: Groups of 5-6 students



Learning Objectives:

- Planning to complete a task



For the facilitator:

- Ensure that each student in the group participates in the activity.
- Encourage students to plan in groups but do not help them.
- In this activity, boats will be made twice. Hence, keep the boat count of different groups so that comparison can be made.



Steps



Reflection



Learning with peers



Sharing

Make groups of 5-6 students and give 2-3 pages of newspaper to each group.

Building a boat for the first time:

- Each group must make as many boats as they can in 5 minutes. After 5 minutes, note the number of boats each group has made. Ensure-
 - Students do not use any kind of glue, stapler, tape, pin, scissors etc.
 - After this first phase, each group must return the remaining newspaper and boats to the facilitator.

Making a boat for the second time:

- This time the facilitator prompts students to try to make the boats in a new way and then make it more attractive with nearby available materials like pen refills, sticks, tree leaves or colors etc.
- Students have to plan in 5 minutes regarding how to use the available resources better than their first attempt and make more attractive boats.
- While planning, the tasks of all the group members should also be determined in advance such as collecting materials, boat making, decoration etc. (5 minutes)
- Ask them to collect the things available around them. (5 minutes)
- Again give 2-3 pages of newspaper to all the groups.
- Give the groups 5 minutes to make boats again and at the end ask them and note down how many boats were made by each group this time.



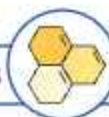
Steps



Reflection



Learning with peers



Sharing

The students will discuss the following questions in their groups-

- What was the difference between the first and the second attempt to build the boat? Explain your experience in detail by giving examples.
- Why is it necessary to plan before starting any work? What could be the consequences if you did not plan before starting the work?



After the discussion, invite some students to share their views with the whole class. After one student has shared his or her ideas with the entire class, ask that student to invite another student. This sequence will continue until at least 4-5 students share their views.



We have performed the same task twice in this activity – once without planning and the second time with planning. In the second attempt, we experienced how a well thought out plan makes our work better. Through this process, we can work while paying attention to many things such as time and how to use material properly, what measures can be taken to get the best results, what resources can be used, etc.



Story 6.2

Mumbai Dabbawalas

Introduction:

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

Estimated Periods: 1-2 periods



Learning Objectives:

- Dividing the task into smaller parts/ steps

On the busy streets of Mumbai with daily hustle-bustle, where time is precious, the existence of the word 'comfort' has remained only nominal. In such a situation, the name of a special army of lunchbox warriors emerges- **Mumbai Dabbawalas** who are the anonymous heroes of the city. This story began about 125 years ago. In 1890, a banker said to Mahadev ji, "I wish someone could get me home-cooked food in the office." Mahadev Havji realised that the problem of getting home cooked food for lunch must be the same with hundreds of government as well as non-government employees working in Mumbai. There was no gas cooker at that time to cook the food. It was difficult to travel in a crowded Mumbai local train, and it became even more difficult if one had to travel carrying a tiffin in one hand. Mahadev started thinking to find a solution to this problem.

After much thought, he made a plan and shared it with his colleagues. Many friends who were interested in employment or in increasing their income joined Mahadev. Together, they created a simple lunchbox delivery system that soon became famous.

After about 66 years, in 1956, a registered company of 'Dabbawalas' was formed, which is still functioning today. Even in storm, rain or scorching sun, the box is always delivered to the right customer, at the right time, without any mistakes. After all, how is this



possible? Every morning a large fleet of dabbawalas collect lunch boxes from housewives by traveling across the city on bicycle or local trains. All of them execute a **logistics ballet** which also surprises the supply chain management experts. Today, the number of customers of 'Dabbawalas' is in lakhs. Hence, careful planning becomes even more important.

Swapping of boxes takes place at designated time and stations of local trains. To avoid traffic jams, they use street vendors, bicycles or walk on foot. The entire Dabba system operates on a special coding system which is very simple and allows less educated dabbawalas to easily understand. They distribute more than 1,30,000 boxes per day in a densely populated city like Mumbai, i.e., a transaction of 2,60,000 boxes per day.

This organization has some special protocols/rules, which everyone associated with it have to follow:

- Wearing white cap and uniform so that people give way to them after seeing them from a distance.
- Every new 'dabbawala' undergoes training for 6 months.
- Depending on the area, there is a group of 10 to 20 'Dabbawalas' whose leader is the most experienced member of the group.
- Not taking leave without prior notice etc.
- With a coding system relying on symbols, colors and numbers, an astonishing accuracy rate of less than one mistake per six million deliveries is achieved.

This company has six sigma rating, which means- possibility of only one mistake in doing a task 60 lakh times. Nowadays, 'Dabbawala' organizations are also connecting their customers through SMS and other online modes. Many people from famous universities and business houses come to understand their working methods. 'Dabbawalas' have become Mumbai's life-line.



Reflection



Sharing

The facilitator asks the students to discuss the following questions in groups of 5-6:

- How is planning important in the functioning of 'Mumbai Dabbawala'?
- The possibility of error in the work of a 'Dabbawala' is negligible. How are they able to do this?
- While discussing in the group, make a plan about their daily routine (to study various subjects).



Reflection



Sharing

In this story, we learnt that success can be achieved by doing the work in a planned manner. A big task in which many people have to work together can also be done efficiently by dividing it into small steps.



Activity 6.3

The Deserted Island

Instructions:

From the story of Mumbai Dabbawala, we learned that planning helps to accomplish tasks well. But how to make a good plan? What to keep in mind while making a good plan? We can understand it better through this activity.

Materials required:

EMC Journal/notebook, pen

Estimated periods: 2-3 Periods

Group/Individual work: Groups of 5-6 students



Learning Objectives:

- Planning based on available time and resources.
- Dividing the task into smaller parts/steps.



For the facilitator:

- Do not give any suggestions to students while planning the activity.





- The activity will be completed in 2 phases.

First phase-

- Make groups of 5-6 students.
- The facilitator asks the students to imagine that they are stuck on a deserted island and have natural resources like edible fruits like coconut, wood and flowing water.
- The students can use only of the above mentioned resources to survive and escape.
- After choosing the resources, students in each group discuss the following points and write their plan in an EMC journal or notebook. (Allow 10-15 minutes for thinking and discussion)
 - How will they use the available resources?
 - What obstacles do they anticipate and how do they plan to overcome them?
 - Where would they like to go and how to reach that place?
 - After planning, each group will present their plan to the rest of the group.

Second Phase-

- After the presentation, all the groups should now evaluate their various plans, discuss in their respective groups to identify the strengths and weaknesses of each plan and once again try to make an effective plan.
- Now, the students will have extra resources available to them like eatables, one radio and compass.
- Students need to consider following points while dividing the task into smaller phases-
 1. How they will escape from there, how much time they would need, how they will use the available resources, how they will be able to reach to safe place, what they would like to eat etc.
 2. Keeping all these things in mind, they will have to set small goals and tasks for planning, which they will write in a journal or notebook.
 3. All groups will present their travel plans to the class.



- What things will they keep in mind while planning their escape?
- In what small steps have you divided your plan for escape?



The facilitator asks each group to give positive and critical suggestions to one other group. For e.g. Group 1 gives feedback to group 2 and group 2 gives feedback to group 1 and so on.



From this activity we learned that no challenge or task is too big. If the plan is made **in small steps** and also followed carefully, then each task can be successfully completed. It is also necessary to keep available **time and resources** in mind.



Concluding the Unit



Reflection



Sharing

- What aspects are good to consider while planning to carry out any work?
- Share an example from your personal life, where planning and its application provided the required results.



Reflection



Sharing

To make any work successful, planning is as important as taking the availability of time and resources into account and dividing work in small steps to complete it. This skill is very important in the life of a student. If a student plans his/her classwork and homework then he/she may be able to complete it in a short span of time. The skill of planning and execution can be applied in the execution of various components of EMC like Student Special, Business Blasters, Career Exploration, LEI and this way we also get to practice this skill.





