



Entrepreneurship Development Institute of India
Ahmedabad

Centre for School Entrepreneurship

**BUILDING ENTREPRENEURIAL SKILLS
THROUGH EARLY ENTREPRENEURSHIP EXPOSURE**

Vision, Performance & Plans



ENTREPRENEURSHIP DEVELOPMENT INSTITUTE OF INDIA (EDII)

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Dr. Sunil Shukla
Director General
Entrepreneurship Development
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Ahmedabad

Message



Traits of leadership, creativity, team building, inventiveness, problem solving, effective communication and such other winning qualities can enhance the abilities of youths and children to perceive, evaluate, reason and reach the right decisions. Entrepreneurship training envelopes these soft skills and competencies in its curriculum, and ensures that the young evolve into well-rounded achievers, irrespective of the career that they choose. I believe Entrepreneurial competencies, life skills and employment opportunities are closely related, making it highly significant to develop Entrepreneurial mindset among school students, alongside evolving strategic Techniques to ensure this. I compliment EDII for widespreading the context of school entrepreneurship and bringing the entire country within the fold of its activities. The initiatives of the Institute are truly outcome-based.

Another important aspect of child development is inculcating the habit of reading in them at an early stage. CBSE has initiated a plethora of activities to encourage reading among children to enhance their comprehension skills, language proficiency and vocabulary. So, the responsibility of strengthening the future of the younger generation rests on our shoulders; Let's gear up to the challenge.

My compliments to EDII for playing the lead role in school entrepreneurship promotion.



Rahul Singh, IAS
Chairperson
Central Board of Secondary Education
(CBSE)

Message

Creating an entrepreneurial mindset cannot be separated from the core curriculum. Strengthening entrepreneurial competencies among school children and familiarising teachers on the relevance of introducing students to the concept of entrepreneurship at an early age, has far-reaching benefits. It is important to acknowledge that entrepreneurship is a dynamic and practical field, which requires high levels of competencies, familiarisation and orientation. And, the satisfying outcome is that the Indian education system is opening up to this awareness in a big way. The CBSE pedagogical tools and approaches are being revisited to encompass entrepreneurial learning.

Introducing experiential learning, acquainting children with real-life cases and examples can strengthen their concepts and understanding of the subject. This knowledge of course will have a ripple effect, reflecting on their career and life. I am glad, institutions like EDII are implementing school entrepreneurship at a macro level. We look forward to EDII's cooperation in making India, truly an entrepreneurial nation.



Dr. Biswajit Saha

Director, Training and Skill Education, CBSE



Preface

“ School Entrepreneurship is important as a discipline to develop an entrepreneurial mindset with unique 'winning' virtues, among children & youth. Today's youth is aspirational and aware about the advantages of entrepreneurship as a career. They are eager to learn and acquire skills that help them leverage the promising opportunities that the country offers. EDII has been proactively propelling school entrepreneurship through training & capacity building of students and teachers; developing curriculum & text books; supporting patent filing and incubating ideas to ensure that the entrepreneurship ecosystem grows from strength to strength. It is appreciable how Institutions of learning are prioritizing entrepreneurship in their curricula, and widely undertaking initiatives to orient youths towards entrepreneurship. The National Education Policy (NEP) 2020 also stresses on experiential, activity-based and skill-oriented education & learning. In line with it, EDII remains committed to underlining the significance of entrepreneurial skills and focussed, competency-based training that can help children and youth evolve as high-achieving personalities. ”

Dr. Sunil Shukla

Director General, Entrepreneurship Development Institute of India



Centre for School Entrepreneurship

Early engagement to stimulate interest in entrepreneurship and gradually reshape entrepreneurial aspirations is rooted in strong testimonies. Given the vast entrepreneurial opportunities and for maximum impact through meaningful engagements, School Entrepreneurship Education is also being closely looked into, to move beyond the realm of a formal subject with exams and grades. Considering that entrepreneurship warrants an application-oriented approach, the focus is on equipping 'entrepreneurial young minds' with key skills and attitudes essential for establishing and managing enterprises.

This approach aligns closely with the National Education Policy (NEP) 2020, which advocates shifting from rote learning to experiential, vocational, and skill-based education. NEP 2020 emphasizes creativity, critical thinking, problem-solving and self-reliance—principles fundamental to entrepreneurship.

The academic and assessment structures in Indian schools are also mainstreaming entrepreneurship education with strategic approaches in place. To add pace to the process, the Entrepreneurship Development Institute of India (EDII), Ahmedabad, is also committed to developing innovative strategies and an outcome-based approach.

A landmark 2017 meeting with the then CBSE Chairman Shri R. K. Chaturvedi and senior officials marked a turning point, underscoring the need for structured early exposure and collaborative efforts to design, pilot and scale programmes.

Consequently, EDII established a dedicated Centre for School Entrepreneurship Education. This centre acts as a platform for thought leadership, methodology development and programme implementation to institutionalise entrepreneurship education in schools.

Vision

To cultivate a generation of young change-makers who possess the courage to dream, skills to execute, and ethics to lead, thereby contributing to a self-reliant and prosperous nation.



Classroom Session at EDII during National Summer Camp on Entrepreneurial Stimulation for Children

● School Entrepreneurship Programme

School Entrepreneurship Programme, offered through the Centre for School Entrepreneurship (CSE) at the Entrepreneurship Development Institute of India (EDII). EDII has pioneered the field nationwide, guided by the belief that entrepreneurs are made, not born. Through extensive work in teaching, research, and training, EDII has developed proven methods that now extend to the school level, bringing this trusted expertise to younger students.

This extension is especially timely in today's rapidly changing world. Future jobs are yet to be created, and tomorrow's problems will require solutions we cannot fully predict today. In this volatile, uncertain, complex, and ambiguous (VUCA) environment, the most essential skill for students is an entrepreneurial mindset—one that views challenges as opportunities, builds resilience in the face of setbacks, fosters creativity even with limited resources, and designs solutions that genuinely benefit society.

However, the prevailing school education system often focuses on rote memorisation, standardised testing and avoiding mistakes. As a result, many students are conditioned to fear failure rather than see it as a natural part of growth and innovation. The 'School Entrepreneurship Programme' seeks to reverse this trend. It operates on the premise that entrepreneurship is a life skill, as fundamental as literacy or numeracy. By introducing these concepts early, we can wire the brain for innovation during the brain's most receptive years. Through practical workshops, short-term certificate courses, idea challenges, and hands-on activities, it enables students to convert their ideas into real projects across diverse subjects, including STEM, arts, and humanities.

◆ National Education Policy (NEP) 2020

The launch of the School Entrepreneurship Programme is timely, as it aligns perfectly with the directives of NEP 2020. The policy explicitly underscores the need for :

- Moving away from rote learning to critical thinking and problem-solving.
- Integrating vocational education from Grade 6 onwards to remove the hierarchy between intellectual and manual work.
- Promoting '21st Century Skills' such as collaboration, communication, and digital literacy.
- Promoting experiential and holistic learning where arts, sports, and academics are integrated.

This programme serves as a solution for schools to implement these policy mandates. It provides structured content, a pedagogical framework, and assessment tools necessary to bring the NEP's vision to life in the classroom.

Programme Strategy



Broad and Flexible Definition of Education



Diverse Learning Formats



School-Centric,
Not School-Bound



Focused Geographic Impact



Multi-Stakeholder Partnerships



● Objectives, Approach and Operational Strategy

◆ Major Objectives

To instil a strong entrepreneurial mindset among students by fostering creativity, curiosity, initiative, resilience, opportunity recognition, and smart risk-taking.

To build age-appropriate entrepreneurial competencies through a tiered curriculum: foundational skills, applied skills and advanced leadership skills with ethics.

To shift students from job-seekers to job-creators, positioning entrepreneurship as a viable, desirable career for self-reliance.

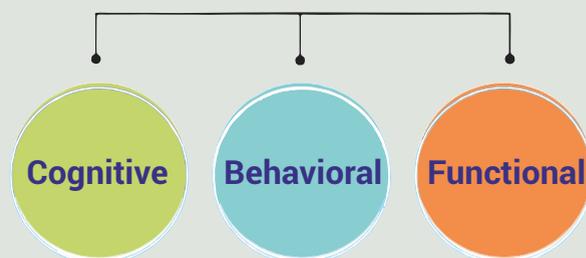
To deliver experiential, hands-on, multidisciplinary learning aligned with NEP 2020—emphasising real-world problem-solving, ideation, prototyping, and community projects.

To nurture innovative, socially responsible young citizens to drive India's economic growth, innovation ecosystem, and Atmanirbhar Bharat through sustainable enterprises.

◆ Approach: Building the Entrepreneurial Competency Framework

The programme differs from a standard business course by focusing on the 'Entrepreneurial Competency Framework'. The programme aims to instil specific, measurable skills that define successful entrepreneurs.

These are categorised into three domains:



■ Cognitive Competencies (The Strategist)

Opportunity Recognition: The ability to scan the environment, identify unmet needs, and convert 'problems' into 'business opportunities'.

Financial Acumen: Moving beyond simple math to understanding 'Value Creation', 'Return on Investment (ROI)', and 'Capital Efficiency'.

Systems Thinking: Understanding how different parts of a business (marketing, ops, finance) interact and affect each other.

Strategic Planning: The skill of setting long-term goals and breaking them down into actionable milestones.

■ Behavioural Competencies (The Leader)

Calculated Risk-Taking: Teaching students not to fear risk, but to assess, mitigate, and manage it intelligently.

Resilience & Grit: The mental toughness to face rejection, pivot after failure, and persist in the face of ambiguity.

Ambiguity Tolerance: The comfort level to operate and make decisions in situations where all information is not available.

Ethical Leadership: Instilling the belief that true profit is the byproduct of adding genuine value to society.



