



THE INSIGHT

Entrepreneurship
Mindset
Curriculum
(2019-2022)





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Entrepreneurship Mindset Curriculum



स्वाध्यायान्ता प्रमदः

State Council of Educational Research & Training (SCERT)

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MANISH SISODIA
मनीष सिसोदिया



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Message

Entrepreneurship Mindset Curriculum (EMC) launched in 2019 is an initiative of the Delhi Government to promote growth mindset in the students studying in classes 9-12 of the Delhi Government Schools. The aim of EMC is to develop entrepreneurial skills such as, dream big, innovate to solve problems, recognise growth opportunities and treat failures as stepping stones to success. India can become a developed nation only when our students aspire to do their jobs with ownership and responsibility or opt to take risks to establish their own enterprises that offer jobs to others.

EMC has six components to provide students with opportunities of experiential learning. Each component helps students develop their entrepreneurial abilities in sync with their personalities. Nothing is enforced on the students. During lockdown, EMC was digitised and LEI sessions with top entrepreneurs were conducted live on YouTube SCERT channel. Business Blasters is the field component of EMC that lets the students apply their EMC learning in real life situations. The students identify a business/ social problem of their interest and come up with innovative ideas to resolve it. We have implemented it successfully this year with enthusiastic participation by the students of classes 11th and 12th from the Delhi Government schools with 51,000 teams, almost 3 lakh students and seed money amount of Rs 60 Crores.

I am sure that the Entrepreneurship Mindset Curriculum will enable our students to take responsibility for making India a developed country in the near future.


(MANISH SISODIA)
Deputy Chief Minister, Delhi

HIMANSHU GUPTA, IAS
Director, Education & Sports



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Message

The Delhi Government launched the Entrepreneurship Mindset Curriculum (EMC) for the students of classes 9-12 in Delhi Government schools in 2019. The vision behind EMC is to empower students to become job providers and not just job seekers after completing their studies to strengthen the country's economy. The students should be able to develop the skillset and confidence for well-paying jobs to chase them, rather than many of them standing for hours in long queues to get any available job. It gives me great pleasure to see this vision being manifested through successful implementation of EMC. Students have experienced a quick shift in the mindset with immersive learning. They have become confident, optimistic with the 'I Can' attitude, and improved communication skills. Since lockdown, EMC worksheets have been regularly sent to the students in WhatsApp groups. EMC online Bootcamp and Live entrepreneurship Interactions have also been conducted. The successful implementation of Business Blasters, an important component of EMC is a milestone in its journey so far.

Looking forward to scores of students becoming successful entrepreneurs after completing their education and contributing to the country's progress.

Himanshu Gupta

Director, Directorate of Education

Rajanish Singh
Director



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Message

In this technology driven era of the 21st century, focussing only on academics is not enough. The students need to imbibe the knowledge, attitude and skills required to become successful in the modern times. Entrepreneurship Mindset Curriculum (EMC) is an innovative step by the Delhi Government to inculcate an open mindset and entrepreneurial abilities in students of classes 9-12 in Delhi Government schools. EMC design has six components, i.e., Mindfulness, Thematic units, Student Specials, Career Exploration, Live Entrepreneur Interaction and Business blasters. It is based on experiential learning. The thematic units have been scientifically designed with the aim of developing the students' entrepreneurial abilities. EMC in both its online and offline avatars has benefitted students through activities and LEIs.

EMC Business Blasters provides an immersive experience for the students to identify business/ social problems around them, ideate, innovate and implement solutions in their area of work. They also imbibe the qualities of perseverance and resilience. We have research based evidence to prove that EMC has enabled a rapid shift in the students' mindset. I wish everyone great success ahead!

Rajnish Singh
Director, SCERT



Dr. Nahar Singh
Joint Director

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Message

We all have come across stories of many school and college pass outs struggling to find jobs. One of the reasons for young students chasing jobs is undue focus on academics and neglect of skill development at the school and college levels. To overcome this lacuna and develop Entrepreneurial skills in the students, the Delhi Government launched Entrepreneurship Mindset Curriculum (EMC) for classes 9-12 in 2019. It has proved to be a boon for the students as they acquire new skills, such as critical and creative thinking, collaboration and effective communication by doing EMC activities at schools and homes with peer group and family members respectively.

Business Blasters, one of the six components of EMC, was launched in October 2021 to enable students to apply their EMC skills by thinking of a business/ social idea and implementing it to resolve a problem in their surroundings. The program has received a huge response from all over Delhi and the Business Blasters TV show has also become a huge hit with the audience. The world has never witnessed a start-up program like the EMC Business Blasters and it has sealed our reputation as a force to reckon with in the field of education and skill development.

I congratulate Team EMC for this wonderful initiative.

Dr. Nahar Singh
Joint Director, Academics

Message

"The best way to predict the future is to create it." – Peter Drucker

Team EMC at SCERT believes that process is as important as the product and we must do our best at all times. Hence, we jumped at the opportunity given by the Delhi Government to create The Entrepreneurship Mindset Curriculum (EMC), which was subsequently introduced for the students in classes 9-12 in all the Delhi Government Schools in 2019 after being piloted in selected schools. The strength of EMC lies in its design based on experiential learning with the aim of encouraging students to learn by doing. Each of the six components have been created with the specific objective of promoting an open mindset that motivates students to keep upgrading their skills at all times and work with ownership, whether in a job or an enterprise of their own.

We also believe that it's better to catch them young with their unique entrepreneurial ideas and provide expert supervision and guidance for their successful implementation. The Business Blasters 'field experience' component has proved the ability of our students to establish successful start-ups. LEI sessions conducted online with top Indian entrepreneurs have received massive views on YouTube. Our greatest pleasure has been in seeing the enthusiastic participation and growth of our academically weaker students, who have begun doing well across all subjects at school.

I thank my EMC team for this initiative and extend warmest wishes to all stakeholders for even greater success ahead.



Dr. Sapna Yadav
EMC Project Director

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INTRODUCTION TO ENTREPRENEURSHIP MINDSET CURRICULUM

In today's rapidly changing world, technologies are quickly becoming obsolete and newer advanced technologies are flooding the market. We, a nation of young people, must ensure that our students are dynamic, progressive, confident with the right mental frame to conquer this situation. Continuing with the same system of education, we cannot hope to get different results. We must try a fresh new approach!