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Aditi Gupta

Aditi Gupta is the co-founder of the company 'Menstrupedia Comic'. This is the first company of its kind in the world. It was because of her planning and managing skills that Aditi was successful in building this company. The main objective of the company is to spread awareness and remove the misconceptions related to 'menstruation' and provide correct information. She started by **identifying the needs of the target groups**. She observed that in our society even today people are not able to talk openly about menstruation and there are many misconceptions about it. She worked together with schools, NGOs, and health centers. Aditi Gupta, through her effective **planning and implementation Skills** was successful in spreading the awareness regarding such a sensitive issue to the people in a very good manner.





Introduction to the unit



Learning from the Peers



Learning from Research



Learning by Doing

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

Learning Objectives

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

1

Identifying different methods of learning

2

Analyzing and learning

Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
the Students

1 period

Activity
Ways to Learn

1-2 periods

- Identifying different methods of learning

Story:
SHEROES:
Women's Web of
Empowerment

1-2 periods

- Analyzing and learning

Activity
Learning Together

1-2 periods

- Identifying different methods of learning

Concluding the unit:
Read to be Inspired
Dosa Plaza: Prem
Ganapathy

1 period

Beginning the unit with students

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

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

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

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



Activity 7.1

Ways to Learn

Instructions:

In life, sometimes we're actors, playing a role, while at other times, we're the audience, observing and interpreting. In both situations, we can reflect on experiences and learn better. Role play can be a powerful method to understand the importance of analyzing situations and adapting accordingly. In this activity, we'll use role-playing to analyze and learn.

Materials required:

1. Open space or stage
2. Props like hats, scarves, or simple costumes (optional)

Estimated Periods: 1 - 2 Periods

Group/Individual Work- Groups of 4-5



Learning Objectives:

- Identifying different methods of learning



For the facilitator:

- Encourage students to actively participate in the activity and think critically during the reflection phase of the activity.





Steps



Reflection



Learning with peers



Sharing

1. Divide students into groups of 4-5.
2. Provide each group with a common scenario or situation, such as organizing an event, a family gathering, or solving a community problem.
3. Within each group, ask students to decide on specific roles for each member based on the given scenario.
4. Each group will have 15 minutes to prepare a 3-minute role play based on their scenario.
5. Invite each group to perform their role play in front of the class.
6. Each group will have one observer group who will discuss and analyze the roles and decisions made by the performers to give the feedback. The observer group will analyze (after seeing the role play) if the performing group was able to divide the roles and responsibility in an effective way to complete the assigned task.
7. After each performance, the observer group will nominate one member to share the feedback and highlights from the group discussion.
8. Based on the feedback the performing group can change or add the roles to bring out a better outcome for the given task. (The facilitator can ask the groups to present again if they have done substantial changes in their role play after the feedback)



Steps



Reflection



Learning with peers



Sharing

Once all groups have performed, gather students and discuss the following:

1. What was one top learning for you from playing your role?
2. How did you adapt and change when faced with challenges or new information in your role?
3. How is it important to know other perspectives to analyze a task or its solution?



Invite some students to share their experiences during the role play, what they felt, what they observed, and how they would react in real-life situations similar to the ones they role-played. Maximum sharing can be taken in the class.



Role-playing gives us a unique perspective, letting us walk in someone else's shoes. It's essential to understand that every decision we make has consequences and that by analyzing our actions and those of others, we can learn and adapt for the future. By simulating real-life scenarios, we get a chance to analyze and learn from them without facing real-life repercussions.



Story 7.2

SHEROES: Women's Web of Empowerment

Introduction:

Previously, we looked at how an individual's curiosity and analytical approach could lead to personal and professional growth. As we turn the page, let's delve into the life of Sairee Chahal. Through her journey, we'll learn how constant analysis and learning can mold paths that not only benefit an individual but also empower an entire community.

Estimated Periods: 1-2 periods.



Learning Objectives:

- Analyzing and learning



Why do you always read about women breaking barriers?

Ever heard of Sairee Chahal?



No, should I have?

Absolutely! Let me take you on a journey of knowing about a woman who transformed challenges into stepping stones with just her curiosity and will to analyze. Ready?



Born in Muzaffarnagar, Uttar Pradesh, Sairee Chahal's early years might have seemed ordinary. She was like any other child, filled with dreams and aspirations. As she grew up, she pursued higher education, equipping herself with knowledge.

However, as Sairee ventured into the professional world, she quickly recognized the challenges that women often face. Instead of accepting these challenges as the status quo, Sairee approached them with a curious and analytical mind. What were the root causes of these challenges? How could they be addressed?

Taking inspiration from the simple ant's determination, Sairee began her quest to make a difference. Her first venture, Fleximoms, aimed to help mothers return to work after maternity breaks. However, she quickly realized that there was a broader challenge at hand: there weren't enough resources and networks for women in various stages of their careers.

Analyzing the large gender gap in the Indian internet ecosystem, the lack of diversity in the workplace, and the small number of women in the industry, she founded SHEROES, which began as a career-focused community for women. SHEROES is a holistic space for women to grow professionally and personally. This wasn't a mere change in branding but a transformation based on hours of analysis, conversations, feedback, and a drive to create an inclusive space.

What set Sairee apart was her ability to listen, learn, and adapt. With every interaction on the SHEROES platform, she derived insights, ensuring the community's needs were met. Women from all over India contacted SHEROES. They wanted to discuss - 'How do I get back to work, find work, work part-time, negotiate a salary' and more. Soon they wanted to discuss health, relationships, in-laws, startups, entrepreneurship, and everything else. Sairee analyzed the opportunity and launched mentorship programs and community meets. Her decisions always stemmed from a place of understanding, analyzing and learning.

Today, SHEROES is more than just a platform; it's a movement, a testament to Sairee's relentless analysis and application. From understanding the digital habits of women to tapping into their latent needs, Sairee's journey with SHEROES is a shining example of the power of continuous learning.



**"Our challenges can be
our greatest teachers if
we're willing to learn."**

-Sairee Chahal



Reflection



Sharing

Post-story, engage the class with these questions:

1. How did Sairee Chahal's ability to analyze situations contribute to her success?
2. Can you recall any instances where you changed your approach based on what you learned?
3. How do you think Sairee's analytical approach impacted the broader community of women? How did her skills help her to solve the problems?



Reflection



Sharing

The narrative of Sairee Chahal reinforces the importance of being open to learning from every situation. By analyzing challenges and adapting based on insights, not only did Sairee shape her destiny, but she also forged a path for countless other women. The facilitator can ask the students to ponder on the fact and discuss in their groups: In the face of adversity, an analytical mind can be our greatest asset.



Activity 7.3

Learning Together

Instructions:

In the story "SHEROES," we saw how Sairee Chahal used to analyze the situation first and then executed the appropriate step/action. At the same time, she adopted different means of learning and took her venture to a new level. In this activity, we will practice the peer-learning approach to learn new things.

Materials Needed:

The activity requires open space

Estimated periods- 1-2 period

Group/Individual Activity: Group work



Learning Objectives:

- Identifying different methods of learning



For the facilitator:

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





Steps



Reflection



Learning with peers



Sharing

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



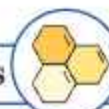
Steps



Reflection



Learning with peers



Sharing

Ask students to get into pairs and discuss the following-

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



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



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



Concluding the Unit

Analysis can help us to:

Identify problems and opportunities

Understand the causes of problems and the potential consequences of our actions

Make better decisions

Learn from our mistakes

Improve our performance



Reflection



Sharing

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



Reflection



Sharing

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



For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

DOSA PLAZA: PREM GANAPATHY

Prem Ganapathy, born in Tamil Nadu's Tuticorin district in 1973, embarked on a journey of self-improvement through keen observation and analysis. At 17, he was left alone in Mumbai, not knowing the local language. Starting as a dish-washer, he moved up to be a waiter, interacting with diverse people and understanding customer preferences.

Recognizing the importance of cleanliness, his small stall "Dosa Plaza" became a hit, even attracting wealthy patrons. His analytical mindset led him to the cybercafé, where he researched ways to enhance his business. With guidance from a roommate, he mastered the internet, further broadening his horizons. Ganapathy's knack for analysis and learning transformed his simple dosa stall into "Dosa Plaza," a chain with 78 outlets spanning India, the UAE, New Zealand, and Oman. In his words, "The real student would learn from every person and every experience."