Dr. Sunil Shukla, Director General, EDII, interacting with the participants of 'National Summer Camp on Entrepreneurial Stimulation for Children'

■ Functional Competencies (The Executor)

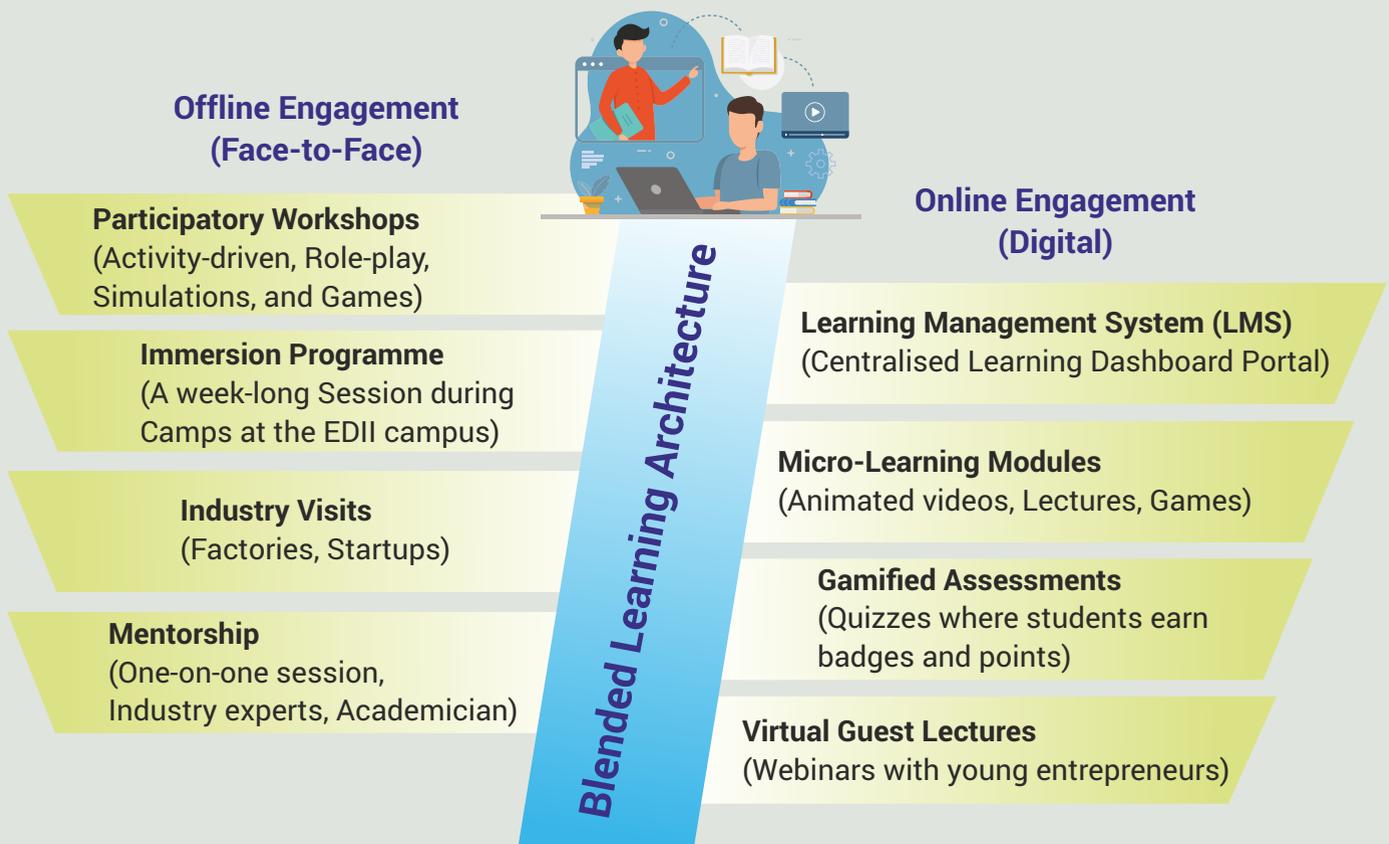
- **Resource Mobilisation:** Art of doing more with less—bootstrapping, negotiating for better rates, and leveraging networks.
- **Persuasive Communication (Pitching):** Ability to articulate a complex vision simply and convincingly to investors, partners, and customers.
- **Design Thinking & Prototyping:** Applied skill of quickly building 'Minimum Viable Products (MVPs)' to test assumptions.
- **Team Orchestration:** Ability to identify talent, delegate effectively, and manage diverse personalities toward a common goal.

◆ Operational Strategy

School Entrepreneurship Programme is built upon 'Experiential Learning Cycle', which emphasises learning through reflection on doing. The methodology moves away from the 'Sage on the Stage' approach to 'Guide on the Side.'

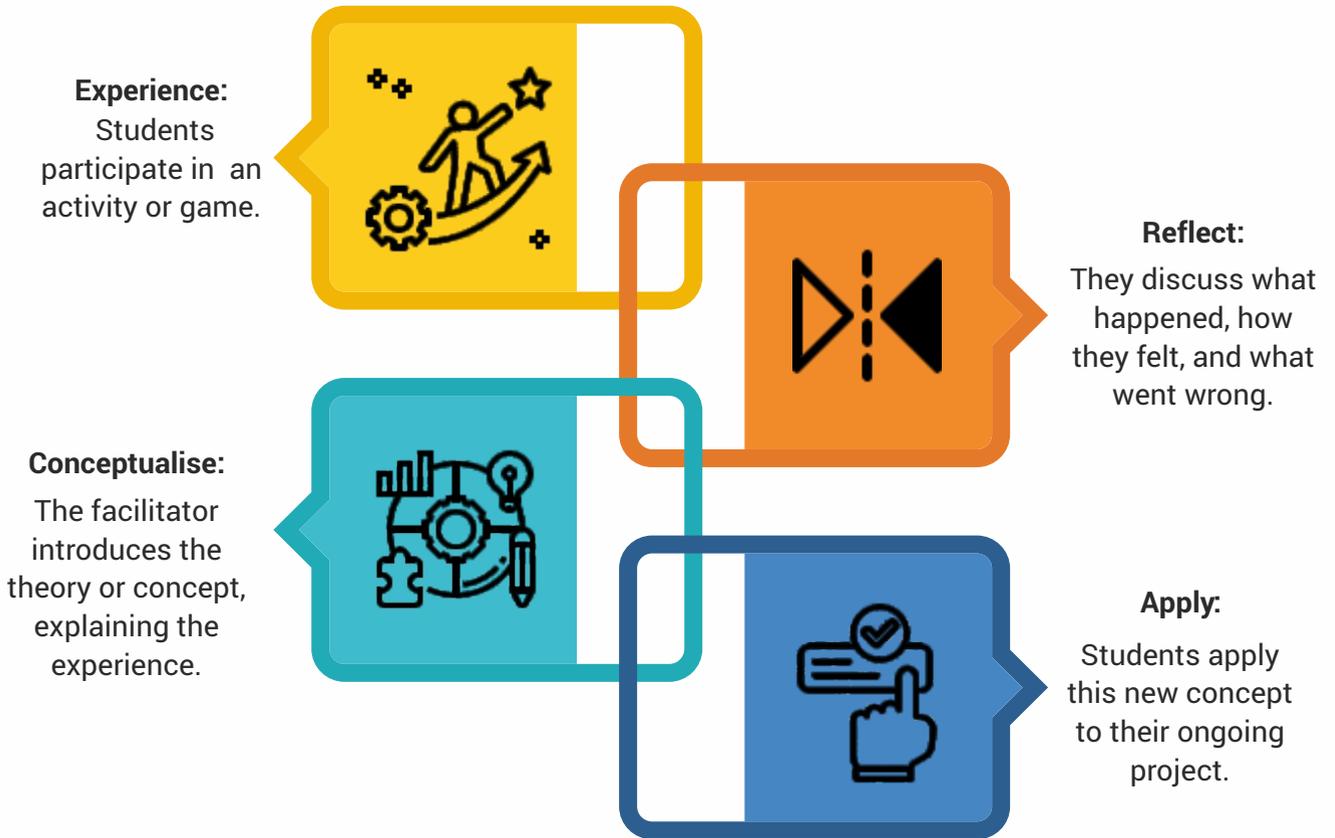
■ Blended Learning Architecture

To ensure high engagement and scalability, the programme utilises a 'Blended' approach that seamlessly integrates offline and online components.



◆ Pedagogy: 4-Stage Process

The teaching method follows a structured 4-stage process for every module:



Orientation Workshop on Entrepreneurship for School Children of 'Apollo International School, Ahmedabad'

● Curriculum Architecture for Students, Teachers, School Leaders and Officials

School Entrepreneurship Development Approach (6th to 12th Grades) at Foundational, Intermediate and Advanced Levels



The school entrepreneurship programme is designed to build innovation, creativity, business skills, and an entrepreneurial mindset among students, teachers, and department officials, in line with the National Education Policy (NEP) 2020.

The Programme Curriculum has been Designed for

Students

Focuses on developing entrepreneurial skills step by step among grades 6 to 12 students



Teachers and Officials

Focuses on building teaching, mentoring, and ecosystem skills among teachers' educators

This two-level structure ensures complete and sustainable implementation: students grow into confident problem-solvers and future job creators, while teachers and officials become strong mentors and leaders who promote an entrepreneurial culture throughout the education system.

◆ Student Engagement

Student engagement is divided into two main parts:

- (I) **Grade-Wise Entrepreneurial Curriculum** – Structured, grade-wise modules will be implemented within the school to build an entrepreneurial mindset, skills, and mini-projects step by step.
- (II) **National Events** – Participation in prestigious pan-India competitions and showcases (such as Smart India Hackathon, and others) to gain wider exposure, recognition, mentorship, and real-world validation for student innovations.

(I) Grade-Wise Entrepreneurial Curriculum

These activities are integrated into the school curriculum to gradually develop students' entrepreneurial skills. The programme emphasises experiential learning, problem-solving, and ethical business practices, preparing students to become innovative and responsible leaders. It is organised into progressive levels according to grade bands.