The world around us has no dearth of unsolved problems and untapped opportunities. Why don't we see a large number of graduating students identifying opportunities, brainstorming and trying out solutions? Are they afraid to take risks because of uncertainties and possibility of failures? Are they looking for someone else to set the vision and chalk out the plans? Are they not confident in their own analytic, problem solving and innovative abilities? This is to be expected because the present education system doesn't do much to inculcate analytical and critical abilities form the basis of entrepreneurship. While there are subjects in the syllabus, they largely focus on understanding processes and tools rather than on developing the underlying entrepreneurial mindsets. Real -life engaging experiences are required where the students learn hand on and not from second -hand information. The students



need to be able to recognize opportunities, grasp them, and design solutions. Their passion and discipline form the bridge between what they dream and what they accomplish. This motivates the need for an Entrepreneurship Mindset Curriculum (EMC).

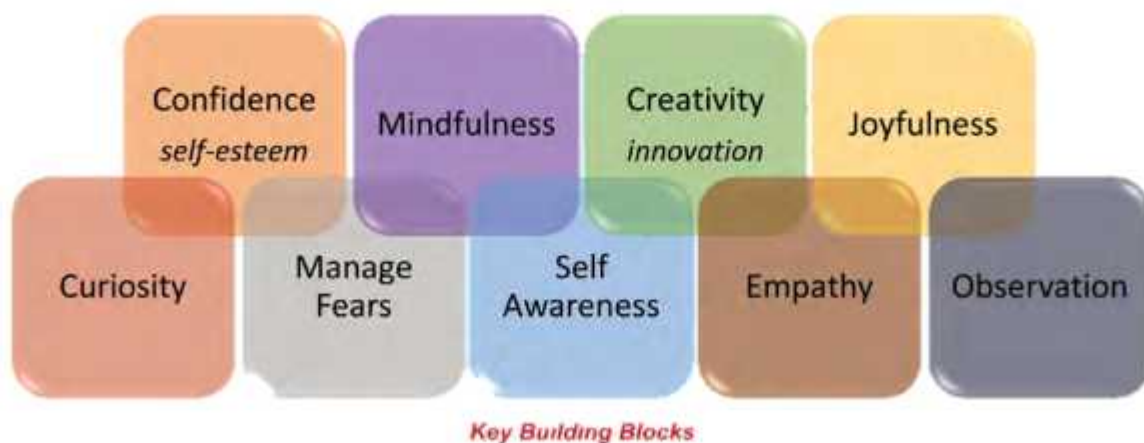
The Entrepreneurial Mindset curriculum focuses on delivering real life, engaging experiences that prepare the

students for creating value or increasing value in whichever workplace they enter- be it a company, his or her own venture, or family business. These experiences are designed to inculcate entrepreneurial mindsets that enable young students to dream bigger, recognize opportunities, translate them into reality, bounce-back from failures, learn and try again with perseverance and passion. The biggest motivation for entrepreneurs is to keep challenging themselves. It is our hope that the students equipped with such a mental frame will explore various available options during their professional journeys and achieve their full potential.

The primary objective of this curriculum is to develop entrepreneurial mindsets in the students which include:

- Key building blocks such as critical thinking, confidence and creativity.
- Foundational abilities like problem solving, communication & collaboration.
- Entrepreneurial abilities like recognizing opportunities, taking risks .

In order to enable students to dream and pursue their dreams with zeal, be happy & joyful, Be lifelong learners.





Foundational Abilities

The curriculum comprises activities, projects and interactions that help students to understand and develop their qualities and abilities, and build entrepreneurship mindset. The pedagogy of EMC involves learning by doing, inspiration and reflection. In order to help the students to fully unlock their potential, they need to be introduced to a variety of platforms where they can put the “learning by doing” principle into practice.

This curriculum followed three rules: Experiential, Inspirational, and Reflective learning. The EMC has six major components.



Mindfulness: Every day classes start with the mindfulness session. It is conducted by the teachers to help students ‘be present’ and attentive in the class. This session also helps students to increase their focus and concentration on the task at hand.

Thematic Unit: classes include experiential activities, where students play and participate in student-led activities relevant to the themes. For example, students compete to make the tallest tower out of things they have and can find. Classes also include inspirational stories- teachers are given booklet stories to tell students. Reflection & discussion is the key part of the thematic



units. This inspirational story and experiential activities helps students to reflect on their actions.

Student Specials: These are student-led EMC sessions where they practise purposeful communication, constructive feedback, as well as basic planning and timely execution.

Career Exploration: In Career Exploration, students understand a wide variety of career paths by interviewing both entrepreneurs and professionals about their experiences and

journeys. This way, they get direct exposure to a variety of career options in employment and in business, while they learn to interact with working people

Live Entrepreneur Interactions: Successful entrepreneurs meet and interact with the students in small groups and share their entrepreneurial journey & answer students' questions, it happens every month. The main objectives of these interactions are-

- A) Students get exposure to a wide variety of opportunities.
- B) Students have an understanding of entrepreneurial journeys.

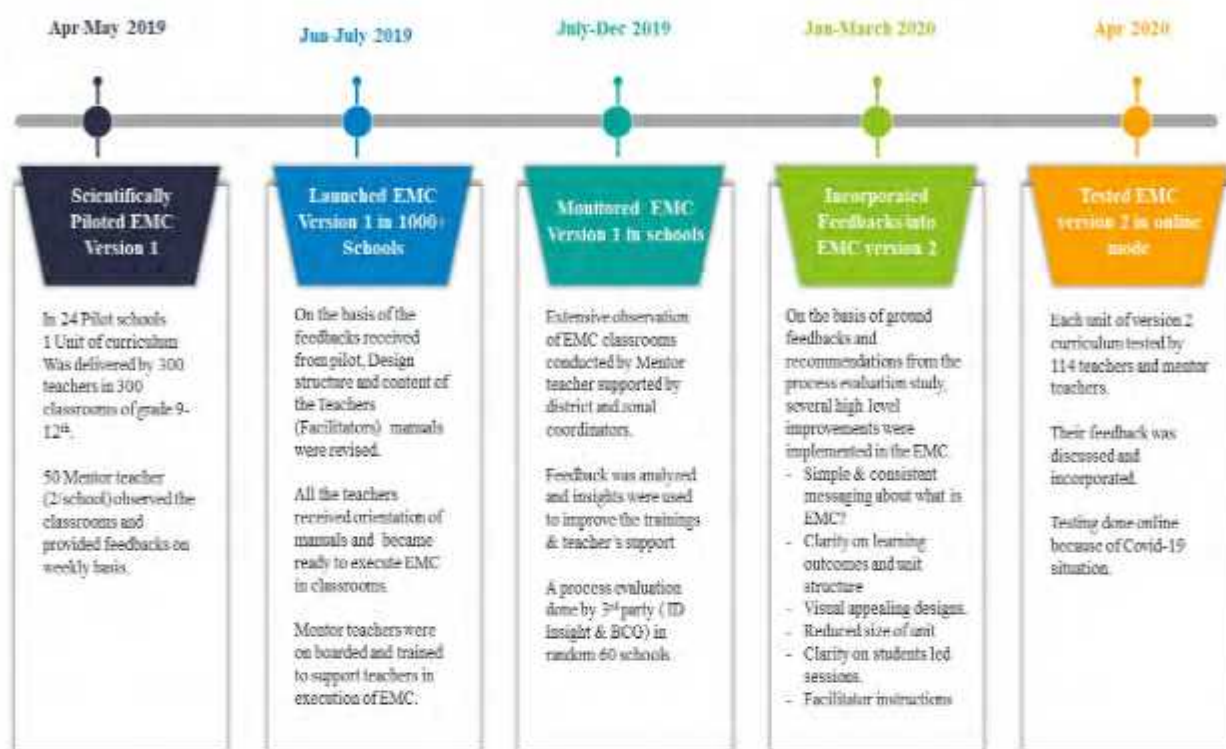
Business Blasters: Business Blasters is a practical component of EMC for classes 11th and 12th. It has been designed to provide our students an experience to work in teams, brainstorm and identify social challenges or business opportunities, prepare business plans and implement their ideas in their neighborhoods. All participating students can receive seed money of Rs. 2000 per student. The teams use this seed money with a clear objective to either earn profit or create social impact.