In Prem Ganapathy's case, analysis helped him to:

- ☐ Identify the needs of his customers
- ☐ Improve his cooking skills
- ☐ Maintain hygiene in his restaurant
- ☐ Experiment with new recipes
- ☐ Grow his business



Introduction to the unit

Ms. Bhatia (the teacher) announces about the school fair and asks students to come up with ideas to participate in the same.



Priya, I have a brilliant idea! Let's sell samosas at the school fair. We'll make a fortune!



Great idea! But we've never made samosas before.



We can learn! Let's do it.

Arjun and Priya practice making samosas at home.



This is our fifth attempt! Why can't we get the shape right?



Maybe our samosas want to be unique. Like triangle hats instead!

No giving up! Let's try again.
Now, let's take feedback from our families for the samosas we have made so far.

And maybe watch some tutorials? We can learn so much from others' experiences.



After practicing for a few days, Arjun and Priya are ready for the school fair with their samosas.



Arjun and Priya, these samosas are perfect!



Thank you, ma'am. We failed, learned, and bounced back.

High-five Arjun! And we stayed resolute!



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

Learning Objectives

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

1

Staying resolute

2

Learning from failures

3

Analyzing how failures impact us and others

Unit Flow

Name of the activity

No. of periods

Learning Objectives

Beginning the unit
with students

1 period

Activity
Learn from
Failures

1-2 periods

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

Story:
Resilience Through
Challenge: Falguni
Nayar's Nykaa

1-2 periods

- Staying resolute
- Learning from failures

Activity
Failure - An
Opportunity

1-2 periods

- Learning from failures

Concluding the unit:
Read to be Inspired
Quick Heal's Brave
Story

1 period

Beginning the unit with students

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

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

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



Activity 8.1

Learning from Failures

Instructions:

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



Materials required:

Double Sheet of newspaper (Each group)

Estimated Periods: 1-2 periods

Group/Individual Activity: Groups of 2 students



Learning Objectives:

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



For the facilitator:

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





Steps



Reflection



Learning with peers



Sharing

- Ask students to get in pairs.
- Ask each pair to stand on the double sheet of newspaper.
- While standing on the newspaper, each pair has to turn the newspaper upside down using only their feet, without tearing it.
- Ask everyone to stop after 30 seconds into the activity. Now, the pairs who could not turn the paper in the first try will give it a second try, again within a minute.



Steps



Reflection



Learning with peers



Sharing

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

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



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



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



Story 8.2

Resilience Through Challenge: Falguni Nayar's Nykaa

Introduction:

In the activities so far we saw that we can overcome challenges by putting in continuous efforts. Let us now look at the story of a woman who achieved success primarily because she never gave up and consistently put in efforts despite facing repeated failures. Working hard to achieve a goal is the testimony of strong belief in oneself. This very thinking is what forms the basis of a meaningful and impactful success.

Estimated Periods: 1-2 periods

Context Setting for Students:

Think of a time you faced a hurdle. Did you give up or find a way around it? "Have you ever wanted to make something popular but felt scared because of problems in the way?" Let's talk more about being strong and getting back up after facing problems. Many times, famous success stories start with tough times. Startups, or new businesses, have many stories about never giving up. Let's delve into the journey of Falguni Nayar, the driving force behind Nykaa, and see how she transformed challenges into stepping stones in the beauty industry.



Learning Objectives:

- Staying resolute
- Learning from failures

With an 18-year-long prosperous career at Kotak Mahindra Bank, Falguni Nayar was a name revered in the finance world. However, at an age where many are contemplating a relaxed life ahead, Falguni yearned for more. It wasn't just about starting something new; it was about identifying a need. She noticed a gap in the Indian market - there wasn't a dedicated online platform exclusively for beauty products. And so, in 2012, the seeds of Nykaa were sown.



Falguni Nayar

Nykaa's initiation was not without challenges. Persuading renowned international beauty brands to trust a budding platform in India was a Herculean task. Doubts arose. Questions lingered. Was Nykaa a risk these brands were willing to take? Alongside, operational hitches were common - delayed deliveries, errors in orders - leading to discontented customers.

But instead of seeing these setbacks as failures, Falguni viewed them as opportunities. Each complaint, each hitch, was a lesson. A lesson that showed her where the gaps were and how she could bridge them.

Incorporating technology, she introduced features like virtual makeup trials, enhancing the shopping experience. But just when things were beginning to smoothen, 2020 brought with it an unprecedented challenge - the COVID-19 pandemic. It wasn't just a hurdle; it was a mountain. But Falguni's vision wasn't blurred by this massive obstruction. Instead, she saw an opportunity to pivot. She diversified Nykaa's offerings, including daily essentials, ensuring the brand stayed relevant and helpful during those trying times.

Today, Nykaa stands tall not just as a beauty platform but as a testament to Falguni's indomitable spirit. Her journey teaches us a significant lesson - setbacks are not roadblocks; they're detours guiding us to our destination. The company has a consolidated GMV of Rs 9,743 crore and net revenue of Rs 5,143 crore during FY23. It has launched or acquired a number of brands over the last few years in both beauty and personal care (BPC), and fashion verticals. If you embrace challenges and see them as opportunities to learn, no hurdle is insurmountable. Falguni Nayar's story is not just about building a brand; it's about resilience, determination, and the power of bouncing back.



Reflection



Sharing

- How did Falguni show adaptability, especially during the COVID-19 pandemic?
- Can you think of a time when a setback or failure in your life taught you something valuable?
- What challenges did you face in your life in the past? What was your source of strength and inspiration to overcome these obstacles?



Falguni Nayar's journey with Nykaa underlines a vital life lesson: the power to rebound from setbacks. Every failure can be a stepping stone to success if approached with a growth mindset. Just like Falguni, we too can transform our challenges into opportunities by learning, adapting, and persisting. As we navigate our lives, remember that stumbling is natural, but what's crucial is our will to rise and move forward.

"Do not judge me by my **successes**, judge me by how many times I fell down and got back up again." Let's embrace **challenges**, support one another, and always strive to bounce back.



Nelson Mandela



Activity 8.3

The Towering Lesson

Instructions:

Challenges present us with opportunities to innovate, learn, and grow. Often, our initial attempts may not yield the desired results. But rather than giving up, if we learn and adapt, we can achieve surprising successes. This activity encourages students to experience the iterative process of learning from initial failures to create something remarkable.

Materials required:

A pack of playing cards (for each group)

Notebook (journal) and pen

Estimated Periods:- 1-2 Periods

Group/Individual Work:- Group of 4-5



Learning Objectives:

- Learning from failures



For the facilitator:

- Promote a positive atmosphere where students feel encouraged to experiment without fear of mistakes or judgment.





1. Divide students into groups of 4-5.
2. Provide each group with a pack of playing cards.
3. Challenge the groups to build the tallest tower possible using only the cards provided in 7 minutes.
4. During the process, they should note down:
 - Initial strategies or designs.
 - Challenges or failures encountered.
 - Adjustments made in response to those failures.
5. After the set time or once they've achieved a design they're satisfied with, there can be a GALLERY WALK to observe all the towers.



After the construction, ask the groups to discuss:

1. What were the various challenges you faced? What did you do to overcome them?
2. How did you feel when your initial designs didn't work? What were the thoughts in the group then?
3. How was your second attempt different from your first one? What different/ new would you try if given another attempt?



The facilitator can promote discussions on:

1. The value of diverse perspectives (view points) in problem-solving.
2. How they felt about adjusting or completely changing their approach.
3. The importance of resilience and persistence in the face of challenges.



Steps



Reflection



Learning with peers



Sharing

Life, like this activity, will often present us with unexpected challenges. Our first strategies might not always work, and that's okay. What matters is our ability to adapt, learn, and persevere. Every challenge is an opportunity in disguise, waiting for the right perspective to unveil it.



Concluding the Unit



Reflection



Sharing

- After finishing this unit, formulate a strategy that will inspire you to keep trying and learn from failures. Discuss it with the other students around. The students can take the example of their performance in STUDENT'S SPECIAL activities.



Reflection



Sharing

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

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





For the facilitator:

The Facilitator will read the below caselet and ask students to explore more about the esteemed personality.