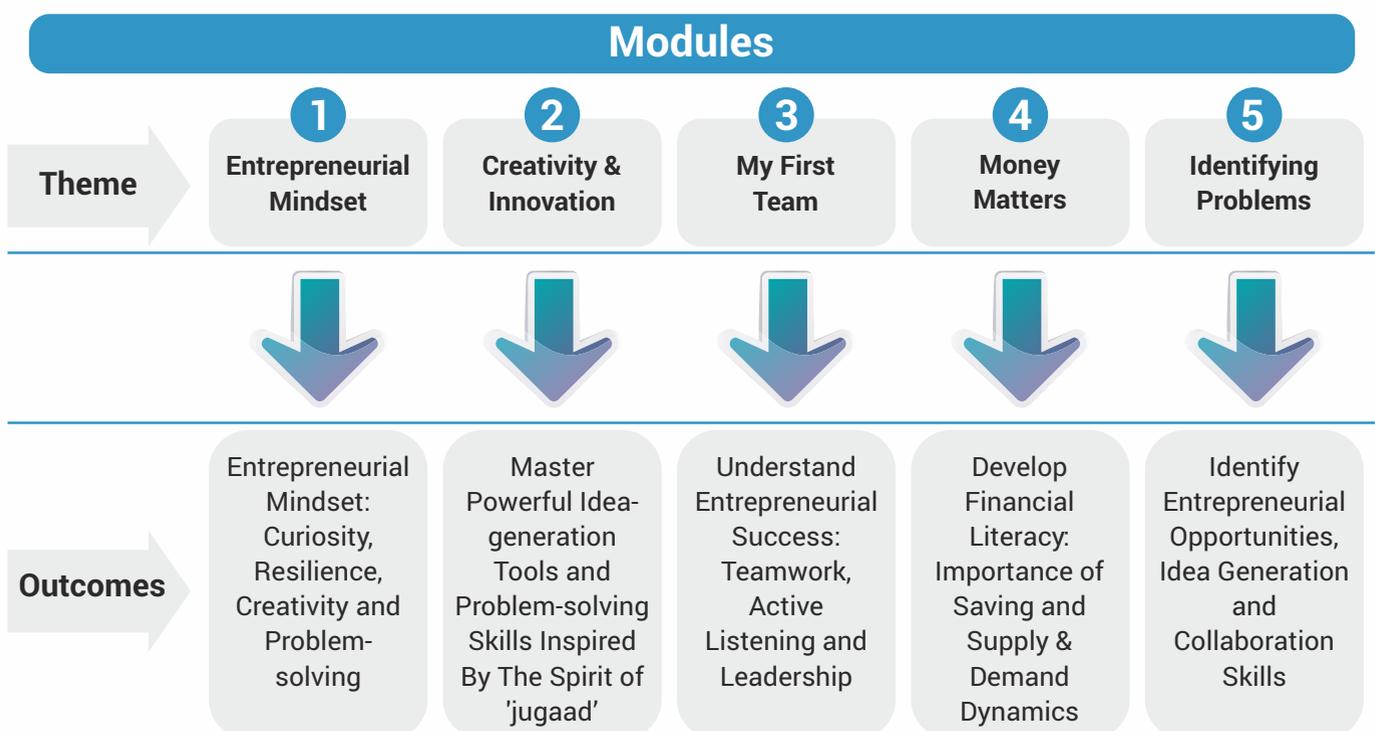
❖ Foundational: For Grades 6th - 8th

Theme: Discovery & Foundation

Course Duration: 20 (Hours)

Goal: To ignite curiosity, spark creativity, and introduce entrepreneurial language—empowering students to view every challenge as an exciting opportunity.

Curriculum Modules

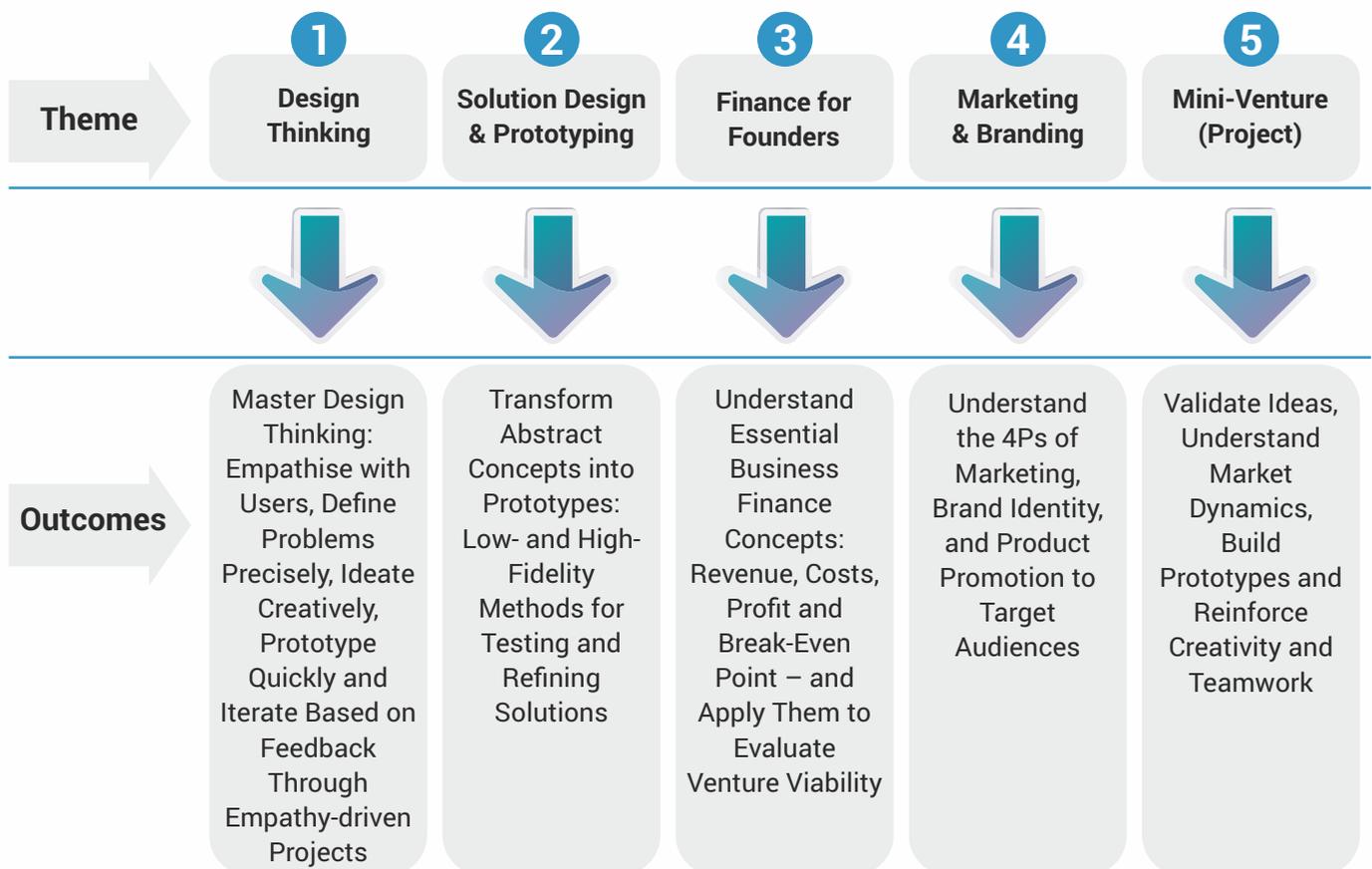


❖ Intermediate: For Grades 9th - 10th

Theme: Innovation & Practice (20 Hours)

To equip students with structured tools for solution design and a deeper grasp of business fundamentals, transitioning from abstract ideas to actionable plans.

Modules



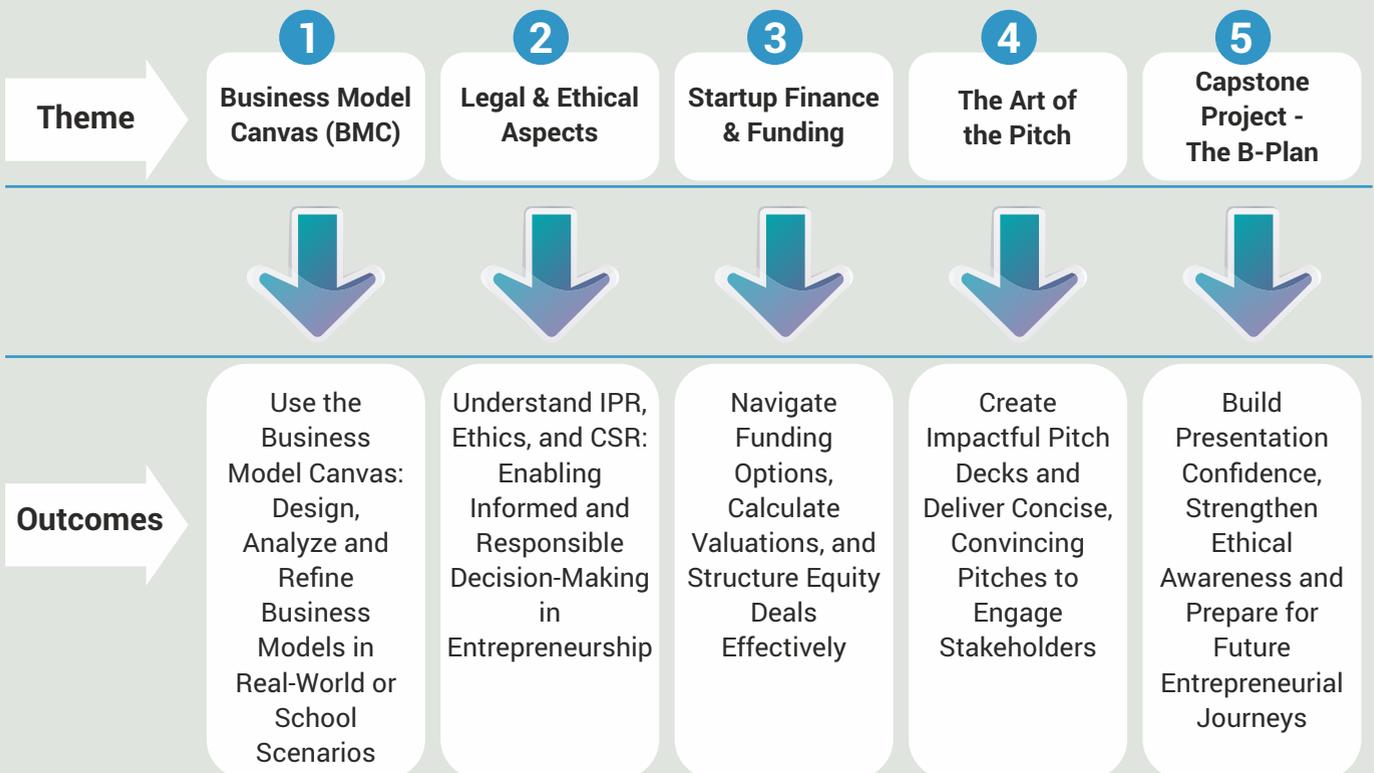
Students of Entrepreneurial Adventures Camp (For Vocational Students – Classes XI & XII), supported by NCERT, Government of India, participating in an Ice-Breaking activity

❖ Advanced: For Grades 11th -12th

Theme: Venture & Leadership (20 Hours)

