

ENTREPRENEURSHIP
CLASS XI (2021-22)
(CODE NO. 066)

Rationale

School curriculum is a dynamic process. It continuously evolves itself reflecting the needs and aspirations of learners. In recent times, our society is influenced by knowledge creation and technological advancements. Competencies affecting Innovation and creativity have become important in all walks of life, including business context. This makes entrepreneurship education even more important for enhancing quality of life.

Entrepreneurship plays an influential role in the economic growth and development of the country. As the world economy is changing so is the dynamism of the business world. The aim of this course is to instill and kindle the spirit of Entrepreneurship amongst students. The idea of this course is to create “job providers rather than job seekers”.

Objectives:

- To develop Entrepreneurial mindset among Higher Secondary School children.
- To encourage school children to opt for self-employment as a viable option for earning dignified means of living.
- To enable students to appreciate the dynamic changes happening in the economy.
- To acquaint the students about the role of Entrepreneurship in the growth and economic development of the nation.
- To promote Entrepreneurship as life-skills to improve quality of life, skills of creation and management of entrepreneurial pursuits.

COURSE STRUCTURE
CLASS–XI (2021-22)

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

COURSE CONTENT

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">• Entrepreneurship – Concept, Functions and Need• Myths about Entrepreneurship• Advantages and Limitations of Entrepreneurship• Process of Entrepreneurship• Entrepreneurship – The Indian Scenario	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none">• Understand the concept of Entrepreneurship• Explain the functions of an Entrepreneur• Appreciate the need for Entrepreneurship in our economy• Assess how entrepreneurship can help shape one's career• State the myths, advantages and limitations of Entrepreneurship• Discuss the steps in the process of Entrepreneurship• Describe the current scenario of Entrepreneurial activity in India	
Unit 2: An Entrepreneur		25 Periods
Competencies: Need Achievement, Motivation, Ethics, opportunity seeking, Passion, Independence		
Contents		Learning Outcomes
<ul style="list-style-type: none">• Why be an Entrepreneur• Types of Entrepreneurs• Competencies and characteristics• Entrepreneurial Values, Attitudes and Motivation• Intrapreneur: Meaning and Importance	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none">• Understand the motivation to become an entrepreneur• Differentiate between various types of entrepreneurs• Explain the competencies of an Entrepreneur• Appreciate the importance of values, attitude and motivation for an Entrepreneur• Appreciate the difference between Entrepreneur and Intreprenuer	

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

Unit 5: Concept of Market		40 Periods
Competencies: Task oriented, Opportunity seeking, resourcefulness, organizational skills, Analytical and logical reasoning		
Contents		Learning Outcomes
<ul style="list-style-type: none"> • Market; Concept, Types • Micro and Macro Market Environment • Market Research - Concept, Importance and Process • Marketing Mix 		<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the market and its types • Scan the market environment in the light of factors affecting market environment • Learn how to conduct market research • Understand the elements of marketing mix
Unit 6: Business Finance and Arithmetic		30 Periods
Competencies: Arithmetic skills, critical analysis, decision making, self-confidence, problem solving.		
Contents		Learning Outcomes
<ul style="list-style-type: none"> • Unit of Sale, Unit Price and Unit Cost - for single product or service • Types of Costs - Start up, Variable and Fixed • Break Even Analysis - for single product or service 		<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Discuss- Unit Cost, Unit of Sale, Unit Price of a product or service • Understand the components of COST - Start-up and operational costs • Calculate break even of single product and service

Unit 7: Resource Mobilization		30 Periods
Competencies: Resourcefulness; Collaboration; Managing Risk; Organizational Skills; Informed Decision Making		
Contents		Learning Outcomes
<ul style="list-style-type: none"> Types of Resources –Physical, Human, Financial and Intangible. Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc. Estimating Financial Resources requirement Methods of meeting the financial requirements Size and capital based classification of business enterprises. 		<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> Identify the different types of resources tools – Physical and material, Human, Financial, Intangibles Discuss the methods to secure business finance. Appropriate use of debt and equity in estimating the financial requirements of an enterprise Explain the difference, advantages and disadvantages of Debt and Equity Estimate the financial requirements of an enterprise Understand the meaning of fixed capital and working capital Understand the classification of business enterprise on the basis of size and capital
Project Work (Any Two files) 40 Periods		
<ol style="list-style-type: none"> Visit of the District Industries Centre and prepare a report of activities and programmes undertaken by them Conduct a case study of any entrepreneurial venture in your nearby area. 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. Learn to Earn 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. <ul style="list-style-type: none"> 10 Marks each for 02 Projects 5 Marks for Numerical Assessment 5 Marks for Viva <p>Note: Students need to complete two projects. Guidelines for project are given in the CBSE Textbook.</p>		

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QUESTION PAPER DESIGN
CLASS XI (2021-22)

Time: 3 Hours

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

S.No.	Typology of Questions	VSA - Objective Type (1 mark)	SA -I (2 marks)	SA-II (3 Marks)	LA- I (4 Marks)	LA (5 Marks)	Total Marks	% Weightage
1.	Remembering: Exhibit memory of previously learned material by recalling facts, listing elements, terms and basic concepts Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	16	-	-	01	-	20	28.5%
2.	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways.	-	5	2	1	2	30	43%
3.	Analysing and Evaluating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support	-	2	1	2	1	20	28.5%

	<p>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>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>							
	TOTAL	16 Q	7 Q	3 Q	4 Q	3 Q	33 Questions	100%

RUBRICS FOR QP 2021-22

Section	1 mark	2 marks	3 marks	4 marks	5 marks	Total no. of Questions	Marks	%
Section A This Section includes: 5 Multiple choice questions 5 Fill in the blanks 10 Questions based on remembering and understanding basis with elements of application and identification.	16	--	--	01	--	20	20	28.5 %

Section B This section includes 2,3,4 and 5 marker questions that are source based , case study based , paragraph based, integrated approach of the text.	--	5	2	1	2	10	30	43%
Section C This section includes 2,3,4 and 5 marker questions that are evaluative, analytical, creating, contracting.	--	2	1	2	1	6	20	28.5%
No. of Questions	16	7	3	4	3	33		
Total marks							70	100%