Read to be Inspired

Quick Heal's Brave Story

In Pune, brothers Kailash and Sanjay Katkar lived in a tiny room. Kailash repaired radios while Sanjay studied computer science, intrigued by computer viruses. In an era of floppy disk-induced viruses, Sanjay developed an antivirus. After graduation, the brothers started Quick Heal in 1995, selling antivirus software. The initial years were tough; most people didn't understand the software's importance, and sales were slow. They even distributed it for free for publicity. By 1998, the internet brought new viruses, boosting Quick Heal's demand. However, in 1999, they hit a financial low, struggling to pay employees and hire skilled engineers. Instead of giving up, they analyzed their strengths, understanding that their product was appreciated. They focused on branding and automation, enduring five more years of struggle. Their resilience paid off. Quick Heal became renowned internationally, trusted for being a reliable Indian product. By 2010, they expanded overseas and till date turning their small venture into more than a 400 crore cybersecurity company. Their story brings forth the power of perseverance and bouncing back from setbacks.



Sanjay Katkar(left) and
Kailash Katkar(right)



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 enable the students to evaluate and critically analyse their present, and respond accordingly. It is a simple process that anyone can practice, anywhere and anytime. Practicing mindfulness has several benefits:



Stay Super Focused:

Having full concentration on what we're doing, like when we're studying or working on something-with no distractions.



Stay mindful of the task:

It's not just about doing the work; it's about doing it right. Mindfulness helps us keep calm and focus on the task at hand.

POINTS TO BE NOTED



DOS

- Be aware and participate actively.
- Maintain calmness and harmony.
- If willing, share reflections after mindfulness practice.



DONT'S

- Pronunciation of specific words or mantras.
- Use of harsh tone or words.
- Interrupting students in any way

MINDFULNESS PROGRAM

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) (18-20 mins) <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:

1. Find a comfortable sitting position, either on your chair or on the floor.
2. Sit up straight, relax your shoulders, and close your eyes if it feels comfortable. Otherwise you can keep them open and look down.
3. Place your hands on your desk or your lap, whatever feels more comfortable.
4. Begin by focusing on the sounds around you. Listen to the noises, whether they are slow, fast, loud, or soft.

(Take a 20-second pause)

5. Be aware of these sounds and notice if they seem far away or close by.

(Take a 30-second pause)

6. Shift your attention to your breath. Breathe naturally, without trying to change anything. Just be aware of your breath.

(Take a 10-second pause)

7. Pay full attention to each inhale and exhale. Notice if they feel different from each other. Is the air warm or cold? Fast or slow? Light or heavy?

(Take a 20-second pause)

8. Gradually bring your focus back to your sitting position and, when ready, open your eyes.

End: Silent Check-Out (1-2 Minutes)



Facilitator Note:

- No questions after the silent check-out.
- Students can share their experiences voluntarily.



Instructions:

1. Close your eyes or keep them open, looking downward—whatever feels comfortable.
2. Reflect on the thoughts and emotions brought up by today's activity/story/discussion.
3. Take 1-2 minutes for silent reflection.

(No further instructions during this time)

Remember, mindfulness is about being present and aware without judgment. Enjoy the process!

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 any one of the 4 monthly mindfulness activities to be done 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 should 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 does practicing mindfulness benefit you?



Instructions:

- “Sit relaxed, keep your eyes closed, and welcome all the thoughts that come to your 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 about 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, clouded by 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.



Practicing mindfulness -

- Helps maintain attention in class and focus while studying at school or home.
- Reduces stress, sadness, anxiety, loneliness.
- If we focus on the current task, we can get the work done easily, efficiently, and without stress.

End: Silent Check-Out (1-2 Minutes)

SESSION 2— MINDFUL LISTENING

Start: Mindful Check-In: 3-5 minutes

Activity: Mindful Listening

A. Discussion on paying attention: 10 minutes

- Take responses from as many volunteer students as possible.
- 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?
- Has practicing mindfulness led to any changes in the following aspects of your life?
 - 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: (1-2 minutes)

- 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, noise of 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: (2-3 minutes)

- 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?
- Pay 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

- Take as many responses and sharing from volunteer students as possible.
- 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)

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.
- Also think about the experiences of last month's mindfulness activity. Did you put into practice these activities besides the EMC class?
- Has practicing mindfulness led to any changes in the following aspects of your life?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?
- Take responses from volunteer students.

B. Mindful Listening: Silence: 5 Minutes

Phase - 1: (1-2 minutes)

- 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, noise of traffic, talking, and laughing, while keeping your eyes closed.
(Continue for 1-2 minutes)

Phase - 2: (2-3 minutes)

- 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

- Take responses and sharings from as many volunteer students as possible.
- 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)

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?
- Has practicing mindfulness led to any changes in the following aspects of your life?
 - Stress
 - Emotions - happiness, sorrow, anger, etc.
 - Concentration in the class
- Do you have any specific experiences, challenges, or questions concerning mindfulness activity?
- Take responses from volunteer students.

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 stomach below the ribs.
- While breathing, pay attention while breathing in and how it causes the stomach to expand. And pay attention while breathing out and how it causes the stomach to contract.
- Remain aware in case your attention gets diverted from your breathing, and bring it back to the breaths.

(Continue for 1-2 minutes)

Question

- Did you feel your stomach contracting and expanding?

Phase-2:

- Continue the activity for 1-2 minutes.
- Ask students to pay attention while breathing in and breathing out, and how it causes the stomach 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 breathing change the breathing rate?
- How was the experience of focusing on deep breathing?

End: Silent Check-Out (1-2 Minutes)



Student Special is a part of EMC in which students do various fun activities on their own in class. In this, the students increase their self-confidence through mutual communication and expression. These activities provide them opportunities to improve self-confidence and effective communication. Students practice communicating ideas in a variety of ways in a limited amount of time, and also receive constructive feedback. Because students take responsibility for running the classes, they also learn to plan and work together.

LEARNING OUTCOMES:

1. 1. Effective Communication
 - maintaining eye contact
 - modulation of voice
 - hand and facial gestures
 - effective use of timing
2. Believing in oneself and developing self-confidence
3. Completing a task by making an effective plan.

CONSTRUCTIVE FEEDBACK:

What to share?

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

Look for -

- Active participation
- Attentive listening
- Respectful tone and body language

INTRODUCTION TO THE ACTIVITIES:



Just A Minute (JAM):

1. 5 students will be nominated as speakers.
2. The speaker will be given 1 topic or a question.
3. They will speak on the topic/ question for 1 minute in front of the class.



Jaldi Debate

1. 3 students will be called to speak in favor of any one topic and 3 students will be invited to speak against the same topic.
2. Members of both the teams will present their arguments one after the other.
(Favour 1 - Against 1 - Favour 2 - Against 2 - Favour 3 - Against 3)

STRUCTURE OF THE STUDENT SPECIAL CLASS:



Timetable

- **Weekly:** EMC period of last working day of the week
- **Additional:** Any free period

Both the activities (JAM and Jaldi Debate) should be alternated every week.

FORMATION OF STUDENT SPECIAL TEAM

- For JAM, a team of 14 students will be chosen by the facilitator.
- For Jaldi Debate, a team of 17 members will be chosen by the facilitator.
- The SS team for the next Student Special class will be selected at the end of the activity (by the facilitator).
- The facilitator should ensure that different students have the opportunity to participate each time

The roles in the SS Team are:

Facilitator will:

Before the day of the activity

- invite the anchor of the SS team.
- share the roles of different members of the SS team with the anchor for necessary preparations.

On the day of the activity,

- begin with talking about the basic rules of being a good listener and the activity.
- inform all the students that they need to write about at least two key takeaways of the activity in their journals.
- invite the SS team and hand over the class to them.

ROLE OF FACILITATOR



Anchor will:

- Before the day, ask the team to prepare questions for the speakers for the JAM activity and the debate topic for Jaldi Debate activity in advance.
- On the day, begin the class with mindfulness.
- Introduce members of the SS team.
- Announce the roles of the timekeeper, joke-star, observers and participants to the class.



