

**COURSE STRUCTURE**  
**CLASS–XI (2020-21)**

The course content of Entrepreneurship is divided into 7 units and the project work given as follows. Each unit of the course is accompanied by the comprehensive set of learning outcomes and the competencies which will guide and provide direction for effective learning environment. However, during the course of curriculum delivery other aspects of learning outcomes may also emerge which may be taken into account by teachers for the holistic understanding of the subject.

**One Theory Paper**  
**Time: 3 Hours**

**Max. Marks:70**

S. No.	Unit	No. of Periods	Marks
1	Entrepreneurship: Concept and Functions	15	15
2	An Entrepreneur	25	

<b>3</b>	Entrepreneurial Journey	30	<b>20</b>
<b>4</b>	Entrepreneurship as Innovation and Problem Solving	30	
<b>5</b>	Concept of Market	40	<b>15</b>
<b>6</b>	Business Finance and Arithmetic	30	<b>20</b>
<b>7</b>	Resource Mobilization	30	
	<b>PROJECT WORK</b>	40	<b>30</b>
	<b>Total</b>	<b>240</b>	<b>100</b>

## COURSE CONTENT

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Unit 1: Entrepreneurship: Concept and Functions		15 Periods
Contents		Learning Outcomes
Competencies- Vision, Decision making, Logical, Critical and Analytical Thinking, Managing Skills		
<ul style="list-style-type: none"><li>• Entrepreneurship – Concept, Functions and Need</li><li>• Why Entrepreneurship for You</li><li>• Myths about Entrepreneurship</li><li>• Advantage and Limitations of Entrepreneurship</li><li>• Process of Entrepreneurship</li><li>• Entrepreneurship – The Indian Scenario</li></ul>	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"><li>• Appreciate the need for Entrepreneurship in our economy</li><li>• Assess how entrepreneurship can help shape one's career</li><li>• Examine the myths, advantages and limitations of Entrepreneurship</li><li>• Describe the steps in the process of Entrepreneurship</li><li>• Discuss the current scenario of Entrepreneurial activity in India</li></ul>	
Unit 2: An Entrepreneur		25 Periods
Competencies: Need Achievement, Motivation, Ethics, opportunity seeking, Passion, Independence		
Contents		Learning Outcomes

<ul style="list-style-type: none"> <li>• Why be an Entrepreneur</li> <li>• Types of Entrepreneurs</li> <li>• Competencies and characteristics</li> <li>• Entrepreneurial Values, Attitudes and Motivation</li> <li>• Intrapreneur: Meaning and Importance</li> </ul>	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the motivation to become an entrepreneur</li> <li>• Differentiate between various types of entrepreneurs</li> <li>• Explain the competencies of an Entrepreneur</li> <li>• Appreciate the importance of Ethical Entrepreneurship</li> <li>• Appreciate the difference between Entrepreneur and Intrapreneur</li> </ul>
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<b>Unit 3: Entrepreneurial Journey</b>		<b>30 Periods</b>
<b>Competencies:</b> <b>Scanning the environment; Information seeking; creativity; Innovativeness; divergent thinking; Perseverance</b>		
<b>Contents</b>		<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Self-Assessment of Qualities, Skills, Resources and Dreams</li> <li>• Idea generation.</li> <li>• Feasibility Study and opportunity assessment</li> <li>• Business Plan: meaning, purpose and elements</li> <li>• Execution of Business Plan</li> </ul>		<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> <li>• Assess their own entrepreneurial qualities and competencies</li> <li>• Understanding ways of idea generation.</li> <li>• Discuss the concept of types of feasibility study</li> <li>• Draft a basic business plan</li> <li>• Understand the reasons for success and failure of business plan</li> </ul>
<b>Unit 4: Entrepreneurship as Innovation and Problem Solving</b>		<b>30 Periods</b>
<b>Competencies: Risk taking; Determination; Initiative; problem solving ability; Adaptability to changing technologies</b>		
<b>Contents</b>		<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Entrepreneurs as problem solvers</li> <li>• Innovations and Entrepreneurial Ventures – Global and Indian</li> <li>• Role of Technology – E-commerce and Social Media</li> <li>• Social Entrepreneurship - Concept</li> <li>• Risk Taking-Concept and types</li> </ul>		<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the role of entrepreneurs as problem solvers</li> <li>• Appreciate the role of global and Indian innovations in entrepreneurial ventures</li> <li>• Understand the use of technology and digitization for new businesses.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the concept of social entrepreneurship</li> <li>• Analyse the risk in entrepreneurial ventures</li> </ul>
<b>Unit 5: Concept of Market</b>	
<b>40 Periods</b>	
<b>Competencies: Task oriented, Opportunity seeking, resourcefulness, organizational skills, Analytical and logical reasoning</b>	
<b>Contents</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Market; Concept, Types</li> <li>• Micro and Macro Market Environment</li> <li>• Market Research - Concept, Importance and Process</li> <li>• Marketing Mix</li> </ul>	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> <li>• Scan the market environment</li> <li>• Learn how to conduct market research</li> <li>• Understand the elements of marketing mix</li> </ul>
<b>Unit 6: Business Finance and Arithmetic</b>	
<b>30 Periods</b>	
<b>Competencies: Arithmetic skills, critical analysis, decision making, self-confidence, problem solving.</b>	
<b>Contents</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <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>• Cash flow projections</li> <li>• Break Even Analysis - for single product or service</li> </ul>	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> <li>• Discuss- Unit Cost, Unit of Sale, Unit Price of a product or service</li> <li>• Understand the components of COST - Start-up and operational costs</li> <li>• Prepare Income Statement and cash flow projection</li> </ul>