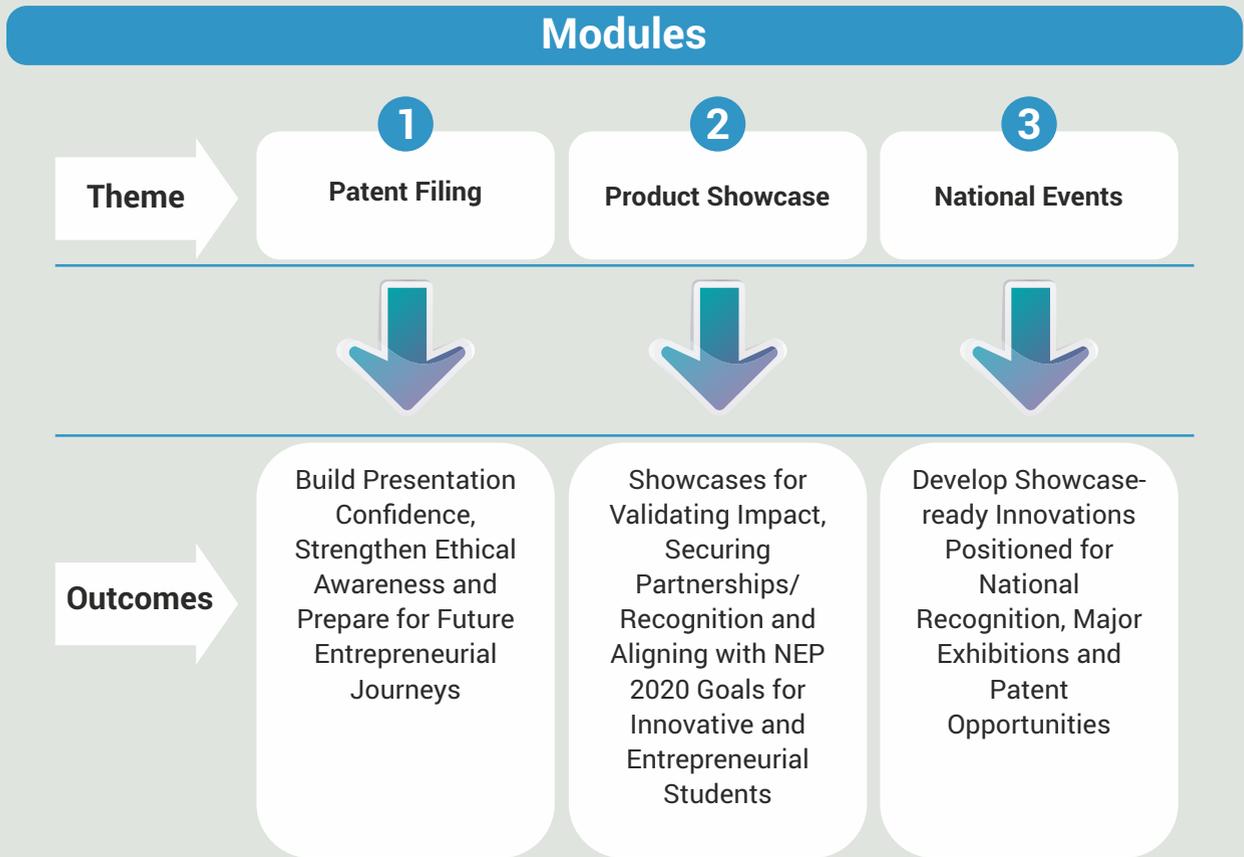
Goal: To prepare students for real-world entrepreneurship, emphasizing execution, strategy, ethics, and presentation skills.

Modules



National Events and Exposure for Students (Unique & Innovative Programme)

Step onto the national stage! Students participate in exciting competitions, innovation challenges, and showcases across India – presenting bold ideas, networking with peers from different states, gaining valuable feedback from experts, and experiencing the thrill of real-world recognition.



Students engaged in Business Plan Preparation

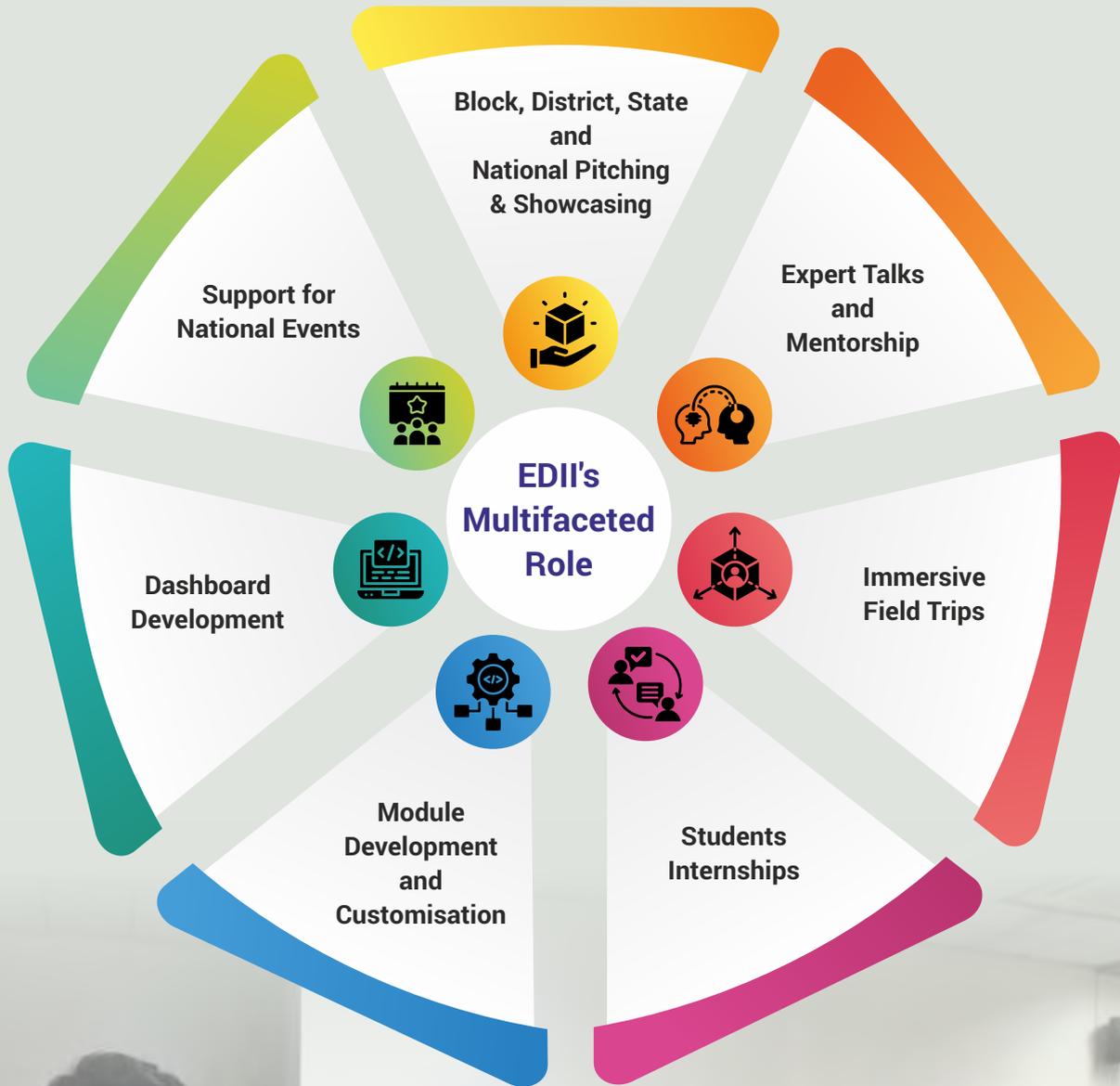




**Students of Bright International School, Gandhinagar,
attending School Orientation Programme on Entrepreneurship**

EDII's Multifaceted Role in Ensuring Student Achievements through the Strategically Curated Training Model

EDII will serve as a strategic partner, providing institutional support, expertise, and resources to amplify the impact of school entrepreneurship programme. Below is a detailed outline of EDII's multifaceted role:



Students sharing key learnings



Orientation workshop for students of Ananya Vidhyalaya, Zundal, Ahmedabad

◆ For Leaders, School Educators/Teachers and Officials

The School & Administrative level engagement is structured into two distinct categories