Time Keeper will:

- Sit on the first seat with the watch or timer.
- Note the time taken by Joke-star, each speaker and each observer while they present.
- After 45 seconds, tap the table once or clap loudly.
- After 1 minute, tap the table twice or make two quick claps.
- At the end of the activity, submit a time-report mentioning which speakers took the scheduled time and which speakers took more time than the scheduled time.

Joke-Star will:

- Tell a joke to the class to start the activity on a fun note.
- The joke will not be of more than 1 minute.



PARTICIPANT:

Just A Minute	Jaldi Debate
5 participants	6 participants: 3 in the favour of the motion and 3 against the motion
Each will speak on a different topic in 1 minute.	Each will speak in the favour of or against the debate motion in 1 minute.

Observers will:

- Observation will be done in two parts.
- Constructive feedback will be given by 1 Observer for the whole SS team.
- Each speaker will be observed and given constructive feedback at the end by 1 observer each.

Observations Method:

For noting observations and giving feedback, keep the following points in mind-

No. of Observers	Observation For	Key feedback points
1 observer combined for	Anchor	<ul style="list-style-type: none">• Did the anchor maintain the order of the activity?• Did the anchor start and end the activity as scheduled?• Was the anchor able to communicate effectively with the audience students and SS team members?• Was the anchor confident in leading the activity?
	Time Keeper	<ul style="list-style-type: none">• Did the time keeper do justice to the role of tracking time?• Did the time keeper submit the time report confidently and politely?

	Joke Star	<ul style="list-style-type: none"> • Did the joke-star finish the joke in 1 minute? • Was the joke-star able to catch the class's attention and make the class atmosphere lively?
	Note Taker (in Jaldi Debate only)	<ul style="list-style-type: none"> • Were the note-takers able to express the main points of the participants well?
5 or 6 observers	Speakers (1 observer for each speaker)	<ul style="list-style-type: none"> • Was the speaker able to maintain eye contact with all students in the class? • Was the speaker able to give relevant information on the topic given? • Was the speaker able to express effectively with body language and voice modulation?

SESSION PLAN: JUST A MINUTE

BEFORE THE JAM:

Anchor will:

- Start class with mindfulness. (2-3 minutes)
- Introduce the SS team members. Then request them to take their allotted seats.
- Invite the joke-star on stage.



Joke-Star will:

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



Anchor will:

- Thank the joke-star.
- Invite the speakers to begin the activity.
- Divide the observers into two parts, explaining their roles.
 1. Ask 1 observer to provide feedback to the anchor, joke-master and time-keeper(the SS Team).

2. Ask the rest of the observers (5 observers) to observe one speaker each and provide feedback.



DURING THE JAM ACTIVITY:

Speakers will:

- When called by the anchor, the speakers should come forward one by one.
- Pick up a chit from the bowl and read the question or topic written in it in front of everyone.
- Give a relevant answer to the question or speak relevantly on the topic for 1 minute.
- All 5 speakers will participate in the activity with full enthusiasm.



AFTER THE JAM ACTIVITY:

Anchor will:

Call all the observers to the stage

Observers will:

Give feedback to only the speaker whom they observed.



Anchor will:

Call the time keeper to the stage.

Timekeeper will:

Time keeper will give a time report to the class for every speaker and observer.



Conclusion by the Facilitator:

1. Provide feedback for the SS team in front of the entire class.
2. Invite any 2-3 students to share two key takeaways from the activity.
3. Ask the whole class to write down at least 2 key learnings from the activity in their EMC-journal.
4. While summarizing the activity, also mention the abilities and skills that the students experienced through the activity.




5. Select a new Student Special team of 20 members for the Student Special activity (Jaldi Debate) next week.
6. Request them to select their anchor and contact the facilitator a day before the next week's activity.
7. Conclude the day with a loud and happy round of applause appreciating all the students.


SESSION PLAN: JALDI DEBATE

BEFORE THE JALDI DEBATE ACTIVITY:


Anchor will:

- Start class with mindfulness. (2-3 minutes)
- Introduce the SS team members and ask them to take their seats.
- Invite the Joke-Star on stage. 

Joke-Star will:

Tell a funny joke to the class in 1 minute. 

Anchor will:

- Thank the joke-star and announce the debate topic to begin the activity.
- Divide the observers into two parts, explaining their roles.
- Ask 1 observer to provide feedback to the anchor, joke-master, time-keeper, and note-taker (the SS Team).
- Ask the rest of the observers (6 observers) to observe one speaker each and provide feedback. 

DURING THE JALDI DEBATE ACTIVITY:

Speakers will:

- When called by the anchor, 3 speakers in favor and 3 from the opposition, will present their views one by one in 1 minute.

All the speakers and note-takers will participate in the activity with full enthusiasm.



Note Taker (only in Jaldi Debate) will:

- One note taker for speakers speaking in favour of the motion and one note taker for speakers speaking against the motion.
- Make notes and summary points for just the three speakers (favour or against).
- After all the speakers have spoken, note-takers from both teams should present the main points of their respective sides in 1 minute.



Anchor will:

Call the observers to the stage.

Observers will:

- One observer will give feedback to the SS team members.
- Rest observers will give feedback to speakers.



Anchor will:

Call the time keeper to the stage.

Time-keeper will:

Time keeper will give a time report to everyone one by one.

AFTER THE JALDI DEBATE ACTIVITY:

Anchor will:

End the activity with applause and hand over the stage to the facilitator.

Conclusion by the Facilitator:

1. Provide feedback for the SS team in front of the entire class.
2. Ask any 2-3 students to share two key takeaways from the activity.
3. Ask all the students about what skills did they learn from this activity and how can they use them in their everyday lives? Ask to write the answer in the EMC-Journal.
4. Select a new Student Special (JAM) team of 14 members for the Student Special next week.
5. Request them to select their anchor and contact the facilitator a day before the next week's activity.
6. Conclude the day with a loud and happy round of applause appreciating all the students.

APPENDIX

Activity	Grade	Sample Topics
JAM	9	<ol style="list-style-type: none"> Which flavor of ice cream do you like and why? Which is your favorite sport and why? What would you do if you found a ₹500 note on the road? Suppose you have forgotten to do your homework, how will you tell this to your class teacher? How will you convince your parents to let you go on an educational trip on behalf of the school? What do you dream of doing in your life? If you become the principal of a school for a day, what changes will you bring in the school? Tell everyone a funny incident from your life? Tell us about some things that make you sad? Should mobile phones be allowed in school? Why do you feel this way? What can be done to reduce the number of vehicles on the roads? Should children be allowed to drink cold drinks? Why do you feel this way?
JAM	11	<ol style="list-style-type: none"> Which social problem can be solved without money? How? Do you think real education happens outside the classroom? Why? If I were a creature, what creature would I be? Why? Which social custom do you like? Why? Which flavor of ice cream do you like and why? Which is your favorite sport and why? What do you dream of doing in your life? If you become the principal of a school for a day, what changes will you bring in the school?

		9. Tell everyone a funny incident from your life? 10. Tell us about some things that make you sad? 11. Should mobile phones be allowed in school? Why do you feel this way? 12. What can be done to reduce the number of vehicles on the roads?
Jaldi Debate	9	1. To find cures for diseases, testing should be done on animals. 2. cigarettes should be banned 3. Social media is harmful to social relationships 4. How to study better – in class or at home? 5. School attendance should be kept optional
Jaldi Debate	11	1. The voting age should be 16 years 2. Studying is better through competition 3. Celebrities can be good role models for students 4. There should be separate schools for boys and girls 5. What is more important – success or happiness?



Parent-Teacher Meeting (PTM) at School



Good afternoon, Mr. Gupta. It's nice to see you again. How is Monika doing?

Good afternoon ma'am, Monika's doing well, thanks for asking. Busy with schoolwork as always! I wanted to talk to you a bit about her future options after school.



Absolutely! This is a great time to discuss that. We've actually been focusing on career exploration in class recently.

Oh, interesting. How does it work exactly?



It's where students learn about different career paths. We help them research about different jobs, the skills they need, and how their interests and strengths match with those careers.

That sounds valuable. Monika is confused about her interests, so I wasn't sure how to guide her.



That's where career exploration comes in. Through activities and discussions, students get a broader picture of professional life. They learn about careers related to things they enjoy, what they're good at, and what they're curious about.