Evolution of Entrepreneurship Mindset Curriculum

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



Below is Journey representing the evolution of Entrepreneurship Mindset Curriculum from its Framework launch in February 2019. This evolution reflects the practice of some of the very same entrepreneurial mindset that EMC aims to inculcate among our students.



Delivery of EMC in digital mode during pandemic (Apr 2020-Feb 2021)

Due to the pandemic crises and lockdown, schools were shut and EMC classes were not happening. To minimize the loss of education in these testing times, Digital EMC came into being. The idea was to provide continuous and joyful learning to our students keeping the EMC learning objectives intact. Following are the key interventions that happened in digital mode during the covid 19 crises and lockdown period.

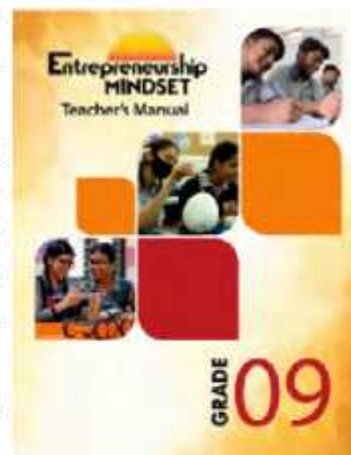
EMC TEACHER MANUALS

4 individual booklets were developed for grades 9,10,11 and 12. There has been a change in the design and layout of the manuals, to make them more engaging and reader friendly. Number of units per grade are as follows. Class 10 and 12 have been deliberately kept lighter than grades 9 and 11 -

- Grade 9 - 10 units
- Grade 10 - 7 units
- Grade 11 - 8 units
- Grade 12 - 6 units

In comparison to last year's manuals, the following are the major differences in the new manuals -

- Each unit begins with a hook, in the form of a comic strip or any other type of conversation starter which can be used by the teacher.
- In order for more students to be able to reflect aloud, in most units the students will first reflect in smaller groups and then one person from these groups will share the learnings with the whole class. Previously, the teacher asked a few students to share their reflections which sometimes lead to the same students speaking up.
- Most units have 2 activities and 1 story, with the exception of a few units.
- The overall layout of the content for each unit has been changed to make it easier to navigate.
- Micro Research Project has been renamed as Career Exploration.
- Each unit was reviewed multiple times within the team before a testing was done with mentor teachers and teachers.



These manuals have been distributed to schools and EMC teachers have started taking classes using the same.



Pilot

Due to the lockdown, there could not be a classroom pilot of the units, therefore an online testing for it was done with **114 mentor teachers and teachers**. Each unit was reviewed by 3 teachers/ Mentor teachers. The feedback from the reviews was collected through google forms, discussed internally, and incorporated in relevant places.

ONLINE CAPACITY BUILDING PROGRAM

The OCBP on EMC was launched on **18th May, 2020**. **20781** teachers enrolled for the training, **18423** (88.65%) completed the training. The training ended on the 1st of June, 2020.

The EMC team developed the content of the training, which consisted of modules of the various components of EMC in the form of PPTs which were then converted into short videos with voiceovers from EMC team members.



EMC BOOTCAMP



Online summer bootcamp for Entrepreneurship Mindset was organized by SCERT with the help of eight partner organizations. Despite various challenges faced, nearly 250 students managed to actively participate until the very end. Student's project presentations, audio-video reflections as well as comments on feedback forms clearly indicate that they have gained a

lot in terms of self-development -- confident communication, taking risk, trying challenging things, etc. The supportive learning environment and efforts put in by mentors played a key role.

The online bootcamps ran between **June 10, 2020 and August 3, 2020**. The actual length of the programs varied from four weeks to seven weeks. The following eight Partner Organizations offered a total of 14 batches of online bootcamp, each batch comprising 25 to 32 students.

- Akadasia
- Alohomora Education - Unlocking Minds
- Kidzpreneur
- School of Future
- tGELF (the Global Education and Learning Foundation)
- Udhyan



- UltaBhonpu
- Youth Startup network (YSN)

450 Students applied for bootcamps and 418 students were accommodated. Students came with the expectation line; wanted to learn something new, wanted to improve confidence and communication skills, wanted to be entrepreneurs and were hoping this would help, wanted something interesting to do while being locked down.

Based on the reflections expressed by the students during [EMC Bootcamp Reflections and Celebration Event](#), and via project presentations and audio-video reflections as well as what they expressed in the feedback forms, student experiences fall in the following categories.

- **Learning Environment**

In the beginning, the online learning environment with strangers -- new mentors and batchmates -- in an online space, where most videos were off, was unnerving. However, the warmth of the mentors and their friendly facilitation drew the students out of their discomfort and made them active participants in the learning process. Also, in most of the batches, mentors made regular attempts to keep students engaged via interesting activities. By the end of the bootcamps, many students developed strong bonds with their cohorts as well as their mentors and didn't want this experience to come to an end.

- **Confident Communication**

Large majority of students reported that participating in this bootcamp made them a lot more confident and they are now able to express themselves without hesitation with their families and teachers. Regular practice and a non-judgmental learning environment seems to have helped everyone.



