

# Government schools to teach entrepreneurial skills

The curriculum will train students on entrepreneurship abilities to help them evolve as job creators

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**W**ith an aim to develop the entrepreneurial culture among youngsters and enhance their technical and learning abilities, Delhi government will implement Entrepreneurship Mindset curriculum in 1,022 government schools for students from classes IX to XII in July 2019.

The pilot project of the curriculum, designed by the State Council of Educational Research and Training (SCERT), has begun in 24 government schools, including Sarvodaya Kanya Vidyalaya (SKV), Rajkiya Pratibha Vikas Vidyalaya (RPVV), Civil Lines, and many more.

"Through this curriculum, we want to build confidence in our students so that they have the ability to excel in the professional world with the use of their innovative ideas. The programme will help them identify business opportunities, assessing resources for setting up a business, and learning from the life of successful entrepreneurs in the classroom," says Sunita Kaushik, director, SCERT while talking to *Education Times*.

Under this programme, around seven lakh students will be trained on the basis of their key basic, foundation, and entrepreneurship abilities. The curriculum will be divided into sections such as understanding market, critical thinking, identifying opportunities, bouncing back from failures, etc. This will help the students to identify their goals. Additionally, many teachers have been trained to teach the students.

"The curriculum has been segmented by focussing on identifying



■ Students doing entrepreneurial tasks

the students' entrepreneurial aspirations. For the pilot classes, scheduled to be conducted for 40 minutes till May 10, we have trained around 43 officers and 478 teachers from government schools who are helping students to select and shape their career path as an entrepreneur," says Sapna Yadav, project in-charge, Entrepreneurship Mindset curriculum, SCERT.

In the first week of the pilot project, introductory sessions were conducted to learn students' abilities. "Through an interactive session, teachers asked students to describe themselves through regularly used kitchen utensils. This helped in understanding the creative abilities of the students," says Yadav.

"The students were analysed on the basis of their storytelling abilities and soft skills, which will also be a significant part of the curriculum," Yadav adds.

The initial stage of the curriculum will focus on inspiring students and helping teachers train in risk management, whereas at the higher stages, the students will learn about the planning and execution of the ideas they had built initially.

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