So, Monika can even explore things that might not have even crossed our minds?





Exactly! It helps them discover new possibilities. By strengthening this knowledge at an early stage, students feel more capable and confident in choosing their careers after completing their education.



That's fantastic. It sounds like this career exploration is a great resource for them.



It definitely is! And we encourage parents to be involved too. Perhaps you and Monika can discuss what she learned in class and explore some career options together.



Thank you, Khanna ma'am. This has been very helpful. I'll definitely talk to Monika about it and see what interests her. I'll definitely make sure to support Monika in her career exploration efforts.

Before the Interviews:

Mind Map of Careers	2-3 periods
Whom to Interview	1-2 periods
Interview Questions	1 period
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 come up with these career options?

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.

INTRODUCTION TO MIND MAP OF CAREERS: UNVEILING POSSIBILITIES



Role of the facilitator:

Create an engaging atmosphere by explaining that today marks the beginning of a thrilling journey – Career Exploration. The facilitator can explain: we'll be diving into the world of diverse professions to help them shape their future path.

Round 1: Selecting Careers for Exploration

1. **Create two columns on the board**, one for Jobs and the other for Businesses.
2. **Student Input:**
 - Ask students to suggest at least 10 jobs and 10 businesses they are curious about. (The students can suggest as many jobs and businesses. They need not be limited to 10)
 - Invite a volunteer to write down their responses in the respective columns on the board.

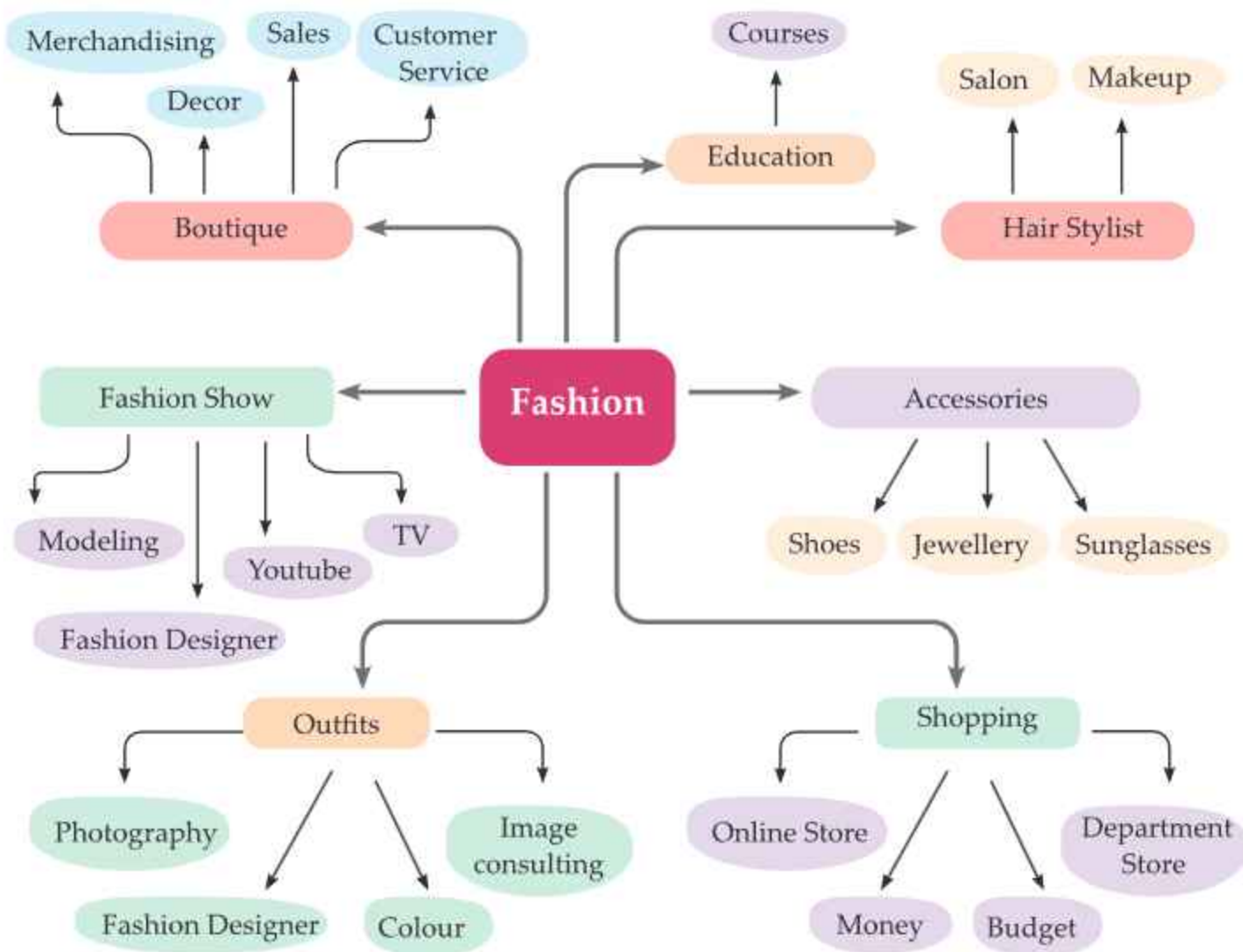
Round 2: Group Mind Maps

In the next class ensure students make mind maps in smaller groups.

1. **Group Formation:** Form groups of 5-6 students.
2. **Career Selection:** Each group selects one job and one business from the compiled list.
3. **Group Discussion:** Discuss in your group about the chosen job and business.
 - What does this job or business involve?
 - What are the roles in this job or business?
 - What type of other work is related to this career? (Like which products or services are important for this career?)
 - Who can be the potential customer of this job or business?

4. **Mind Map Creation:** In your group, discuss and make mind maps for each career on separate sheets (10 - 15 minutes). Use visuals, arrows, and keywords to show connections and possibilities.
5. **Sharing Insights:** Exchange mind maps with neighboring groups to get more ideas and views.
6. **Collective Display:** Place all mind maps on classroom walls or different tables. This can also be done by **gallery walk**, the sheets can be shifted through all the groups, so that all groups get to see all the different mind maps.





Facilitator Note:

1. This process is about exploring specific careers and discovering related roles.
2. Make it a team effort – each student contributes ideas to the mind map.
3. Motivate students to think beyond – what other jobs might be connected to the chosen career? It is possible that one could think of both a job and a business related to a career.



Review and Reflect:

1. Individually examine all displayed mind maps.
2. Curate Personal List: Every student creates a personal list of 10 jobs and 10 businesses that connect the most with them.

BEFORE THE INTERVIEWS

Round 1: Whom to Interview - Connecting with Careers



Instructions



Steps



Facilitator Note



Sharing

In our last activity, we explored various careers through mind maps, creating a personalized list of jobs and businesses we're interested to know more about. Now, let's figure out where we can meet and learn from the real experts – people working in these careers.



Instructions



Steps



Facilitator Note



Sharing

1. **Group Formation:** Create groups of 5-6 students.
2. **Group Discussion:** In groups, brainstorm ideas on how to connect with people in the chosen careers.
 - Do you already know someone in these careers?
 - Can you identify someone nearby, even if you don't know them personally (like a nurse or fitness trainer)?
3. **Creating the Interview List:** Based on the discussion, make a list of 10 people they want to interview. Ensure diversity: Include 5 individuals with jobs and 5 with businesses.

S.No	Job	Name of the Person & their Office Location	Business	Name of the Person & their Office Location
1				
2				
3				
4				
5				



Instructions



Steps



Facilitator Note



Sharing

1. Encourage students to brainstorm different places, institutions, and individuals connected to their chosen careers.
2. Emphasize that it's okay if they don't already know these individuals. The goal is to explore and learn from new experiences.

3. Encourage students to choose people they are genuinely interested in and can easily approach for interviews.



This process is about taking the next step in understanding careers – by connecting with real professionals. By choosing interviewees based on interest and convenience, students will not only learn about different professions but also develop essential networking and communication skills.