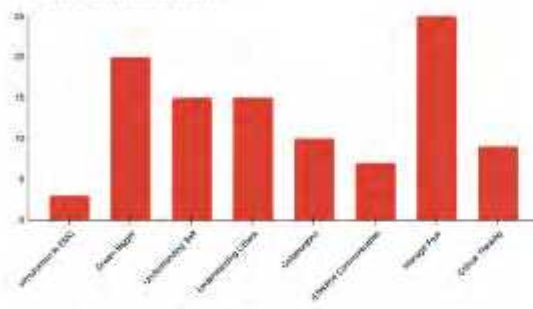
- **Exceeded Expectations**

Even for students who were familiar with EMC activities in their classrooms, this bootcamp experience far exceeded their expectations. They attribute it to the learning environment described above, the subject matters and tools they were exposed to for the first time, and the realization of their own capabilities. Many of them feel elated just because they discovered what they are capable of.

EMC WORKSHEETS

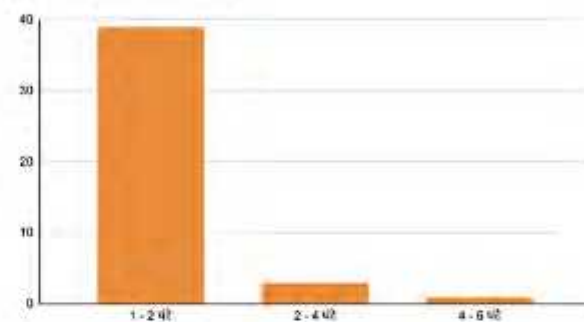
For continued learning at home, we started sending out weekly EMC worksheets for students based on specific EMC themes. Each worksheet is also accompanied by a video explaining it. We also took students' feedback on worksheets and tried to find out how they were engaging with them. Below are the few findings:

Which Worksheet Students Like?



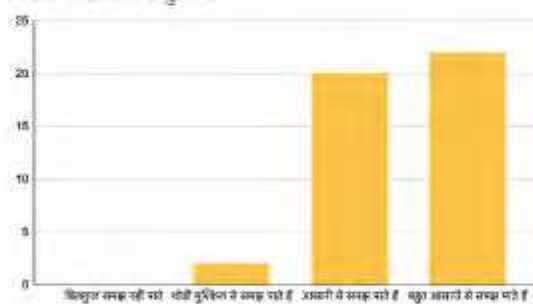
Message Pear came out as the most liked worksheet. In our sample of 50 students, 25 students cited it as one of their favorite worksheets. Dream Bigger is second among the most liked worksheets as 20 students included it in their list.

How much time it takes?



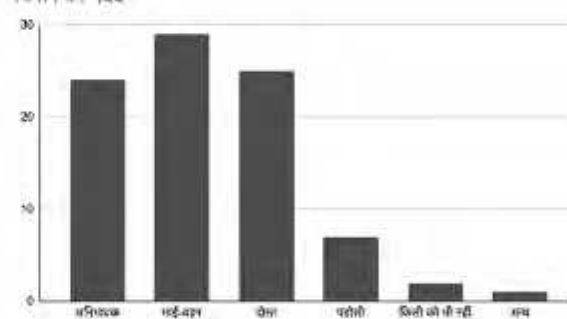
Data from the sample shows that the majority of the students are able to complete the worksheets within 1-2 hours.

कितना आसान कितना मुश्किल



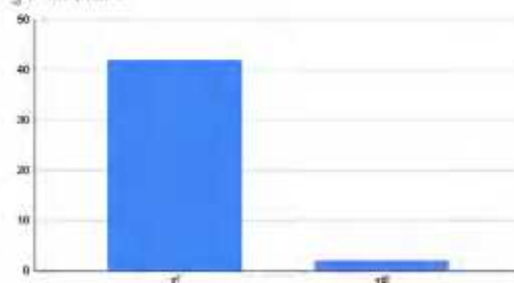
42 students find these worksheets easy to understand. An interesting point to note here is that 18 of them have also suggested using easier language in the worksheets.

किसने की मदद



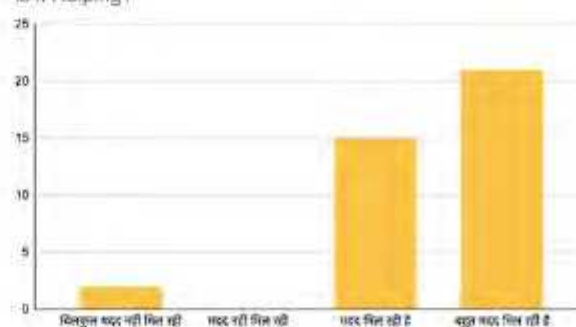
Students are involving parents, siblings and friends. Reasons could be availability of people and students comfort level with students.

कुछ नया सीखा ?



42 students have said that they are learning new things from these worksheets.

Is it Helping?



36 students feel that worksheets are helping them.

INTERACTIVE WORKSHEETS PILOT



Background

Strategies for using digital channels and devices are being used to support learning and teaching in the schools. For the regular subjects, students are receiving worksheets prepared by teachers on their WhatsApp groups. From the previous experience of Digital EMC activities with students through online channels, these channels for sending, receiving and evaluating the worksheets pose the following challenges:

1. Pedagogy related:

- a. **Facilitation:** The order of instructions should be flexible, it should change based on what a student responds.
- b. **Guided reflection:** Students have to be given instructions in small steps, and they need to be given time to think and reflect before moving to the next step.

2. Execution related:

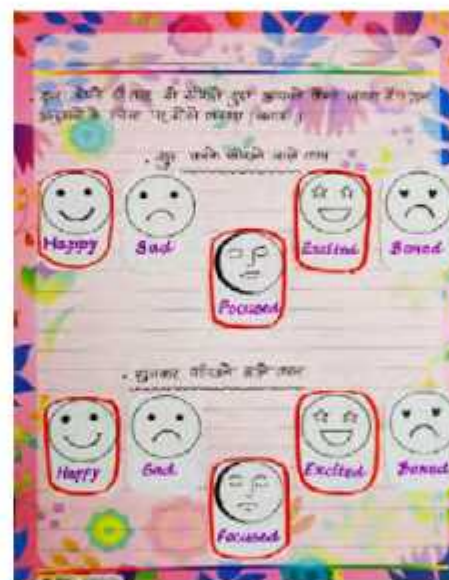
- a. **Time and Effort:** Students have to copy the worksheet questions (including pictures) in their notebook. Only answers, without the context and questions, are not meaningful.
- b. **Evaluation:** For teachers it is difficult to keep track of individual student responses, since all student responses are received on the same WhatsApp group.

3. Learning related:

- a. **Progress:** Organising worksheet responses and feedback is not possible on WhatsApp. It is difficult for students and teachers to keep track of learning and progress.
- b. **Analysis:** EMC team has limited access to samples of student responses, for learning about student understanding and improving future worksheets.