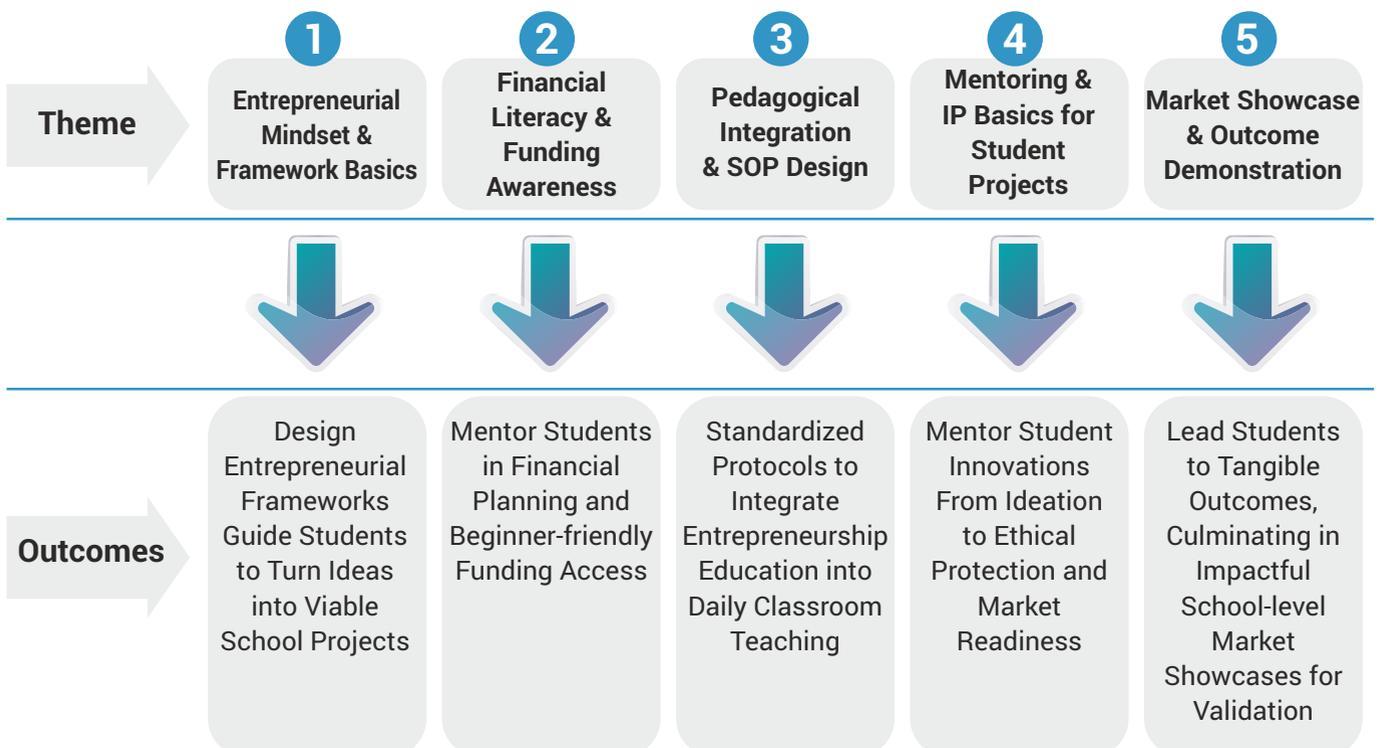


Academic Body



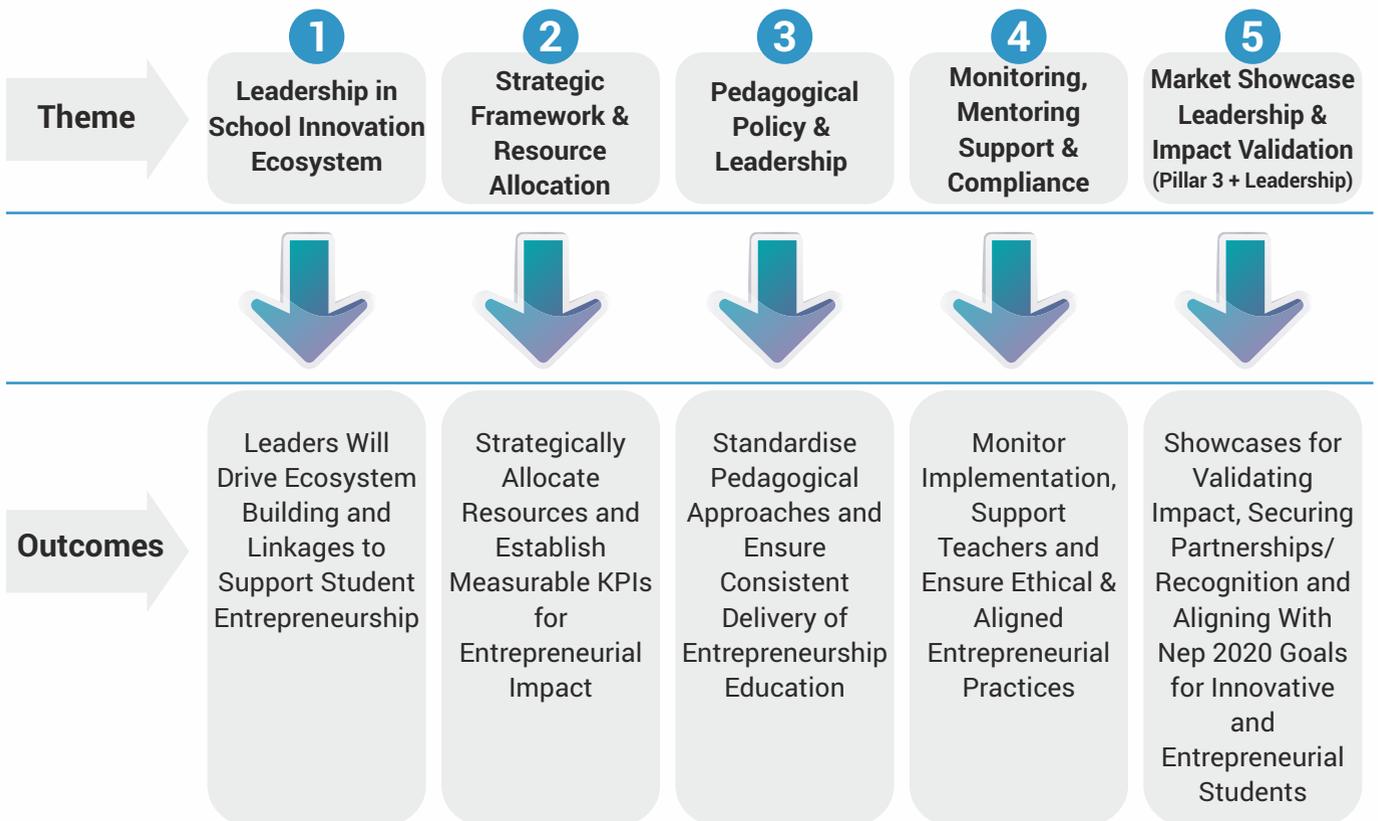
This engagement focuses on equipping school teachers with practical training, tools, and standardised protocols to integrate entrepreneurship and innovation into classroom teaching, enabling them to mentor students in ideation, prototyping, financial literacy, IP basics, and market-ready project development. Through workshops, handbooks, and ongoing support from EDII. The details of the Module and Engagement are given below:

Modules



Administrative Body

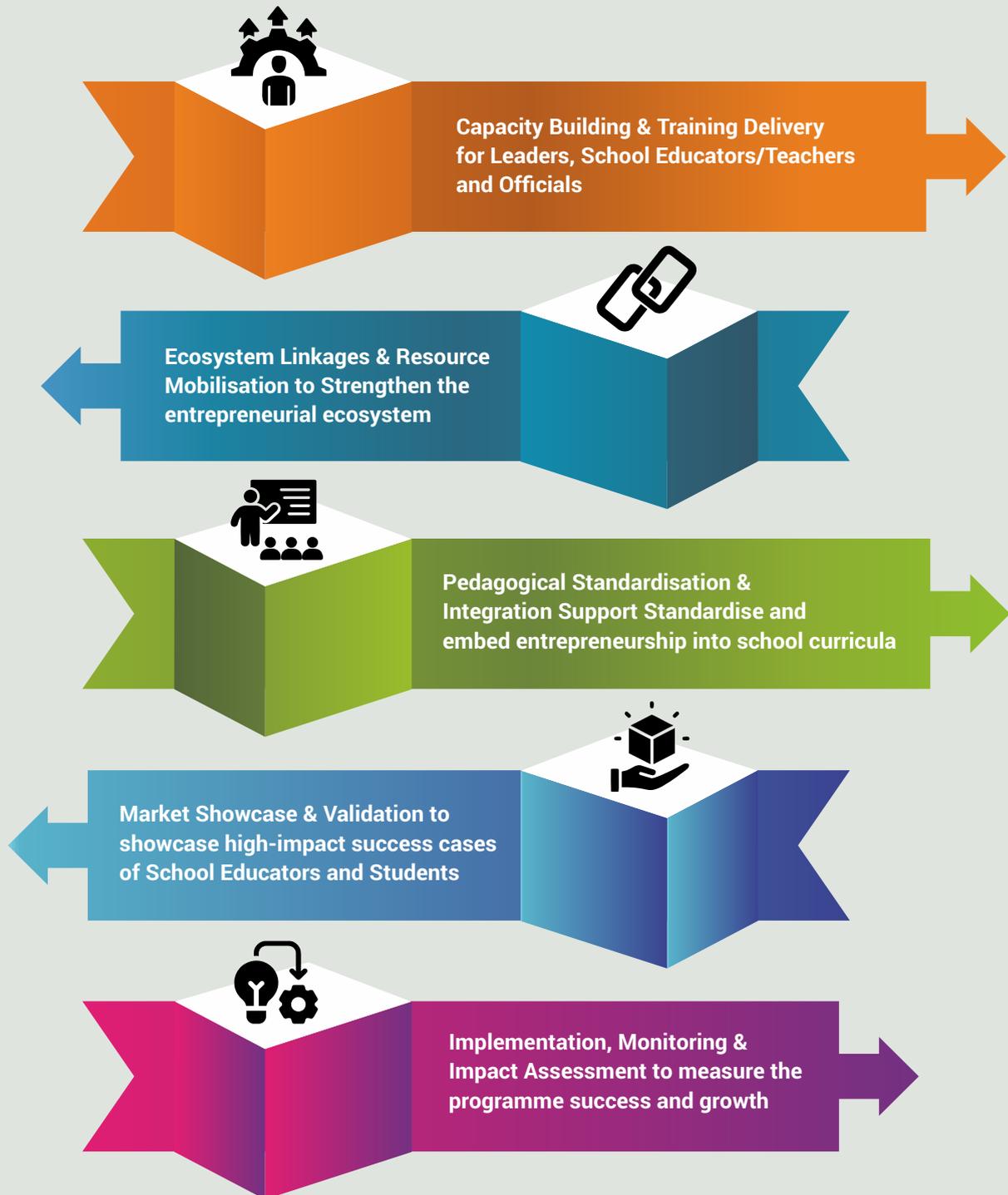
Modules



Dr. Sunil Shukla, Director General, EDII delivering a session for faculty and mentors

EDII's Strategic Role in Ensuring Achievements for Teachers/Educators and School Administrative Officials

The institute supports school teachers (Academic Body) and principals/administrative leaders (Administrative Body) with expertise, resources, training, and ecosystem linkages. EDII's role as technical partner—including engagement and support details—is outlined below.



● Stakeholders' Roles and Responsibilities

The success of the School Entrepreneurship Programme hinges on a symbiotic relationship between all stakeholders. A clear definition of roles ensures accountability and smooth execution.

◆ EDII: Knowledge & Technical Partner

As the architect of the programme, EDII acts as the academic anchor.

- **Curriculum Design & Update:** continuously upgrading course content to remain relevant to market trends.
- **Capacity Building:** Conducting the Faculty Development Programme (FDP) and refresher courses for school teachers.
- **Quality Assurance:** Monitoring the delivery standards of workshops and assessing student projects.
- **Ecosystem Linkage:** Connecting the school with EDII's vast network of incubators, Venture capital, and government bodies.

Faculty Development Session on Entrepreneurship Education



◆ Schools: Implementation Partner

Strategic Support: Integrating the programme into the school's core vision.

Infrastructure Enabler: Providing access to computer labs, AV rooms, and designating an 'Innovation Corner'.

School Nodal Officer (SNO):

Single Point of Contact: Coordinating between EDII experts and the school timetable.

Logistics Manager: Ensuring students complete LMS assignments and tracking attendance.

Event Organiser: Managing the logistics for Pitch Days and Townhalls.

◆ Student Innovators: The Primary Beneficiaries

Students are expected to be active drivers of their own learning.

Active Participation: Engaging fully in workshops, not just as listeners but as doers.

Ownership: Taking full responsibility for their projects, including meeting deadlines and managing team conflicts.

Ethical Conduct: Adhering to the code of conduct regarding intellectual property and honest reporting.

◆ Parents: The Enablers

The family plays a crucial role in psychological support.

Validator: Encouraging the child to take risks and validate their ideas, even if they seem unconventional.

Investor (Emotional): Investing time to listen to the child's pitch practice.

