

ENTREPRENEURSHIP

(CODE NO. 066)

CLASS XI (2021-22)

Term-Wise Curriculum

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)

S. No.	Unit	No. of Periods	Marks
Term 1			
Unit 1	Entrepreneurship: Concept and Functions	15	15
Unit 2	An Entrepreneur	25	
Unit 3	Entrepreneurial Journey	30	20
Unit 4	Entrepreneurship as Innovation and Problem Solving	30	
	PROJECT WORK (Part 1)	20	15
Term 2			
Unit 5	Understanding the Market	40	15
Unit 6	Business Finance and Arithmetic	30	20
Unit 7	Resource Mobilization	30	
	PROJECT WORK (Part 2)	20	15
	Total	240	100

Students would prepare only **ONE project** in the entire academic session, which is divided into 2 terms i.e. Term I and Term II.

COURSE CONTENT

TERM 1 (35 Marks)

Unit 1: Entrepreneurship: Concept and Functions		15 Periods
Competencies - Vision, Decision making, Logical, Critical and Analytical Thinking, Managing Skills		
Contents	Learning Outcomes	
<ul style="list-style-type: none"> • Entrepreneurship – Concept, Functions and Need • Why Entrepreneurship for You • Myths about Entrepreneurship • Advantage 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 Ethical Entrepreneurship • Appreciate the difference between Entrepreneur and Intrapreneur 	

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"> • 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"> • 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 		<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

TERM 2 - (35 Marks)	
Unit 5: Understanding the 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"> • Scan the 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. 	<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

PROJECT WORK

Students have to do only **ONE project** in the entire academic session.

They have the option to choose any **ONE project from the below mentioned topics.**

1. Visit of the District Industries Centre and prepare a report of activities and programs undertaken by them
2. Conduct a case study of any entrepreneurial venture in your nearby area.
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.
4. Learn to Earn
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.

1. The objectives of the project work:

Objectives of project work are to enable learners to:

- probe deeper into personal enquiry, initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII.
- analyse and evaluate real world scenarios using theoretical constructs and arguments
- demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- follow up aspects in which learners have interest
- develop the communication skills to argue logically

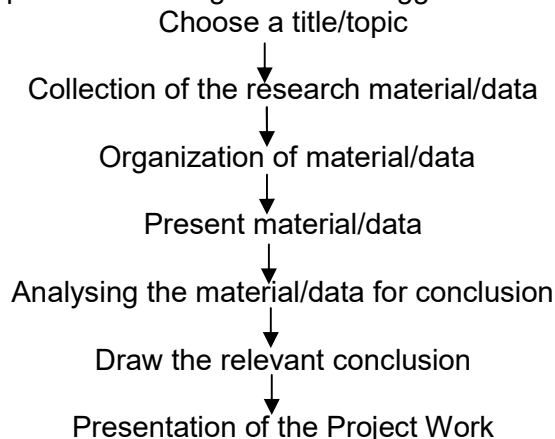
2. Role of the teacher:

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- help each learner select the topic after detailed discussions and deliberations of the topic;
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- guide the research work in terms of sources for the relevant data;
- ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

3. **Steps involved in the conduct of the project:**

Students may work upon the following lines as a suggested flow chart:



- The project work can be in the form of Power Point Presentation/Exhibition/Skit /albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired/differently-abled candidates can be performed as per the choice of the student.

4. **Expected Checklist for the Project Work:**

- Introduction of topic/title
- Identifying the product/service/entrepreneur
- Identify the State handicraft
- Various stakeholders and effect on each of them
- Use of different tools for market assessment and it's analysis
- Calculation of various costs involved in the selling process
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

5. **Term-Wise Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students to be assessed during the two terms.

30 marks assigned for Project Work is divided into 2 terms in the following manner:

TERM-I PROJECT WORK (Part 1): 15 Marks

The teacher will assess the progress of the project work in the term I in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
1-3 July-September	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and Objective of the Study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Key Words, Methodology, Questionnaire, Data Collection.	10
4-5 October-November	Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
October-November	Mid-term Assessment by internal examiner		15

TERM- II - PROJECT WORK (Part 2): 15 Marks

The teacher will assess the progress of the project work in the term II in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
6-7 December-January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and Overall Presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
8 January/February	Final Assessment and VIVA by Internal Examiner	Numerical assessment of BEP/EOQ Internal Viva based on the project	5 5
		TOTAL	15

6. Viva-Voce

- At the end of the stipulated term, each learner will present the research work in the Project File to the Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.
- In case of any doubt, authenticity should be checked and verified.

Guidelines to do the project is given in the textbook