

## 20. ENTREPRENEURSHIP (Code No. 066)

### Rationale

Development of school curriculum is a dynamic process responsive to the society and reflecting the needs and aspiration of its learners. Fast changing society deserves changes in educational curriculum particularly to establish relevance to emerging socio-economic environment; to ensure equity of opportunity and participation and finally promoting concern for excellence. In this context the course on entrepreneurship aims at instilling and stimulating human urge for excellence by realizing individual potential for generating and putting to use the inputs, relevant to social prosperity and thereby ensure decent means of living for every individual.

### Objectives:

- Acquiring Entrepreneurial spirit and resourcefulness
- Familiarization with various uses of human resource for earning dignified means of living
- Understanding the concept and process of entrepreneurship - its contribution in and role in the growth and development of individual and the nation
- Acquiring entrepreneurial quality, competency and motivation
- Learning the process and skills of creation and management of entrepreneurial venture

### CLASS-XI (2017-18)

| S. No. | Unit   | Periods    | Marks      |
|--------|--|------------|------------|
| 1      | Entrepreneurship - What, Why and How               | 15         | 15         |
| 2      | An Entrepreneur                                    | 25         |            |
| 3      | Entrepreneurial Journey                            | 30         | 20         |
| 4      | Entrepreneurship as Innovation and Problem Solving | 30         |            |
| 5      | Understanding the Market                           | 40         | 15         |
| 6      | Business Arithmetic                                | 30         | 20         |
| 7      | Resource Mobilization                              | 30         |            |
|        | PROJECT WORK                                       | 40         | 30         |
|        | <b>Total</b>                                       | <b>240</b> | <b>100</b> |

### THEORY

Total Marks: 70

### Unit 1: Entrepreneurship - What, Why and How

15 Periods

| Contents   | Learning Outcomes   |
|--|---|
| Entrepreneurship - What, Why and How <ul style="list-style-type: none"> <li>● Entrepreneurship - Concept, Functions, Need and Importance</li> <li>● Myths about Entrepreneurship</li> <li>● Pros and Cons of Entrepreneurship</li> </ul> | <b>After going through this unit, the student/ learner would be able to:</b> <ul style="list-style-type: none"> <li>● Understand the concept of Entrepreneurship</li> <li>● Explain the functions of Entrepreneurship</li> <li>● Appreciate the need for Entrepreneurship in our economy</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Process of Entrepreneurship</li> </ul> | <ul style="list-style-type: none"> <li>● State the myths, advantages and disadvantages of Entrepreneurship</li> <li>● Describe the process of Entrepreneurship.</li> </ul> |
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## Unit 2: An Entrepreneur

25 Periods

| Contents  | Learning Outcomes   |
|---|---|
| <p>An Entrepreneur</p> <ul style="list-style-type: none"> <li>● Types of Entrepreneurs</li> <li>● Competencies and characteristics: Ethical Entrepreneurship</li> <li>● Entrepreneurial Value” Values, Attitudes and Motivation</li> <li>● Mindset of an employee and an entrepreneur-difference</li> <li>● Intrapreneur: Importance in any organisation</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between various types of entrepreneurs</li> <li>● Explain the competencies of an Entrepreneur</li> <li>● Understand the concept of Ethics</li> <li>● Appreciate the importance of Ethical Entrepreneurship</li> <li>● Highlight the value of ethics to an entrepreneur</li> <li>● Understand the values, attitudes and motivation required by an Entrepreneur</li> <li>● Differentiate between Entrepreneur and an employee</li> <li>● State the meaning and importance of Intrapreneurship</li> </ul> |

## Unit 3: Entrepreneurship Journey

30 Periods

| Contents  | Learning Outcomes  |
|---|--|
| <p>Entrepreneurship Journey</p> <ul style="list-style-type: none"> <li>● Self Assessment of Qualities, Skills, Resources and Dreams.</li> <li>● Generation of Ideas.</li> <li>● Feasibility Study</li> <li>● Opportunity Assessment</li> <li>● Business Plan Preparation</li> <li>● Execution of Business Plan</li> <li>● Role of Society and Family in the growth of an entrepreneur.</li> <li>● Challenges faced by women in Entrepreneurship.</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify various personality types before starting any venture</li> <li>● Understand the meaning and ways of generating ideas</li> <li>● Explain the concept of types of feasibility study &amp; understand the meaning of importance of opportunity assessment</li> <li>● Understand the concept of Business Plan</li> <li>● Prepare a business plan</li> <li>● Explain how to execute a business plan</li> <li>● Understand the role of society and family in the growth of an Entrepreneur</li> <li>● Understand the reasons for success and failure of Business Plan</li> <li>● Explain the challenges faced by entrepreneur</li> </ul> |