Networker: Opening up their own professional networks to help student teams

Students after successfully completing Entrepreneurial Adventures Camp



● Outcomes & Impact

The programme is designed to deliver clear, measurable, and long-term benefits by instilling an entrepreneurial mindset and building progressive skills among students in Grades 6–12. The outcomes align with the programme objectives and the vision of NEP 2020, focusing on mindset transformation, skill development, and readiness for real-world challenges.

Development of a Strong Entrepreneurial Mindset among Students and School Educators



Progressive Acquisition of Entrepreneurial Competencies across grades

Shift in Career and Life Orientation as student widely get oriented to entrepreneurship

Preparation of Students for Real-World Application and Social Responsibility, thus leading to 'Atmanirbhar Bharat'

School Entrepreneurship Programme appears not merely as an educational curriculum but as a transformative journey that bridges the gap between academic theory and real-world application. As we navigate an era defined by rapid technological disruption and economic fluidity, equipping students with an entrepreneurial mindset is the single most valuable investment we can make in their future. This initiative empowers young learners to transcend the traditional role of job-seekers, evolving instead into resilient innovators and ethical leaders capable of shaping their own destinies.

Students showcasing their products during CBSE backed National Skill Expo and Guidance Festival



● EDII's Work

EDII has been engaged in the development of knowledge products, organisation of training and awareness camps for children and adolescents, imparting entrepreneurship education in physical and online mode, teacher training and textbook development.

● National Camp on Entrepreneurial Stimulation for Children (Aged 12–16 Years)

- The camp aims to instil the 'Spirit of Enterprise and Achievement,' thereby motivating participants to aspire to higher levels of achievement.
- Proven Impact: 3,228 children trained through experiential, activity-based learning.
- Hands-on pedagogy with focus on mental gyms, creativity exercises, puzzles and problem-solving.
- Camps are residential, hosted at the EDII Campus mainly during Summer Vacation.
- Inclusive participation: A proportion of children from underprivileged backgrounds, supported through philanthropy.

Participants of the 47th Summer Camp on Entrepreneurial Adventures for Youth



● National Camp on Entrepreneurial Adventures for Youth (Aged 16–22 Years)

- Entrepreneurial motivation, development games and exercises to foster entrepreneurial traits and competencies.
- Proven Impact: 2,100 youths trained through 48 Camps.
- Camps are residential, hosted at the EDII Campus mainly during Summer Vacation.
- Formal and informal interaction with successful achievers and entrepreneurs, and visits to institutions of repute.
- Self-assessment through specifically designed psychological tests and instruments.
- Career and psychological counseling.

Impact of the Camps

Key Findings

EDII carried out a survey among 16-22 age group camp participants in 2023 to assess the programmes impact. A response was collected from 300 participants.

Skill development:

- Networking and team-building skills improved for 58% of students
- 56% gained confidence and overcame stage fear
- 52% developed entrepreneurial skills (initiative, risk-taking, problem-solving, persistence, need for achievement)

Cognitive and self-development:

- 44% reported improvement in critical and creative thinking
- 38% developed self-management skills

Entrepreneurship outcomes:

- 35% learnt basic principles of entrepreneurship, enabling them to start a business or innovate within family enterprise.

Entrepreneurship Camps for National Council of Educational Research and Training (NCERT)

- Conducted four camps to promote entrepreneurial thinking among students and educators, training 292 students from seven states and engaging 44 teachers to equip educators with the skills and knowledge needed to teach entrepreneurship and inspire students to pursue it as a career.
- Fully residential programmes conducted at the EDII Campus
- Participant Profile: Children from low-and middle-income families, largely vernacular-medium backgrounds.
- A bold and inclusive initiative that introduces entrepreneurship to sections that traditionally aspire for salaried employment.
- Marks the beginning of an expected long and fulfilling partnership with NCERT in the field of entrepreneurship training for children.

Awareness and Orientation Workshops

Entrepreneurship Orientation Visits: Conducted 292 half-day orientation programmes for Class 11–12 and final-year college students, reaching over 30,000 learners, with the objective of creating awareness and orienting students towards entrepreneurship through structured workshops and exposure visits.

Training under PM Shri Vidyalaya Initiative: EDII has conducted entrepreneurship education sessions and trained 76 students and 4 teachers from 2 schools. This was essentially a focused children's education programme.

Mentor review of Students' business plans and activities



Teachers' Training Programmes on Entrepreneurship Education

- The aim of the 'Teacher Training Programme' is to strengthen educators' capacity to deliver, mentor, and advance entrepreneurship education across schools and higher education institutions.
- Conducted 3 online entrepreneurship teaching programmes for CBSE, creating a pool of 1,500 trained school teachers.
- Conducted short-term orientation training programmes for 72 CBSE school teachers in Hyderabad.
- Faculty Development Programme (FDP): Developed and delivered a national FDP in Entrepreneurship, training 6,000+ higher-education faculty.
- Exposure Workshops: Conducted 2 exposure workshops in Ahmedabad, 2024, and in Hyderabad, 2019 for 107 principals and teachers of CBSE.
- SCERT Delhi Teacher Mentorship: Conducted School Teachers' Development Programme for 44 mentor teachers to enhance skills in entrepreneurship education and mentoring.

Curriculum Development

- Developed textbooks on Entrepreneurship for 11th and 12th standards for Gujarat Textbooks Board.
- Prepared entrepreneurship textbooks for Classes 11 and 12 for the Central Board of Secondary Education (CBSE) as part of efforts to support Central and State Education Boards in institutionalising structured entrepreneurship education at the school level.

One-of-its-kind Initiative

- HP-EDII 'World on Wheels' Project: Implemented in collaboration with HP Inc. to enhance information technology exposure among rural schoolchildren, youth, and women. The project reached out to 19,568 direct and over 67,000 indirect beneficiaries across more than 750 villages in five states.

Participants interacting during the Faculty Development Programme





Participants of 'National Summer Camp on Entrepreneurial Stimulation for Children' interacting with Dr. Sunil Shukla, Director General, EDII

Summer Camp Participants Opine...

Maharshi Raval

Summer Camp on Entrepreneurial Stimulation for Children
(2014)

Company: Indimachine Solutions

Maharshi Raval, a prominent alumnus, has leveraged his entrepreneurial training to make significant strides in the industrial sector. Maharshi leads Indimachine Solutions, which provides innovative industrial solutions and services. His journey from a summer camp participant to a successful business leader underscores the impact of entrepreneurship education in shaping industry pioneers.



With a focus on precision and efficiency, Maharshi has positioned Indimachine Solutions as a leader in delivering high-quality industrial solutions tailored to diverse needs. His expertise and strategic vision have propelled the company's growth and established it as a trusted partner in the industry. Maharshi's success story exemplifies how entrepreneurial skills and a commitment to excellence can drive meaningful advancements and create significant industry impact.

Kanika Sahijwani

**Summer Camp on Entrepreneurial Adventures for Youth
(2016)**

Company: Pusaaka®



Kanika Sahijwani, has made remarkable strides in the creative industry as the Founder and Creative Director of Pusaaka®. Kanika has led Pusaaka® in redefining creative excellence, blending tradition with innovation. Enriched with the education and experience gained at EDII, her entrepreneurial journey highlights her passion for delivering unique and impactful creative solutions.

Under Kanika's visionary leadership, Pusaaka® has become a prominent name renowned for its distinctive approach and high-quality offerings. Kanika's success story is a testament to the transformative power of entrepreneurial education in nurturing talent and driving industry-leading achievements.

Aushim Mittal

**Summer Camp on Entrepreneurial Stimulation for Children
(2017)**

Company: Nordson Corporation



Aushim Mittal, has made significant progress in the engineering and industrial sector through his role at Nordson Corporation. Aushim has been involved in the company's Corporate Leadership Development Programme (CLDP), where he applies his industrial and systems engineering expertise to drive innovation and operational excellence. His entrepreneurial journey, enhanced by the skills gained at EDII, reflects his commitment to advancing industry standards and fostering development.

With a background in Industrial & Systems Engineering from Virginia Tech, Aushim's contributions to Nordson Corporation are marked by his strategic approach to problem-solving and process improvement. Aushim's success story exemplifies how entrepreneurial training can empower individuals to excel in complex and dynamic fields, driving impactful advancements and achieving professional success.

CBSE Backed National Skill Expo and Guidance Festival 2025-2027

Shri Rahul Singh, IAS, Chairman, Central Board of Secondary Education (CBSE) was the Chief Guest of this event which witnessed culmination of 15 regional events, where 108 students from 54 schools showcased their projects on disciplines as varied as Information Technology, Beauty & Wellness, Artificial Intelligence, Design Thinking & Innovation, Agriculture and Food Production etc.









Dr. Sunil Shukla, Director General, EDII briefing the Participating CBSE Principals on Entrepreneurship Education





EDII celebrated the National Entrepreneurship Day 2022 at the institute, with the theme of School Entrepreneurship. Ideas from three schools of Ahmedabad were selected on the parameters of innovation, viability and technical strength. These were awarded for best business ideas at EDII. These included Delhi Public School, Bopal, Ahmedabad; Delhi Public School, Gandhinagar and Shree Narayan Central School, Ahmedabad



School Entrepreneurship receives Media Support

REGULAR READING SHAPES CHILDREN'S PERSPECTIVES: CBSE CHAIRMAN

Ragini.Bharadwaj@timesofindia.com

Central Board of Secondary Education chairman Rahul Singh said that every child should spend quality time reading newspapers and books as it helps in forming perspectives and imparts information. He said, "Reading newspapers is essential part of my routine, and I spend an hour daily reading various newspapers."

During an interaction with The Times of India at Ahmedabad on January 28, he said, "CBSE has initiated plethora of initiatives to encourage reading among children to enhance their comprehension skills, language proficiency and vocabulary." He added, "Reading should be joyful, not forced, it can be done through stories, discussions, libraries, and active engagement with newspapers."



He shared that the board had launched 'Reading challenge' during the academic session 2024-25 targeting students from class VI to X with a view to encourage reading among children. The competition was conducted online and offline to cater to larger audience. Apart from that the board's CBSE reading mission is underway since the year 2021. This mission aims to build reading culture by giving schools free access to a repository of age-appropriate story books to children of classes I to VIII in Hindi and English. Secondly, the mission encourages schools to set up reading corners and libraries, organize book fairs and book clubs, and conduct reading

challenges and competitions.

Singh outlined that the board celebrates National Reading Week to promote reading and create awareness about the importance of books. During this week, schools conduct various reading-related activities such as book talks, storytelling sessions, and reading marathons. Besides, it conducts an annual reading challenge for students to encourage them to read more and explore different genres of books. The challenge is open to students of all age groups and aims to develop their reading skills and enhance their vocabulary.