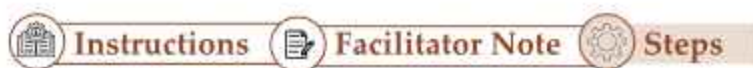
Round 2: Interview Questions - A Conversation Guide



Now that we have our list of people to interview, it's time to think about the questions that will help us truly understand their careers. This preparation ensures our conversations are meaningful and insightful.



Encourage students to think about questions that focus on both the strengths and challenges of different careers.



1. **Sample Questionnaire Exploration:** Provide a Sample:
 - Distribute a sample questionnaire for the interview (see below).
 - Give students 5 minutes to read and understand it. (The teacher may read out the sample questions from the book)
2. **Discussion:** Ask from students which additional questions could be added to learn more about that specific career. Take suggestions for extra questions for each section of the questionnaire.
3. **Student-Generated Questions:** Ask students to brainstorm additional questions for the interview.
4. **Create Final Questionnaire:** Students make a final questionnaire, adding the newly thought questions.
5. **Peer Sharing:** Students share their new questions with peers sitting next to them.

SAMPLE QUESTIONNAIRE:

Refer to the following questions as samples. This thoughtful process ensures students are well-prepared to do meaningful conversations that help provide a deeper understanding of different career paths.

Introduction

- What 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 enjoy besides 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?
- What did you like and dislike about your first work?

Struggle

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

Success

- What are some minor and major successes in your life?
- Which qualities and skills played a crucial role in your success?
- What aspects of your work bring you satisfaction?

Learnings

- Reflecting on your life decisions, what changes would you make?
- How do you plan to take your work forward?
- How have your challenges evolved since the early days of your career?

Round 3: Preparing for the Interviews (1-2 periods)

Instructions Facilitator Note Steps

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.

Instructions Facilitator Note Steps

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

Instructions Facilitator Note Steps

1. Students will make pairs and introduce themselves and career exploration to each other. (5 minutes)
 - What should be included in the introduction?
 - Introduction of the Student
 - Introduction of Career Exploration
 - Purpose of the interview and time it would take
 - What to keep in mind while introducing?
 - Eye contact
 - Respectful behaviour
2. Read out the following sample introduction to the students which the students can use during their interviews:

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 experienced people, whose career journeys we want to know more about. By interviewing 10 people like you, I want to understand your work life, and know more about your 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.

3. The student giving the introduction will get constructive feedback from the other students of the pair. (2-3 minutes)
4. Both the students will exchange the roles and repeat the process.
5. 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):

Instructions Facilitator Note Steps Sharing

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.

Instructions Facilitator Note Steps Sharing

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

Instructions Facilitator Note Steps Sharing

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

Step 1: Preparing for the Interviews:

- Go for the interview in pairs.
- Conduct the interview at a public place like an office or an institution.
- Location for the interview shouldn't be very far from home or school.
- Do not conduct the interview after 6 PM.

Step 2: During the Interviews:

- Carry your school's Identity card.
- Go for the interview in your school uniform.
- Be careful of your safety during the conversation.

Step 3: After the Interviews:

- Share your experience with the teacher.

Instructions Facilitator Note Steps Sharing

Now, we are ready to start Career Exploration. All the students have decided whom they will interview, how they will 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):



Instructions



Facilitator Note



Steps

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.



Instructions



Facilitator Note



Steps

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



Instructions



Facilitator Note



Steps

1. 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.
2. Make groups of 5-6 students and discuss the following:
 - A fun experience from this month's interview
 - The best answer from this month's interview
 - Which of my skills would be useful in the career of the person I interviewed?
 - Which skills should I develop to do something like them?
3. 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

Career Exploration Process

Step by Step

Step 1

Beginning of career exploration discuss career options after 12th

Step 2

Create two columns: Jobs and Businesses mind maps for chosen job and business - on BB mind map in group

Step 3

Whom to interview questions practice talking about the purpose

Step 4

During the interviews safety measures carry school ID and uniform

Step 5

After the interviews sharing experience reflect on experiences

Please note that this flowchart provides a simplified overview, and the actual implementation may involve additional steps or modifications based on specific classroom dynamics and requirements.

Live Entrepreneur Interaction (LEI)



The students studying in the Delhi government schools were very excited that day. The much-awaited Live Entrepreneur Interaction (LEI) with the renowned entrepreneur, educator, author and philanthropist, **Ms. Sudha Murty**, was going to start soon.

As the clock struck ten, Ms. Sudha Murty along with team EMC appeared on the screen. She was warmly welcomed and requested to share her journey of entrepreneurship. The



students watched carefully, eager to absorb her words. Ms. Sudha Murty shared her journey of innovation, challenges, the moments of doubt, and positive attitude that led her to success.

Her words were a powerful mix of inspiration and practicality. She spoke of the importance of identifying opportunities, of taking calculated risks, collaborations, and building a strong support system. She emphasized the value of resilience, of learning from failures, and of never giving up on precious dreams.

The session was interactive, with students actively participating, asking insightful questions about her experiences, her investment philosophy, and the ever-evolving world of entrepreneurship. Ms. Sudha Murty answered each question with patience and thoughtfulness, offering valuable guidance and encouraging them to believe in their own potential. She also offered to support EMC in Delhi in all possible ways.

The hour flew by, leaving the students feeling encouraged and confident. They applauded her wisdom and insightful sharing. The Live Entrepreneur Interaction with Ms. Sudha Murty had served its purpose – it had ignited a spark of entrepreneurship in these young minds.

This is just one example of the transformative power of the Live Entrepreneur Interaction program. By connecting students with real-life entrepreneurs like Ms. Sudha Murty, the EMC program equips them with the knowledge, skills, and mindset necessary to thrive in the ever-evolving world of business and make a meaningful contribution to society.

In addition to getting inspired, LEI offers the students an opportunity to reflect, ask questions and engage with the entrepreneurs in real life as opposed to just reading their stories in the manuals. This increases their confidence to face people, communicate effectively and know more about entrepreneurial mindset.

LEI SESSIONS ARE OF TWO KINDS AS FOLLOWS:

Centralized LEI Sessions

- These are digital/ in person sessions conducted with well known entrepreneurs such as Kiran Majumdar Shaw, Sanjeev Bhikchandani, etc. and broadcast live on SCERT Youtube channel.
- School leaders, teachers, students, parents, or anyone with the YouTube channel link can watch LEI live sessions.

Decentralized LEI Sessions

- These are school based LEI sessions, organized and conducted at the school level for the students of classes IX to XII.
- Only the concerned teachers and students of a specific class can attend these sessions. Skilled entrepreneurs or service persons can be invited to conduct these sessions.

Objectives

1. Familiarity with various entrepreneurial opportunities.
2. Understanding entrepreneurial journey – start, struggle including failure, bouncing back and success.
3. Satisfying students' curiosity through direct interaction with entrepreneurs.

PREPARATION FOR LIVE ENTREPRENEUR INTERACTION (LEI)

Facilitator Note

- You could look for or seek your colleagues help to find and contact an entrepreneur/ service person with entrepreneurial skills such as problem-solving, planning and communication, financial management, collaboration, perseverance, resilience etc.
- Invite them to share their journey of growth with the students of any one class and section (9-12) in English and/or Hindi.
- Conduct the LEI session on a mutually decided date with the entrepreneur/ service person on a school working day and within the school time.
- The table given below has more information on how to conduct an LEI session at school:

Who can be invited for LEI?	How can we reach an entrepreneur/ service person for LEI?	Suggested questions that may be asked in LEI session:
<ul style="list-style-type: none"> Local Entrepreneurs Service persons working in various fields Artists and artisans around the school Business Blasters/ other Alumni students in service or self-employed 	<ul style="list-style-type: none"> Contact entrepreneurs and service persons from the community. Search in our own family/ extended families/ friend circle/ acquaintances, etc. Contact the school vendors as entrepreneurs, entrepreneur family members of teacher colleagues Collaborate with schools of your district/ zone to exchange contact no. of LEIs and invite them to your school. 	<ul style="list-style-type: none"> What inspired them to pursue their dream of entrepreneurship? How did they convince their family to let them pursue their dream? What problem/need/ gap did they identify and how did they turn it into an opportunity for growth? Who did they join as team members and how? How did they identify their target customers and deliver their goods/ service on time? What is their vision for the future? Where do they see themselves in the next 5 years?