#### Unit 4: Entrepreneurship as Innovation and Problem Solving

30 Periods

| Contents   | Learning Outcomes   |
|--|---|
| <ul style="list-style-type: none"> <li>● Entrepreneurs - as problem solvers.</li> <li>● Innovations and Entrepreneurial Ventures.</li> <li>● Social Entrepreneurship-Concept and Importance</li> <li>● Risk taking-Concept; types of business risks.</li> <li>● The role of technology/ social media in creating new forms of firms, organizations, networks and cooperative clusters.</li> <li>● Barriers to Entrepreneurship.</li> <li>● Support structure for promoting entrepreneurship (various government schemes).</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the role of entrepreneurs as problem solvers</li> <li>● Appreciate the role of innovations in entrepreneurial ventures</li> <li>● Explain the concept and importance of social entrepreneurship</li> <li>● State the meaning of entrepreneurial risk and risk management</li> <li>● Differentiate between internal and external risk</li> <li>● Describe the role played by technology in creation of new forms of business</li> <li>● Explain the different barriers of entrepreneurship</li> <li>● Identify the various support structure available for promoting entrepreneurship</li> </ul> |

#### Unit 5: Understanding the Market

40 Periods

| Contents   | Learning Outcomes  |
|--|--|
| <ul style="list-style-type: none"> <li>● Market- Traditional and E-commerce-Concept and Role</li> <li>● Types of Business: Manufacturing, Trading and Services.</li> <li>● Market Forces: Sellers, consumers and competitors.</li> <li>● Expanding Markets: Local to global, Strategies needed.</li> <li>● Marketing Mix: Concept and Elements.</li> <li>● Pricing and Factors affecting pricing.</li> <li>● Market Survey: Concept, Importance and Process</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the concept of market and its evolution.</li> <li>● Understand the meaning and concept of E-Commerce</li> <li>● Explain the role of E-commerce for the promotion of business community</li> <li>● Understand the concept of Market Environment</li> <li>● Analyse the market environment of Micro and Macro level</li> <li>● Explain the meaning and process of market research</li> <li>● Explain the meaning and process of Market Survey</li> <li>● Appreciate the role of Market Survey as a source of collecting market information.</li> <li>● Understand the strategy of market expansion and development.</li> <li>● Define the concept of business</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Understand the elements of business</li> <li>● Classify the different types of industry</li> <li>● Classify the different types of trade and its auxiliaries</li> <li>● Explain the concept of marketing mix</li> <li>● List out the levels of channels of distribution</li> <li>● Explain the tools of promotion mix</li> <li>● Analyse the factors affecting price determination</li> </ul> |
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**Unit 6: Business Arithmetic**

**30 Periods**

| Contents   | Learning Outcomes   |
|--|---|
| <ul style="list-style-type: none"> <li>● Simplified Cash Register and Record Keeping</li> <li>● Unit of Sale, Unit Price and Unit Cost - for single product or service</li> <li>● Types of Costs - Start up, Variable and Fixed</li> <li>● Income Statement</li> <li>● Cashflow Projections</li> <li>● Break Even Analysis - for single product or service</li> <li>● Taxes</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the meaning of cash register</li> <li>● Understand the concept of cash inflow and outflow of preparing a Cash Register</li> <li>● Understand the importance and technique of preparing a Cash Register.</li> <li>● Understand the meaning and concept of the term Cash Inflow and Cash Outflow.</li> <li>● Explain the terms- Unit Cost, Unit of Sale, Unit Price</li> <li>● Calculate Per Unit Cost of a single product.</li> <li>● Understand the concept of COST and its components Start-up, operational Costs.</li> <li>● Understand the importance and preparation of Income Statement.</li> <li>● Prepare a Cash Flow Projection</li> <li>● Give the meaning of Break even Point</li> <li>● Calculate between volume of a Single product or service</li> <li>● Differentiate between Cash flow &amp; Cash flow Projections</li> <li>● Explain the concept of Profit, its calculation and the impact of direct and indirect expenses on the profit.</li> <li>● Appreciate the importance of Cash Flow Projections in the smooth flow of finances in the business.</li> <li>● Understand the concept of Break Even Analysis.</li> <li>● Understand the meaning and importance of Taxes.</li> </ul> |

**Unit 7: Resource Mobilization****30 Periods**

| Contents  | Learning Outcomes   |
|---|---|
| <ul style="list-style-type: none"> <li>● Types of Resources - Human, Capital and other Resources</li> <li>● Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc.</li> <li>● Role and Importance of a Mentor</li> <li>● Estimating Financial Resources required.</li> <li>● Methods of meeting the financial requirements.</li> <li>● Size and capital based classification of business enterprises.</li> <li>● Various sources of Information</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Give the meaning of Resource Mobilisation</li> <li>● Identify the different types of resources - Physical, Human, Financial, Material, Intangible</li> <li>● Describe the role and importance of a mentor</li> <li>● Estimate the financial requirements of an enterprise</li> <li>● Give the meaning of Business Finance</li> <li>● State the meaning of fixed and working capital</li> <li>● Explain the factors of affecting working capital</li> <li>● Describe the meaning of capital structure</li> <li>● Explain the different sources of finance</li> <li>● Understand the concept of mentorship</li> <li>● Highlight the role and importance of mentor</li> <li>● Classify the business and industry</li> <li>● Identify the various sources for an entrepreneur</li> </ul> |

**Project Work (Any Three)****40 Periods**

- 1) Visit and report of DIC
- 2) Case Study
- 3) Field Visit
- 4) Learn to earn
- 5) Know thy state handicraft

*Refer to the guidelines issued by CBSE.*

## SUGGESTED ALTERNATIVE PROJECT FOR CLASS XI

### Know thy State Handicraft

#### Introduction

The Entrepreneurship students of Class XI will be given this opportunity to understand the ethnic and traditional handicraft work of every state.