Chairman recommends

CBSE Chairman Rahul Singh shared that Fredrik Backman is his favourite author, and his book "Anxious People" is a must read. Humorous, compassionate, and wise, Anxious People is a story about the everlasting power of friendship, forgiveness, and hope that saves us, even in the most anxious of times.



Educators on Reviving Reading Habits...



Reason: Reading habits are fast disappearing because our brains are being trained to skim bite sized information instead of engaging deeply with the content. Uncontrolled ceaseless exposure to short videos has reduced the attention span and patience. The result is that reading and critical thinking are being replaced by quick scrolling and superficial understanding.

Way forward: One sure way to counter this is to read physical books, even if it's just 10-15 mins before bedtime. It's a good habit for children and adults alike, since it promotes the double benefit of inducing sleep as well.

Dr Manjula Pooja Shroff, Founder Chairperson, MD & CEO of the Kalorex group



Reason: The decline in reading newspapers and books is a growing concern. Endless digital reels and social media have shortened attention spans, sidelining the depth of print reading is vital for critical thinking and knowledge.

Way forward: Reading challenges, book reviews, dedicated guided and shared reading session can help in reviving the habit. At our school, students reviewing at least 10 books earn special recognition certificates. We blend newspapers into discussions and promote family reading. These efforts reignite passion for reading, building informed, empathetic future leaders.

Shaji V. Mathew, principal, Divine Child International School, Adalaj



Reason: Research shows that digital consumption is "skimming" by nature. It triggers a dopamine response that rewards speed over substance. When a child moves from a 15-second video to a 300-page book, the brain experiences a "cooldown" that the child mistakes for boredom.

Way forward: Children are great mimics. If they see us—their parents and teachers—finding solace in a newspaper or a biography, they will eventually seek that same sanctuary. Move reading from a "study task" to a "family ritual." Make the book a bridge between you and your child. By leading them back to the paper, we are restoring their ability to focus, to empathize, and to dream.

Dr. Meenal Rathore, principal, Kapadia High School, Gandhinagar



Reason: Smartphones, social media, short-form videos, and easy access to information provide instant gratification, making the habit of reading books and newspapers increasingly rare. While we often speak about skill development, critical thinking, creativity, and imagination, these essential abilities are gradually taking a back seat as reading declines.

Way forward: The need is to inculcate the habit of reading in students by making books and newspapers available and allowing them to choose reading materials. Creating a regular reading routine and encouraging discussion about books helps make reading enjoyable and engaging.

Sharmistha Sinha, principal, Udgam School For Children



Reason: Reading is declining in children as they do not see their parents read in the current cultural setup and the fast and changing lifestyles in nuclear families. Moreover, AI now provides, online, ready-made summaries which give the feeling of knowing what is written without the journey of going from page to page and experiencing how the book talks to you personally.

Way Forward: Powerful storytelling and reading clubs in the foundation stages would throw open deep dialogues and create a thirst in the minds of young readers to pursue books as a lifelong hobby - to satisfy their quest for meaning through their own imagination and analysis without always resorting to quick fix solutions.

Jaysree Balasaria, principal, Zyodus School for Excellence (Godhavi)



Reason: Reading habits among children are declining as screens and instant reels have taken over their time and attention, making them impatient with books and newspapers. Many children also do not see parents reading at home, so reading no longer feels like a natural daily habit.

Way forward: Schools and families must work together to revive this habit through regular newspaper reading, discussions on current affairs in the class and linking news to real-life learning. When reading becomes relevant, joyful and hands-on, students will not only read better but also think better.

Mili Bhattacharyya, principal, Zebar School For Children



Reason: Reading habits are declining due to the widespread use of smartphones, social media, and digital entertainment. People now prefer quick visual content, which has reduced attention span and interest in reading. Students look for instant gratification and patience levels to read, comprehend and analyse have reduced drastically.

Way forward: Schools and parents should encourage daily reading habits from an early age. Libraries should be promoted and updated with attractive reading spaces and digital options. Another thing that has worked for our school is that every student and every teacher carries a book with her/him and whenever they get free individually, they read. Reading clubs, book fairs, and community programs can make reading enjoyable and social. We organise a day when parents and students read together at school for an hour.

Kanchan Joshi, principal, Cygnus World School



Reason: Reading habits are declining due to excessive screen time, instant digital content, and reduced attention spans.

Way Forward: To improve this, schools and homes must consciously promote newspaper reading, regular library time, and book discussions, while adults model reading as a habit to make it engaging and meaningful.

Bhumika Varma, principal, Gujarat Public School, Ohhani



Reason: To understand the reasons for decline in Reading habits in children, we need to understand the brain chemistry of our digital natives. They want instant gratification through short form content provided by social media that triggers dopamine and balances cortisol (the stress hormone). Reading for leisure is a far cry today.

Way forward: There is an urgent need to create conducive environment by introducing family reading time and encouraging book discussions and reviews.

Renu Shrivastava, assistant director, St Kabir School



CBSE Skill Expo & Guidance Festival 2025-26 Showcases Innovation and Future-Ready Skills

The CBSE Skill Expo & Guidance Festival 2025-26, organised by the Central Board of Secondary Education, was successfully held on January 28 at the Entrepreneurship Development Institute of India (EDI), Gandhinagar, Gujarat. The Skill Expo was inaugurated by chairman CBSE Rahul Singh.

The event emerged as a vibrant platform celebrating innovation, creativity, and the growing importance of skill-based education among school students. Around 54 teams, who were position holders in various CBSE Regional Skill Competitions, participated in the Skill Expo. These teams represented schools from across India and the Gulf region, presenting an impressive array of working models. The exhibits covered di-

verse and relevant themes such as Agriculture, Technology and Innovation, Health and Wellness, Environment and Sustainability, and allied emerging areas. The models reflected students' problem-solving abilities, practical application of knowledge, and their awareness of real-world challenges.

Rahul Singh, Chairman, CBSE, interacted with students and appreciated their efforts in translating ideas into practical solutions. The Expo attracted participation from nearly 80 schools, with an overall football of about 2,200 students, making it a liv-

ly hub of learning and exchange. Alongside the Expo, a guidance workshop was conducted with an opening ceremony that emphasised the need to ensure that skills are recognised, valued, and rewarded, so that

future generations have wider and more meaningful career avenues.

The Guidance session was attended by Mukesh Kumar - principal secretary Gujarat Secondary Education Board, Sandeep Sagle -

Director General Sports Authority of Gujarat, Sunil Shukla - Director General EDI, Dr. Biswajit Saha - director Skill Education CBSE, Manoj Kumar Srivastava - director Training CBSE, Vivek Kumar Singh - chief vigilance officer, CBSE. Renowned experts from various fields conducted interactive sessions on skills and career pathways. Around 600 students, school heads, and faculty members benefited from these sessions. The festival stood out as a significant initiative by CBSE, reinforcing its commitment to nurturing skill-oriented, future-ready learners and bridging education with real-world competencies.





26th August 2017: Shri R K Chaturvedi, IAS, Chairperson, CBSE, visited EDII for an interactive session.

Decision on advancing board exams not final

CBSE Chairman RK Chaturvedi addressed concerns of school principals

Tanushree Bhatia
tanushree.bhatia@ndia.net

Putting confusion over advancing the board exams to temporary rest, chairman of Central Board of Secondary Education (CBSE), on Saturday said no decision has been taken yet in this regard. Chaturvedi was in the city as part of a workshop organised by Entrepreneurship Development Institute of India (EDII), held for principals across the Aimer region that covers Maharashtra, Gujarat and Rajasthan.

"The idea to advance the exam struck as we realised that to conduct exams of 80 subjects, we would need 45 days, leaving no time for children to prepare for entrance exams like JEE and NEET. Hence, it was thought that instead of commencing exams from March, we would advance it by four or five days and start in February."

"However, nothing has been finalised yet. As of today, exams will start from March 1 onwards. A committee has been appointed to look into the nitty-gritties of the same, and a report will be submitted next month. Based on the report, a decision will be taken," said Chaturvedi.

Speaking about NCERT books



Rajni Kumar Chaturvedi, Chairman of CBSE, and Dr. D. Sunil Shukla, Director, EDII at EDII Campus

used by schools, Chaturvedi clarified that CBSE recommends the use of NCERT books. He said, "For multi-level learning, you may use books by other publishers. But for content validation, the school will have to take responsibility."

When the principal of a Vidyalaya school asked how to handle the situation where they are sent to check board papers in April, Chaturvedi said, "Why do you start your session in April, not July? You teach from April to charge a higher fee. Kids lose their childhood to studies these days. They cannot learn anything in a 40x40 classroom. Send them on excursions for them to learn life."

ENTREPRENEURSHIP

■ Chaturvedi also announced that CBSE is likely to include Entrepreneurship as a subject from Class 11 onwards.

■ Entrepreneurial potential should be identified at the secondary school level during the developmental stage. The possibility of self employment as a career option is still open and awareness is being spread among a broad range of people

'CBSE not a party to ongoing school fee dispute in Gujarat'

EXPRESS NEWS SERVICE
AHMEDABAD, AUGUST 26

AMID THE ongoing dispute between private schools, mostly affiliated to the CBSE, and the state government over fee regulation, CBSE chairman R K Chaturvedi on Saturday said that the central board has no hold over fees and that it was an issue between the schools and the state government.

"The CBSE is not involved in the dispute over fee structure between CBSE-affiliated schools and the state government. It is a state government issue as CBSE is only an affiliation body. However, the affiliation norms state that the fee should be commensurate with the infrastructure and facilities of the school and at par with the state government fees but CBSE is not a party to the ongoing litigation over fee regulation in Gujarat," Chaturvedi said.

The private schools in the state have legally challenged the Gujarat Self-Financed Schools (Regulation of Fees) Act which was brought by the government to put a cap on school fees. The private schools and those affiliated to the CBSE, charge much higher fees than the stipulated structure. They argued in the High Court that since they are private schools, they are out of the purview of the state government.

'CBSE schools must follow state government fee norms'

TIMES NEWS NETWORK

Ahmedabad: R K Chaturvedi, the chairman of Central Board of Secondary Education (CBSE), who was in Gandhinagar on Saturday to meet representatives of CBSE schools from Gujarat, Rajasthan, Madhya Pradesh and Maharashtra, said that fees charged by schools affiliated to the central board should follow norms fixed by respective state governments.

"Our affiliation bylaws say the fee should be commensurate with infrastructure and facilities offered by the school. The quantum of fee should be on par with the (respective) state government's norms," Chaturvedi said, speaking to reporters at the Entrepreneurship Development Institute of India (EDII) in Bhat village, Gandhinagar.