	<ul style="list-style-type: none"> <li>• Calculate break even of single product and service</li> <li>• Differentiate between Cash flow &amp; Cash flow projections</li> <li>• Appreciate the importance of Cash Flow Projections in the smooth flow of finances in the business</li> </ul>
<b>Unit 7: Resource Mobilization</b> <span style="float: right;"><b>30 Periods</b></span>	
<b>Competencies: Resourcefulness; Collaboration; Managing Risk; Organizational Skills; Informed Decision Making</b>	
Contents	Learning Outcomes
<ul style="list-style-type: none"> <li>• Types of Resources –Physical, Human, Financial and Intangible.</li> <li>• Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc.</li> <li>• Estimating Financial Resources requirement</li> <li>• Methods of meeting the financial requirements</li> <li>• Size and capital-based classification of business enterprises.</li> </ul>	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different types of resources tools – Physical and material, Human, Financial, Intangibles</li> <li>• Discuss the methods to secure business finance.</li> <li>• Appropriate use of debt and equity in estimating the financial requirements of an enterprise</li> <li>• Explain the difference, advantages and disadvantages of Debt and Equity</li> <li>• Estimate the financial requirements of an enterprise</li> <li>• Understand the meaning of fixed and working capital</li> </ul>

<b>Project Work (Any Two files)</b>	<b>40 Periods</b>
<ol style="list-style-type: none"> <li>1. Visit of the District Industries Centre and prepare a report of activities and programs undertaken by them</li> <li>2. Conduct a case study of any entrepreneurial venture in your nearby area.</li> <li>3. Field Visit: Visit any business firm near your locality; interact with the owner of the business firm and prepare a field report on parameters like: type of business, scale of business, product/service dealing in, target customer, problems faced and measures to solve the faced challenges.</li> <li>4. Learn to Earn</li> <li>5. Know your State Handicraft and Handlooms as a means of economic activity for the livelihood of people and intellectual property rights attached to them for the promotion of local specific skills.</li> </ol> <ul style="list-style-type: none"> <li>• 10 Marks each for 02 Projects</li> <li>• 5 Marks for Numerical Assessment</li> <li>• 5 Marks for Viva</li> </ul> <p><b>Note: Students need to complete two projects. Guidelines for project are given in the CBSE Textbook.</b></p>	



**ENTREPRENEURSHIP (Code no. 066)**  
**QUESTION PAPER DESIGN**  
**CLASS XI (2020-21)**

Time: 3 Hours

Max Marks: 70 Theory+ 30 External Assessment (Project Based+ VIVA by an external examiner)

S.No.	Competencies	Total Marks	% Weightage
1.	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, listing elements, terms and basic concepts</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	20	28.5%
2.	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways.</p>	30	43%
3.	<p><b>Analysing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations, integrated learning; Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	20	28.5%
	<b>TOTAL</b>	<b>70</b>	<b>100%</b>