In order to address these challenges, a pilot of **14 'Interactive Worksheets'** was carried out on a chatbot platform, in which **400+ students participated**. Learnings and Insights from the pilot are as below -

- 7/8 (86% students) Students prefer chatbot worksheets over PDF worksheets
- Students like the 'question - answer' flow. A lot of students said that they like chatbot more because it feels like someone is asking them questions and they just need to think and answer
- Students don't like to write/type (a lot). They want more media of expression. We need to solve for making "sharing with the chatbot" a low-effort and fun experience for students. Some ideas
- Clickable/editable reflection templates would be more engaging



SOCIAL MEDIA CAMPAIGNS

In order to showcase the impact of EMC on our different stakeholders and inspire students to explore its potential, a campaign by the name of 'This is my Story' has been started on our social media handles. Every alternate week an inspiring story is released. The objective is to have a repository of these case studies which can then also be used during training and other such public forums.

THIS IS MY STORY
#MYEMC

M. SHARIK
PRINCIPAL, SOE KALKAJI

मोहम्मद शारिक चाहते ही असरम से मसूरी की बौकरी करते रह सकते थे, मगर देश के भविष्य के लिए उन्हें कुछ कर दिखाना था। उन्होंने प्रिंसिपल पद के लिए केंद्रीय विद्यालय संगठन का एक इम्प्लॉय किया। उसमें क्लिफ्ट होकर प्रिंसिपल के पद की सैफाल्य उन्हें घर से 1100 किलोमीटर दूर मध्याप्रदेश जाना पड़ा। वहाँ करीब 4 साल की कड़ी मेहनत के बाद UPSC के इम्प्लॉय में चयनित होकर उन्होंने दिल्ली में प्रिंसिपल के तौर पर जॉइन किया। अब यहाँ उन पर पूरे स्कूल की निम्नोच्छरी है।

शारिक ने अभी तक के अपने सफर में कई सारे entrepreneurial skills का बेहतरीन इस्तेमाल किया है। तभी, जब EMC दिल्ली के विद्यालयों में लॉन्च हुआ तो वे उसकी अहमियत को बखूबी समझ पाए और आज वे EMC के एक पैरिचय हैं।

क्या आप बता सकते हैं कि शारिक जी ने जून से entrepreneurial mindset का प्रयोग किया होगा?

THIS IS MY STORY
#MYEMC

Nitish Kumar, 16 yrs
GBSS 2, Mohan Garden

Digital Campaign:

THIS IS MY STORY
#MYEMC

Web Wizard Nisha Yadav

Entrepreneurship mindset को प्रदर्शित करने वाली अगुआई करनेवाली को खोजने पर, हमें एक बेहतरीन हीरो मिला - **निशा यादव**, जो RSKV-1 सक्सेसफुल में चयनी है। वे web wizard की उम्माद है। एक तरह की वाइरल, लोकप्रिय के कारण निशा के निशा का काम करके उपस्थित हुआ था। निशा ने इंटरनेट का उपयोग करते हुए अपने निशा की मदद करने की छद्म: मुझे उनके निशा परिवार में एकमात्र बनाने वाले सहाय थे, निशा ने अपने लम्बे और लम्बे निशा का करीबन इस्तेमाल करते हुए अपने Entrepreneurship mindset के साथ काम रखा।

निशा ने लोकप्रिय में अपने निशा की मदद के लिए क्या-क्या किया?

आप ही जानते हैं.....

THIS IS MY STORY
#MYEMC

Kajal, SKV Block-43, Gurgaon

मेरा नाम काजल है, मेरे घर में मैं, मेरी तीन बहनें और भाई हैं। मैं घर के कामों में उनकी सहायता करती हूँ। इसलिए घर में काम करने वाली एक में हूँ। मैं कई बहनों से अलग-अलग बहनों में मेमाली का टैला लगाती रही हूँ। जब काम शुरू किया था तो मुझे बहुत डर लगता था कि कहीं कुछ गलत न हो जाए। इसका जवाब मेरे काम पर भी पड़ने लगा था। समझा नहीं जाता था कि अपने बिजनेस को अपने कैसे बढ़ाऊँ? हर वक्त मन में अजीब सी परेशान होती थी।

क्या काजल अपने घर में अपने बड़ों की मदद के लिए काम करती हैं?

DIGITAL LIVE ENTREPRENEUR INTERACTIONS

As a part of the *Entrepreneurship Mindset Curriculum* delivered to 7,50,000+ students of grade 9-12 of Delhi govt Schools, the students are also given opportunities to interact with successful entrepreneurs and learn from their journeys. After 900+ such Live Entrepreneur Interactions (LEI)

in classrooms last year, LEI went digital and we organised several such interactions via Zoom + Live Broadcast at [SCERT Youtube Channel](#).



An analysis of approximately 6000 students' responses was carried out to identify areas for improvement (After each session, a feedback form is sent to students over zoom and youtube to fill). Some of the key findings have been as below -

1. Students want simple and clear communication from the entrepreneurs to relate to their day to day lives
2. More activities in the sessions to break monotony example quiz, rapid fire, polling etc.
3. Pick more comments/student responses and questions from youtube for the entrepreneur
4. Have more time for student questions
5. Disseminate session related information some days in advance



Use of Chatbot for enrolling students for LEI

At first, in order to enroll students, we called them, shared about LEI, and checked with them about the availability of smart phones at home and basic internet. This was a time consuming process, and the conversion rates were really low.

We then used a chatbot which consisted of a video for students to learn about LEI and questions that they could self answer and then based on their interest, get added to the whatsapp group for the LEI. This helped us save on time, energy, and ensured that only those interested were joining the group.

CAREER EXPLORATION

About 44 students from Delhi Govt. Schools participated in a pilot, where they were first trained on skills such as questioning, managing technology, online facilitation etc. These students then reached out to people from different backgrounds, such as - Lawyers, Teachers, Psychologists, Nurses, Global network managers etc., and organised sessions with them, in which they interviewed them. These sessions were done virtually and attended by their peers. The peers also asked them questions.

Output of this Project-

Number of students who were given the training	44
Number of sessions facilitated by students who were trained	19
Number of other students participated in the session	190

Takeaways -

- Very little training was required for students to lead such sessions. Training mainly focussed on questioning skills and online facilitation
- Students found experts from their immediate family and community, thus leading to sessions with people from similar backgrounds.

- Students collaborated with their peers and teachers in the school to mobilise other students to participate in the session.
- Short training videos on topics such as student mobilisation and expert onboarding does help students plan for the session.