Detailed below are complete guidelines to proceed with the project and the expected outcome thereof.

#### Objective

- To find out the traditional handicraft of every state.
- To understand the intricacy involved in the traditional handicraft work.
- To find out the reasons for success/failure of the handicraft.
- To find out innovative ways in which the product could be enhanced to be made more popular.
- To look into various ways to market the handicraft.
- To make entrepreneurship seem do-able.
- To excite the students about entrepreneurship.
- To understand business concepts - planning, organizing, staffing, marketing.
- Survey and analyze the market to understand customer needs.
- To understand the importance of earning/profits.
- To understand the importance of sales and turnover.
- Value the craft, appreciate and respect the effort put into generating it.

#### Process

- Given below are a list of states: Arunachal Pradesh, Mizoram, Manipur, Sikkim, Nagaland, Assam, Meghalaya, Jharkhand, Jammu and Kashmir, Chattisgarh, Telengana, Uttrakhand or any other state.
- The class will be divided into groups of 2/3 members each depending on the class strength.
- Student groups to select a particular state.
- Let the groups, research and find out the traditional handicrafts of that particular state.
- Make a list of all the traditional present in that state.
- Select one particular handicraft **which is not very popular amongst people**.
- Give a complete history of the handicraft-raw materials needed for it, process of making it, number of years since when this handicraft is being done.
- If there is emporium of that particular state in your city, then encourage students to visit the emporium to get a firsthand experience in looking into the product as well as if possible they can interview the manager/craftsman present in the showroom to know more about the handicraft.
- Suggest an innovative way to popularize the product - for e.g.
  1. it can an innovative way to enhance the values of the product itself,
  2. innovative ways to market the product.

**Expected Learning Outcomes from the Project:**

- Presence of mind
- Crisis management/Risk Management - you must take advance from your clients beforehand
- Team work
- Various options to start a business venture
- Quality of the product matters much in the market
- Understanding the needs of the customer
- Any idea can be innovative if its in accordance to people's need
- Marketing strategies

**Project Report**

- Students need to submit a detailed report according to the guidelines mentioned below:
- Introduction - State chosen, reasons for selecting that state
- List of handicrafts in that state
- Selection of a particular handicraft-process, craftsman involved in it, photographs of the process, if possible attach sample of the work
- If possible interview with the craftsman
- Innovative suggestion to enhance the value of the product.

**RUBRICS**

| S.No. | Basis                                    | Marks |
|-------|--|-------|
| 1.    | Group Work                               | 01    |
| 2.    | Innovative Suggestions to the handicraft | 02    |
| 3.    | Details about the Handicraft             | 03    |
| 4.    | Report Presentation                      | 04    |

## QUESTION PAPER DESIGN 2017-18

ENTREPRENEURSHIP

Code No. 066

CLASS-XI

TIME: 3 Hours

Max. Marks: 70

| S. No. | Typology of Questions   | Learning outcomes & testing skills  | Very Short Answer (VSA) (1 Mark) | Short Answer -I (SA-I) (2 Marks) | Long Answer 1 (LA-1) (3 Marks) | Long Answer 2 (LA-2) (4 Marks) | Essay Type (6 Marks) | Total Marks                    | % Weight age |
|--------|---|---|----------------------------------|----------------------------------|--------------------------------|--------------------------------|----------------------|--------------------------------|--------------|
| 1      | <b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)   | <ul style="list-style-type: none"> <li>● Reasoning</li> <li>● Analytical skills</li> <li>● Critical skills</li> </ul> | 2                                | 1                                | 2                              | 1                              | -                    | 14                             | 20%          |
| 2      | <b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)  |   | 1                                | 1                                | 1                              | 1                              | -                    | 10                             | 14%          |
| 3      | <b>Application-</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)                                    |   | 1                                | 2                                | 1                              | -                              | 2                    | 20                             | 29%          |
| 4      | <b>High Order Thinking Skills</b> (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) |   | 1                                | 1                                | 2                              | -                              | 1                    | 15                             | 21%          |
| 5      | <b>Evaluation-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)  |   | -                                | -                                | 1                              | 1+1 (Values-based)             | -                    | 11                             | 16%          |
|        | <b>TOTAL- 3 project (10 marks each) 30</b>  |   | 5x1 =5                           | 5x2 =10                          | 7x3 =21                        | 4x4 =16                        | 3x6 = 18             | 70 (24) (project) (30)         | 100%         |
|        | <b>Estimated Time (in minutes)</b>  |   | 5 min                            | 15 min                           | 42 min                         | 48 min                         | 55 min               | 165 min + 15 min. for revision |              |