- Share the one pager of 'Live Entrepreneur Interaction Plan' given on the next page with the entrepreneur/ service person with suggested guidelines to help them conduct the LEI session.

LIVE ENTREPRENEUR INTERACTION PLAN

Name of LEI

Venue & Date

Class, Section

Prior to the Session

Reflect on your entrepreneurial journey. Create a narrative to share with the students in 7-10 minutes. It may consist of the following points:

- Your Inspiration and initial steps.
- Struggle and failure
- challenges and their solutions
- Success achieved
- Future plans

On the Day of the Session

- Greet the students with enthusiasm.
- Narrate your entrepreneurial journey briefly in 7-10 minutes.
- Take a pause for 10 minutes while the students frame questions to seek more information.
- Respond with genuine interest & satisfy curiosity.
- Keep encouraging

At the End of the Session

- Motivate the students to think critically and creatively.
- Share tips to develop resilience and perseverance.
- Advise to develop a growth mindset.

Do's

- keep the narrative short and engaging.
- Encourage the students to ask questions.

Dont's

- Description/advertisement of any product/service.
- Exchanging any kind of personal information

CONTACT US!

INTERACTION PLAN

Serial No.	Description	Time
Part 1	Facilitator:	
	<ul style="list-style-type: none"> • Introduction of the entrepreneur (1 minute) • Mindfulness (2-3 minutes) 	5 minutes
Part 2	Entrepreneur:	7-10 minutes
(Journey)	<p>Sharing Entrepreneurial Journey</p> <ul style="list-style-type: none"> • Aspects of the Journey to be shared • Start – Inspiration and initial steps • Struggle and failures –Challenges and their solutions • Bouncing back from failure and Success - Resilient attitude and success achieved by the entrepreneur • Future plans <p>What Not to Share:</p> <ul style="list-style-type: none"> • Description or advertisement of any product/service • Opinions on religion, caste, gender, spirituality and politics • Exchange of personal information with the students (Phone number, address, mail, social media handles, etc.) 	
Part 3 (Question-Answer)	Entrepreneur and Students:	30 minutes
	<ul style="list-style-type: none"> • The entrepreneur takes a pause for 10 minutes while the students prepare to ask questions based on the account of the entrepreneurial journey they have just heard. 	

	<p>The students get into groups of 5-6. Each group discusses and prepares a list of questions to ask the entrepreneur/ service person.</p> <p>The facilitator tells the students in each group that they must listen attentively to each question, as they can't repeat the question already raised by another group.</p> <ul style="list-style-type: none"> • Question-Answers – The entrepreneur tries to answer as many questions as they can within the next 20 minutes. <p>The facilitator makes sure that each group gets the opportunity to ask an equal number of questions.</p> <p>Any remaining questions should be noted and shared with the entrepreneur to respond after the session is over. The facilitator may take the responses from the entrepreneur and share them with the students in the next EMC class.</p>	
Part 4 (Conclusion)	Facilitator and Students:	5 minutes
	<p>Invite 2-3 students to share their experience of attending LEI by asking questions like:</p> <ul style="list-style-type: none"> • How did they feel while listening to the entrepreneur/ service person's journey? • What did they learn? • What is the one takeaway that they will incorporate in their lives? <p>(These questions are suggestive and the facilitator may use any other questions to nudge the students to share their experience)</p> <p>The facilitator and all the students thank the entrepreneur for the LEI interaction.</p>	

Note The time estimate is given keeping an average number of students in mind. The facilitator as well as the entrepreneur/ service person can take more or less time depending on the class strength.



Business Blasters is the field project component of Entrepreneurship Mindset Curriculum for students of classes 11 and 12. Participating students are given seed money to come up with a business idea to earn profit through solving a need or a social problem using their entrepreneurial mindset.

The learning objectives of Business Blasters are -

- Provide students an opportunity to apply learning in real and relevant situations.
- Ensure that learning moves beyond rote methods to learning based on real life experience.

The program takes place through multiple rounds. Some key steps for these rounds are as follows:

Step 1

- Encourage maximum participation from 1000+ schools.
- Students form teams and brainstorm business ideas.
- Teams, guided by EMC teachers, develop ideas focusing on market opportunities or social issues. While developing the ideas, students can do the following -
 - Students can speak with the target group (people who have a need, or who are affected by the problem or those who might find the idea attractive), and increase their understanding.
 - Based on the discussion with the target group, students can think of solutions (business ideas) to address the problems.
 - Students can discuss the possible solutions with the target group.
 - Based on the feedback, they select one solution which all team members agree to work on. This solution will become their business idea.
- Individual team presentations in schools are made to receive seed money.

Step 2

- Guidelines and support material are provided to teachers for a step-by-step facilitation of the program.
- Teams utilise the seed money to develop and implement their ideas -
 - Identify whether their business Idea is a product or a service (ex. a low cost bluetooth speaker or tiffin service for office going people).
 - Actually make the product, or create the service. It can be a simple version.
 - Prepare a budget for developing the product/ service so that seed money is used effectively.
 - Understand how much their customers will be willing to pay, and decide what the price of their product or service should be.
 - Come up with a name for their product or service.
 - Create a marketing plan for attracting customers, and create posters, write-ups or videos as per the marketing plan to actually attract customers.
 - Start selling to actual customers, and take their feedback.

Step 3

- School panels assess team projects, nominating the top 3 teams from each school.
- Approximately 3000 school nominations are received centrally.

Step 4

- Zonal level panels select the top 1000 teams based on a rubric.
- Business Coaches are assigned to the selected teams.
- Teams collaborate with their coaches to address challenges and take their ideas to the next level.

Step 4

- Focus on selecting the top 100 teams.
- Panels across Delhi assess presentations of the top 1000 teams using the given rubric.
- The top 100 teams are given a platform to showcase their ideas



Analysis:	Examining something from various perspectives to understand it better.
21st Century skills:	A broad set of knowledge, skills and traits required for success at school, work and related places.
Collaboration:	Working together towards a shared goal to create and resolve problems.
Communication:	Verbal and non-verbal exchange of ideas.
Co-operative Society:	An association of individuals that come together voluntarily with the goal of promoting the wellbeing of all members.
Creative thinking:	Original and unique ideas to solve problems.
Critical thinking:	Logical and reasoned thinking to arrive at an impartial, well-informed decision.
E-commerce platform:	e-Commerce or electronic commerce means an electronic platform used for buying and selling of goods and services, transmission of money or data, primarily over the Internet.
Educational activities:	Activities that enable students to acquire knowledge, skills and attitudes.
Entrepreneurship:	From the French word <i>entreprendre</i> , an economic activity that drives development.
Facilitator:	Teacher as a guide, providing assistance and support, while the students work individually or in groups to create their own knowledge.
Gazelle:	Startups most likely to become unicorns in the next three years.
Initiative:	Willingness to try something for the first time to address a problem or challenge.
Innovation:	Seeing new opportunities, expressing creativity, and developing problem-solving skills.

Integrity:	Honesty based on strong moral principles, which may be reflected through one's thoughts and actions.
Learning through Experience:	Gaining insights and knowledge by doing an activity or a task.
Management:	The process of getting the work done in a planned and organised manner to achieve desired outcome or goal.
Microcredit:	Providing very small loans to people from low-income groups to enable them to become self-employed or to strengthen small businesses.
Microfinance:	Providing financial services (money related) including savings and insurance to the people of low-income groups.
Mindset:	A person's values and beliefs.
Non-judgmental:	Being open to others' perspectives and not judging their experiences as invaluable.
Opportunity:	A situation to implement our knowledge, attitude and skill set.
Paraphrasing:	Using your own words to describe someone else's ideas, though the meaning remains the same.
Perseverance:	Not giving up on efforts in the face of challenges and failures.
Prejudice:	Forming an opinion about a person or thing without knowing all the facts, often based on stereotypes or preconceived notions.
Reflection:	Self analysing and thinking critically on an idea or experience.
Resilience:	Overcome challenges and bounce back from failure with a positive attitude.
Social impact:	Positive change that addresses or resolves social issues.
Unicorn:	A privately held startup company that is valued at more than \$1 billion.
Venture:	Doing some new and risky work (business).

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