EMC Implementation 2021-2022

Business Blasters

With a budget of Rs. 60 crore, Business Blasters project is a component of EMC for students of grades 11th and 12th in which interested and committed students form teams, come up with ideas, receive seed money of Rs. 2000 per student to develop the ideas, and through various rounds of selection, approx. top 100 teams are selected to participate in an expo.



A pilot for the same was carried out in the School of Excellence, Khichripur, starting February 2021. Students of grade 11 formed teams, came up with project ideas and presented these ideas to a panel which scrutinised them, looked into the feasibility and selected 9 projects (41 students) for disbursement of seed money of Rs. 1000 per student. These teams were also provided

mentorship by students of Delhi Technological University, Department of Entrepreneurship and Family Business.

The pilot showed very promising early outcomes, and the goal was to scale it so that more students can inculcate an enterprising attitude and are motivated to become job creators, rather than job seekers.

Project Brief

Business blasters project enables EMC students to demonstrate their mindsets by creating value through:

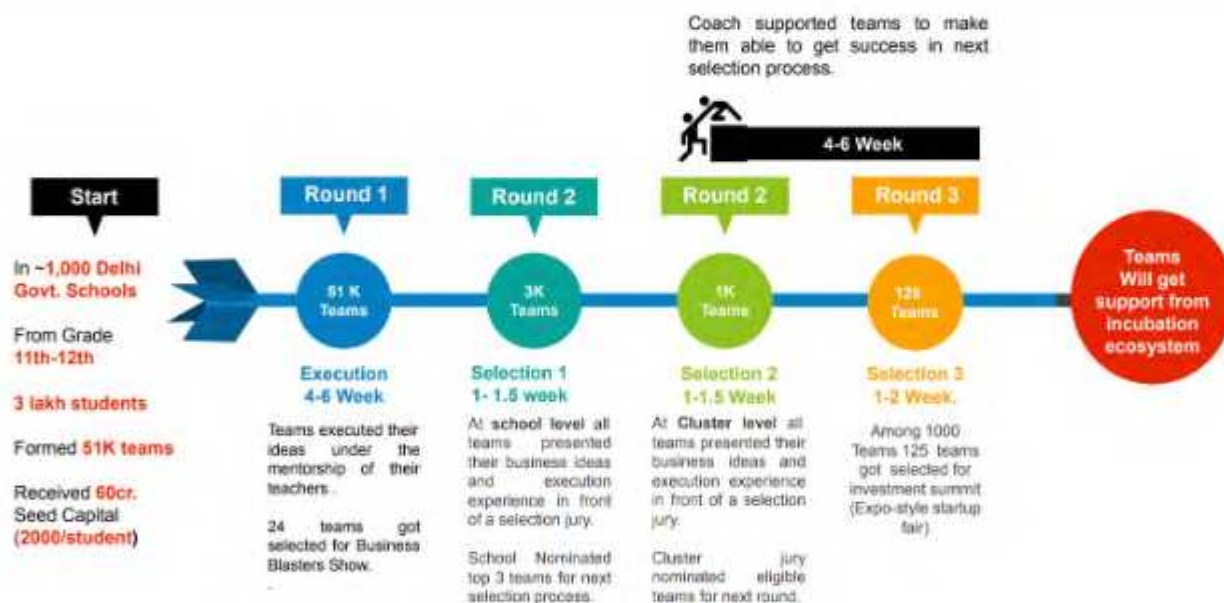
- creating an innovation that can be applied to multiple needs or problems
- identifying and fulfilling a need in the marketplace
- taking up a problem in a community and solving it efficiently

Students create value for:

- target customers in the marketplace or
- target beneficiaries in communities.



Business Blasters Process



Below are some statistics of the project:

- Kicked off in September 2021, in 1000 schools
- 3 Lakh+ participating students - 51,000 project ideas
- Budget of Rs. 60 Cr - Seed money of Rs. 2000 per student

Capacity Building

On its launch in 2019, the Entrepreneurship Mindset Curriculum team conducted its training for different stakeholders involved in the process to deliver the curriculum to students. Post 2019, due to covid, the training was not able to be conducted offline. Since the curriculum is new as well

as more teachers were involved to deliver the components, it became more crucial for the EMC team to conduct its training.

In person EMC training was conducted following the cascading model -

EMC team > 65 Master Trainers > 1000 EMC coordinators + 255 Mentor Teachers > 16000+ EMC teachers at the school level.

Total 980+ schools have completed the EMC training. EMC Coordinators, EMC Teachers, Mentor teachers, Head of School etc from 953 schools participated in this training.





Among the participants were mentor teachers, Head of School, EMC Coordinator, EMC Teacher, 69.8% agree while 29% strongly agree that they feel confident to apply what they have learned in the training further. In order for the stakeholders to communicate the purpose of EMC and its components with others

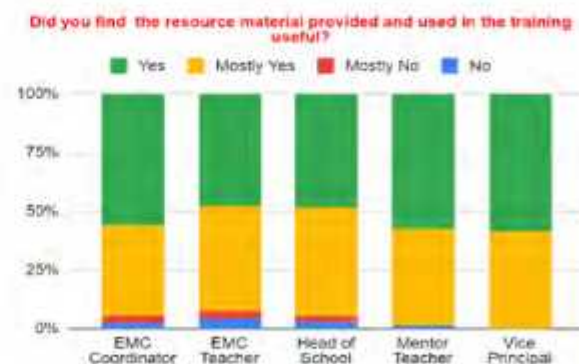
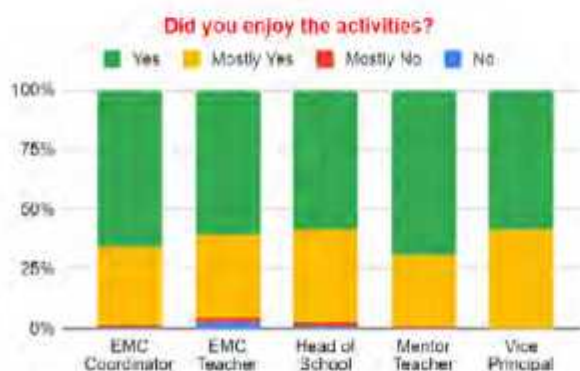
engaged in the deliverance of EMC, 31% of the participants strongly agree that they feel prepared to deliver the curriculum to others/ students