Chaturvedi further said that the information on fees should be put in public domain and logical explanation should be given as to the basis of charging fees.

Chaturvedi's statement comes when CBSE schools have moved the Gujarat high court against the state government's decision to regulate fees of all private schools, including the CBSE-affiliated ones, through the Gujarat Self-Financed Schools (Regulation of Fees) Act, 2017.

The state government had in April introduced the act to regulate fees charged by private schools through fee regulatory committees. The annual fee limits prescribed in the act for primary, secondary and higher secondary schools are Rs15,000, Rs25,000 and Rs27,000, respectively.

Chaturvedi also said that CBSE is thinking of giving accreditation to its affiliated schools on the lines of accreditation given by universities.

"We are discussing norms for accreditation. It will decide where the school stands in terms of quality, through a third-party evaluation. It will be then easy for parents to decide how one school is better than the other," he said.

However, Chaturvedi did not divulge whether the accreditation will be done by a government agency or independent one.

"Results, quality of education, parents' and teachers' satisfaction, retention of teachers, index of happiness, infrastructure, fee, sports. All these parameters will form the basis of evaluating schools. We will begin the process from this academic year and implement it by next year," he said.

Chaturvedi also met representatives of CBSE schools from Gujarat, Rajasthan, Madhya Pradesh and Maharashtra and discussed with them the board's decision to do away with school-based examination in Class X, and addition of applied entrepreneurship as a vocational subject for Classes XII and XIII.

"We want to associate ourselves with EDII in regard to additional vocational courses. The concept has been accepted, and details are being worked out," he said.



R K Chaturvedi, CBSE Chairman (L) and Sunil Shukla, EDII director

CBSE Looks to Open a Fresh Chapter on Entrepreneurship

Education board ties up with Entrepreneurship Development Institute of India to come up with entrepreneurial programme for students

Visha Dutta @timesgroup.com

Ahmedabad: Filpkart, Ola, BigBasket, OYO Rooms, CarDekho and ShoClass are just some of the successful Indian startup case studies that may soon enter classrooms as the Central Board of Secondary Education (CBSE) authorities emphasise on creating an entrepreneurial aptitude among secondary and higher secondary students in all CBSE schools.

"CBSE had tied up with Gandhinagar-based Entrepreneurship Development Institute of India (EDII), a national premier entrepreneurial training institute, to create a working group to come up with an educational module and a teacher training programme in the entrepreneurship space for students as a vocational course. The working group will submit its report in the next 2-3 months. We will provide hand-holding support to schools on curriculum, content, pedagogy of teaching and evaluation besides substantial focus on live business projects. The emphasis will be on institutionalisation of entrepreneurship education in CBSE schools," said Dr Sunil Shukla, director, EDII.

Currently the secondary (class 10) and higher secondary (class 11th and 12) have a system of five-plus-one subjects, where one subject is an elective, as per CBSE officials.

CBSE provides 28 vocational courses and the entrepreneurial vocational course is one of them, but out of the 19,000 CBSE schools, only 512 schools are able to provide the entrepreneurial course.

"Mainly due to a lack of readily available educational modules and trained teaching staff, most of the schools are not able to provide the entrepreneurial vocational course to students, which in recent years, has high demand among students as well as their parents," said R K Chaturvedi, chairman, CBSE.

According to Shukla, the purpose is to rejuvenate the entrepreneurial course at CBSE by inculcating innovative temperaments, entrepreneurial values and inspire students to explore opportunities in the entrepreneurship and technology domain to create startups. He added that EDII will provide teacher training programmes, an instructor handbook, resource materials and cases on young entrepreneurs.

On Saturday about 250 principals across CBSE schools participated in an entrepreneurship workshop at the Gandhinagar EDII campus from four states—Gujarat, Madhya Pradesh, Maharashtra and Rajasthan. The closed-door workshop was organised for the first time for CBSE schools in India.

DR SUNIL SHUKLA
Director, Entrepreneurship Development Institute of India

The emphasis will be on institutionalisation of entrepreneurial education in CBSE schools

The Way Forward ...How Can EDII Handhold Schools?

As a National Resource Institute in Entrepreneurship Education, EDII offers to build entrepreneurial skills and capabilities of faculty and students on **PRO BONO** basis, after a prior registration. A nominal fee will be charged only if the candidates desire to get assessed and certified by EDII. We, therefore, encourage schools to partner with Centre for School Entrepreneurship at EDII, and extend an unparalleled opportunity to students to learn and grow on a no-fee basis.

The partnership will seek to position the partnering institution as a leading centre for nurturing innovative, self-reliant youth equipped with real-world competencies and national recognition.

Fill this form using any of the following options: QR code, link, or manually, and send it to us. Our Team will connect with you.

- **Name of the School:**
- **Address of the School with Pincode:**
- **Name of the Principal/Head of the School:**
- **Mobile No.**
- **E-mail id:**.....
- **Grade Level for which enquiry is being made:** 6–8...../9-10...../11-12.....
- **Year of Establishment of the School: [Approximate/Exact number]**
- **Total Number of Students:**
- **Point of Contact: [Name, Mobile Number, Email of Nodal Officer / Principal / Relevant Contact Person]**

Fill this form manually or use the QR code to fill in the details.
Send the filled-in form to EDII, Ahmedabad, addressed to :

Dr. Pankaj Bharti

Associate Professor

E-mail : pbharti@ediindia.org | Mo : 99244 41365



A large, leafy tree with green foliage and some orange fruits is the central focus of the image. It stands in front of a multi-story brick building. The sky is a clear, bright blue. The overall scene is outdoors and well-lit.

About Entrepreneurship Development Institute of India, Ahmedabad

Entrepreneurship Development Institute of India (EDII), an autonomous and not-for-profit institute, set up in 1983, is an acknowledged National Resource Institute for Entrepreneurship Education, Research, Training & Institution Building. It is sponsored by apex financial institutions - the IDBI Bank Ltd., IFCI Ltd., ICICI Bank Ltd. and the State Bank of India (SBI). The Government of Gujarat pledged twenty-three acres of land on which stands the majestic and sprawling EDII campus. EDII has been recognized as the CENTRE OF EXCELLENCE by the Ministry of Skill Development and Entrepreneurship, Govt. of India.

EDII moved on to adopt the role of a National Resource Institute in Entrepreneurship training, education, research, MSME development, innovations and institutional building. The Institute has set up Entrepreneurship Development Centres in Cambodia, Lao PDR, Myanmar and Vietnam, Uzbekistan and Rwanda. In consonance with the emphasis on startups and innovations, EDII hosted the Technology Business Incubator, CrAdLE – Centre for Advancing and Launching Enterprises in the year 2016, with the support of NSTEDB, DST, Govt. of India. The Institute conducts a variety of programmes and projects through its PAN India branch offices, under the Departments of Policy Advocacy, Knowledge and Research, Entrepreneurship Education; Government Projects; CSR Partnerships; Innovation and Technology (DIT); International Outreach (DIO) and SME Development Business.



Entrepreneurship Development Institute of India

Bhat, Gandhinagar (Dist) 382 428, Gujarat

Phone: 079 - 6910 4900 / 6910 4999

E-mail: info@ediindia.org • Web: www.ediindia.org / www.ediindia.ac.in

Regional Offices :

Southern : Bengaluru

Santa Monica, 2/2C, 1st Floor, Hayes Road,
Shanthala Nagar, Richmond Town, Bengaluru, Karnataka-560025
Phone: 080-2311 9360/9361 Email: srob@ediindia.org

Central : Bhopal

1st Floor, 50 New MLA Colony, Behind Canara Bank,
Near Depot Chouraha, Bhadbhada Road, Bhopal-462003, Madhya Pradesh
Phone: +91-755-4260015, 2424015 Email: crob@ediindia.org

Eastern : Bhubaneswar

Unit no. 202, 2nd Floor, Tower-1,
NBCC Imperial Commercial complex, New Govt Colony,
Press Chakka, Bhubaneswar, Odisha.751017
Phone: 0674-3512290 Email: ediero@ediindia.org; erob@ediindia.org

National Capital Region : New Delhi

303, Akashdeep Bldg., Barakhamba Road, New Delhi-110 001.
Phone: 011-40115698 Email: ncro@ediindia.org

North-Eastern : Guwahati

1st Floor Abhiguna Residency, Opp Radisson Blu,
Gotanagar, Guwahati, Assam-781011
Phone: 0361-3105560 E-mail: nerog@ediindia.org

Northern : Lucknow

7, Meerabai Marg, Dady Villa, Hazrat Ganj,
Lucknow-226 001, Uttar Pradesh
Phone: 0522-2209415 E-mail: nrol@ediindia.org

Western : Vapi

First Floor, Noble Central Complex, Beside Shubham-2,
Daman Road, Chala, Vapi, Dist. Valsad-396191, Gujarat
Phone: 99244 41365 E-mail: wrov@ediindia.org

State Offices :

Chhattisgarh - Raipur

Chhattisgarh Entrepreneurship Development Centre
105, First Floor, Shreeji K Heights, Kalpataru Colony,
Amlidih, Raipur, Chhattisgarh – 492006
Phone: 0771 - 4700463
E-mail: cgedc@ediindia.org

Goa - Panaji

EDII Goa Centre
5th Floor, EDC Complex,
Dr. A.B. Road, Panaji, Goa 403001
Phone: 91820 02852
E-mail: goa@ediindia.org

Ladakh - Leh

Enterprising Ladakh
Near J&K Bank, University of Ladakh,
Leh Campus, Taru, Leh UT-Ladakh - 194101
Phone: 8707728907, 9906207337
E-mail: enterprisingladakh@ediindia.org

Uttarakhand - Dehradun

Devbhoomi Udyamita Yojana
Secretariat, Faculty Block, Doon University Campus,
Dehradun, Uttarakhand - 248 001
Phone: 0135 – 2974961
E-mail: duy-uttarakhand@ediindia.org

Puducherry

Puducherry Project Office
District Industries Centre, Industrial Estate,
Thattanchavady, Puducherry - 605009
Phone: 9843399155
E-mail: ramp.puducherry@ediindia.org

EDII Affiliates :

- Rwanda-India Entrepreneurship Development Centre (RIEDC), Kigali
- Uzbekistan-India Entrepreneurship Development Centre (UIEDC), Tashkent
- Cambodia-India Entrepreneurship Development Centre (CIEDC), Phnom Penh
- Lao-PDR India Entrepreneurship Development Centre (LIEDC), Vientiane
- Myanmar-India Entrepreneurship Development Centre (MIEDC), Yangon
- Vietnam-India Entrepreneurship Development Centre (VIEDC), Hanoi