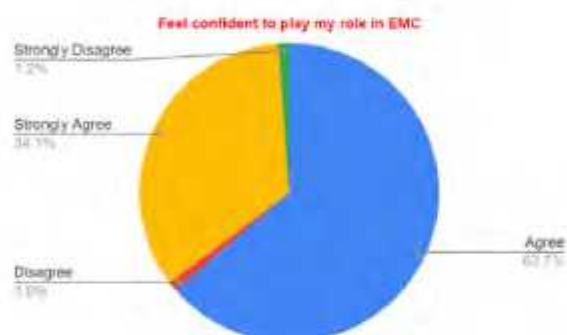
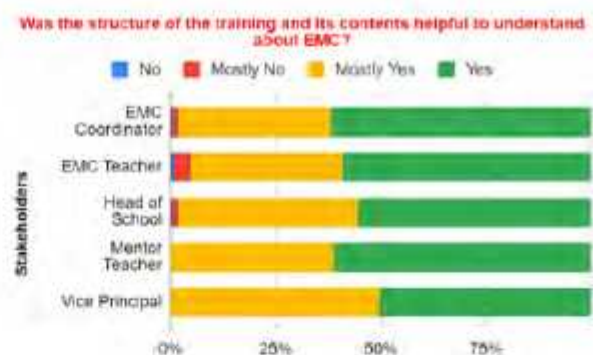
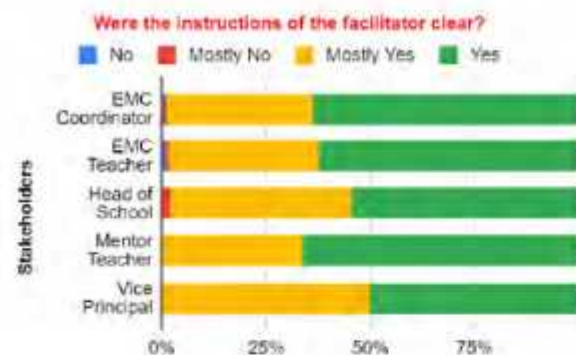
34.1% strongly agree that they now feel more confident to play their role in EMC. The EMC team built a 2 day model of training for the stakeholders so that enough time is given for discussion to build an understanding of each component. 82% of the participants felt that the 2 day training model was sufficient.



On a scale of 1-5 of their experience during the training, 58% stakeholders rated 4 while 35.4% of the participants rated 5.

Below are the some statics of participant experience :





Around 54% of the stakeholders did find the resources materials provided and used during the training useful and 62% of the participants enjoyed participating in the activities useful.

Testimonials

Parents

"The EMC project has impacted Nisha in such a way that she has started to believe more in herself for things she wants to do. Nisha always had the urge to do something all by herself and the validation she received from her fellow mates, her teachers and all the EMC team members during LEI made her sure that whatever she's doing is worth putting in the effort for.

Nisha now better understands the importance of striking a balance between studies and her aspirations. This exposure has really transformed her for good."- *Parents , Delhi Government school*

Students

"These classes also help in increasing our concentration and help us study better to achieve our goal." - *Student, Delhi government school*

"Attending EMC classes has made me believe that 'I can do it'." - *Student, Delhi government school*

"EMC is a very useful curriculum where we are encouraged to think big and start our own initiative"- *Student, Delhi government school*

Teachers

"EMC Increase teacher's sensitivity towards the need of the students" - *Teacher, Delhi Government schools*

"Benefits of EMC classes are not limited to just students, experience is enriching for our teacher as well" - *Teacher, Delhi Government School*

"EMC Business Blasters is a boon for all the students, especially the ones not doing well in academics.

Their enthusiastic participation in BB teams has also impacted their studies in a positive way, making them confident and enabling them to plan, manage time, concentrate and comprehend the topics in various subjects"- *Mentor Teacher, Delhi Government School*

Media Coverage of EMC

देश की प्रगति के लिए युवा उद्यमी तैयार करेंगे सरकारी स्कूल

कलकत्ता, 10 अक्टूबर: देश की प्रगति के लिए युवा उद्यमी तैयार करने के लिए सरकारी स्कूलों में एक नया पहलू जोड़ा जा रहा है। दिल्ली सरकार ने एक नए कार्यक्रम शुरू किया है, जिसमें सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है। इस पहलू के तहत सरकारी स्कूलों में एक नया पहलू जोड़ा जा रहा है, जिसमें सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है।



एन ईडज के कार्यक्रम के तहत सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है।

युवा उद्यमी तैयार करने के लिए सरकारी स्कूलों में एक नया पहलू जोड़ा जा रहा है। इस पहलू के तहत सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है, जिसमें सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है।

Entrepreneurial dreams coming true at this govt school, one stitch at a time

By Anurag Singh

NEW DELHI: Entrepreneurial dreams are coming true at this govt school, one stitch at a time. The school is a part of the 'Entrepreneurship Education' programme, which aims to create a culture of entrepreneurship among students.

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Mantra for budding entrepreneurs: Dream big, start small

Times News Network

New Delhi: Entrepreneurs in the city should be involved in project valuation and mentorship, said Padma Shri awardee Rajeev Bikhchandani while advising Delhi government on the entrepreneurship curriculum (EMC).

that has always helped him. "Successful businesses are built on deep customer insights. You must study customer behavior when you want to set up a business so that it solves a problem they are facing," he told the students. "There is no substitute for hard work. You will face hardships, especially in the initial years. Think of the long term and keep persevering."



Rajeev Bikhchandani interacted with entrepreneurship curriculum students of Delhi govt schools.

entrepreneur and co-founder Info Edge. For the first seven years as an entrepreneur, Rajeev dabbled in a number of small businesses — from salary surveys to databases, from feasibility studies to training. In 1997, Info Edge launched Naukri.com and transformed itself into an internet company.

Recalling his childhood days, he said, "I dreamt of starting my own company when I was a teenager. My first office space was my father's servant quarters that I rented from him. I spent the weekends teaching at management schools in and around Delhi," adding that for the first six years in entrepreneurship, he managed his finances by taking up part-time assignments.

Deputy chief minister Manish Sisodia asked Bikhchandani his definition of an entrepreneurial mindset. He replied, "Any person who is successful as a professional or entrepreneur has a bias for action. He is thinking of creative solutions to problems and is action-oriented."

'BUSINESS BLASTERS' PROGRAMME

Healthy cookies to low-cost pads: Govt school students make business pitch



At Janaki Devi Sarvodaya Kangra Vidyalaya, Himachal Pradesh

हमें जॉब प्रोवाइडर बनना है जॉब सीकर नहीं : सिसोदिया

नई दिल्ली, 10 अक्टूबर (आईएनएस): उद्योगपति राजीव बिखंडानी ने दिल्ली के सरकारी स्कूलों में एक नया पहलू जोड़ा है। उन्होंने कहा कि दिल्ली सरकार ने शिक्षा की नींव को ठीक करने के लिए स्कूलों में युवा उद्यमी तैयार करने का फैसला किया है। उन्होंने कहा कि दिल्ली की शिक्षा व्यवस्था में जो परिवर्तन लाया गया है, वह बहुत महत्वपूर्ण है।

■ एंटरप्रेन्योरशिप माइंडसेट कठिनाई से स्कूली छात्रों के जीवन में बदलाव आया : मनीष

माइंडसेट कार्यक्रम के तहत सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है। इस पहलू के तहत सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है, जिसमें सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है।

दिल्ली सरकार ने शिक्षा की नींव को ठीक करने के लिए स्कूलों में युवा उद्यमी तैयार करने का फैसला किया है। उन्होंने कहा कि दिल्ली की शिक्षा व्यवस्था में जो परिवर्तन लाया गया है, वह बहुत महत्वपूर्ण है।



जोड़ा जा रहा है। इस पहलू के तहत सरकारी स्कूलों में युवा उद्यमी तैयार करने के लिए एक नया पहलू जोड़ा जा रहा है।

घर में गैस रिसाव होने पर 20 सेकंड में बज उठेगा अलार्म

तकनीक

नई दिल्ली | लोक सचिव

एन एन गैस डिटेक्टर में गैस रिसाव होने पर 20 सेकंड में अलार्म बज उठेगा। अलार्म बजने पर गैस रिसाव 5 मिनट तक रहता है। गैस रिसाव होने पर गैस डिटेक्टर बजता है। गैस रिसाव होने पर गैस डिटेक्टर बजता है। गैस रिसाव होने पर गैस डिटेक्टर बजता है।



• डिजिटल गैस डिटेक्टर में गैस रिसाव होने पर 20 सेकंड में अलार्म बज उठेगा।

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400

गैस रिसाव होने पर 20 सेकंड में अलार्म बज उठेगा। गैस रिसाव होने पर गैस डिटेक्टर बजता है। गैस रिसाव होने पर गैस डिटेक्टर बजता है।

कोकनूट पर मिलेगी सुपन्न

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600 रुपये कीमत

600 रुपये कीमत। 600 रुपये कीमत। 600 रुपये कीमत। 600 रुपये कीमत।

विशेष सुचना

विशेष सुचना। विशेष सुचना। विशेष सुचना। विशेष सुचना।

सरकारी स्कूल के 3 लाख स्टूडेंट्स बिजनेस आइडिया पर काम करेंगे

हर स्टूडेंट को मिलेंगे 1 हजार रुपये, 6 हफ्ते का होगा प्रोजेक्ट

विशेष संवाददाता, नई दिल्ली

दिल्ली के सरकारी स्कूलों में 11वीं और 12वीं कक्षा के तीन लाख स्टूडेंट्स अब 'मिलेड प्रोजेक्ट' के साथ जुड़े होंगे। दिल्ली सरकार की ओर से हर स्टूडेंट को 1000 रुपये मिलेंगे और वे बिजनेस के प्रोजेक्ट के लिए किसी भी बिजनेस आइडिया पर काम करेंगे। इस पूरे प्रोजेक्ट के लिए 30 करोड़ रुपये मंजूर किए गए हैं और वे स्टूडेंट्स के अंदर यह प्रोजेक्ट पूरी तरह से शुरू कर दिया जाएगा। 6 हफ्ते का समय देने हुए स्टूडेंट्स को 30 दिनों तक अपने प्रोजेक्ट पर पूरा काम करना होगा। बुधवार को एक ट्रेस ऑफिश में सीएम अरविंद केजरीवाल और शिक्षा मंत्री मनोप सिंहदिया ने ऑनलाइन मीटिंग में स्टूडेंट्स के साथ मिलकर प्रोजेक्ट का शुभारंभ और माइलस्टोन जारी की।

यह प्रोजेक्ट इसी साल दिल्ली के सरकारी स्कूलों में कक्षा 9 से 12 के स्टूडेंट्स के लिए शुरू किया गया है। इसका मतलब है कि बच्चों के अंदर अपना बिजनेस शुरू करना या भी हजर निखर और वे बिजनेस नौकरी पाने वाले होंगे। बिजनेस नौकरी देने वाले भी बन सकेंगे। अब सरकार को 11 और 12 के स्टूडेंट्स के लिए इस ऑनलाइन के सहित तीन लाख स्टूडेंट्स के लिए स्पेस प्रोजेक्ट भी शुरू कर दिया है। बिजनेस ने कहा, ऑनलाइन मीटिंग में स्टूडेंट्स के सहित हर स्टूडेंट को सीट मने के लिए पर एक हजार रुपये दिए जा रहे हैं। बिजनेस शुरू करने पर स्टूडेंट्स को बिजनेस शुरू करने के आइडिया पर काम करेंगे। दो साल के अंदर इस प्रोजेक्ट को लागू किया जाएगा। इस स्कूल पर मुख्यमंत्री अरविंद केजरीवाल ने कहा, इस प्रोजेक्ट के साथ कई

दिलेक्षण आइडिया रखने आएंगे। स्टूडेंट्स पूरे में काम करेंगे और दिल्ली के सरकारी स्कूलों के स्टूडेंट्स का अपना काम शुरू करने का हुनर और निखरेंगे। स्टूडेंट्स को इसके लिए बजट और प्लान तैयार करना होगा। इसके अंदर इस पर काम करना होगा। इसके लिए 6 हफ्ते का टाइम दिया जाएगा, जिसके दिखेंगे 30 को खत्म होगा। स्टूडेंट्स को अपनी टीम बनानी होगी और किसी आइडिया पर काम करना होगा। 'मिलेड प्रोजेक्ट' की माइलस्टोन टैक्स, स्टूडेंट्स, टीम लीडर और पैटर्न के लिए भी है। सिंहदिया ने कहा, कभी कभी लोग सोचते हैं कि एक हजार रुपये से स्टूडेंट्स क्या करेंगे? वे क्या करेंगे, कैसे करेंगे? अगर उन्हें प्रोजेक्ट की हर जानकारी का पता नहीं है। अगर ऑनलाइन इसे जानेंगे, तो वे भी बच्ची के साथ उनके प्रोजेक्ट पर चर्चा करेंगे और मदद करेंगे।

Social Media



Facebook : @EMCDelhi (<https://www.facebook.com/EMCDelhi/>)



Instagram : @emc_delhi (https://www.instagram.com/emc_delhi/)



Twitter : @EMC_Delhi (https://twitter.com/EMC_Delhi)

Youtube : SCERT Delhi (<https://bit.ly/SCERTDelhiYT>)



Acknowledgment

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The Team Behind the Journey

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Meet The Team





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