

**COURSE STRUCTURE
CLASS–XI (2024-25)**

Theory Paper

Time: 3 hours

Maximum marks: 70

S. No.	Unit	No. of Periods	Marks
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	
Unit 5	Understanding the Market	40	15
Unit 6	Business Finance and Arithmetic	30	20
Unit 7	Resource Mobilization	30	
	PROJECT WORK	40	30
	Total	240	100

COURSE CONTENT

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"> • Understand 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 	

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 resource tools – Physical and material, Human, Financial, Intangibles

PROJECT WORK

Students have to do **TWO projects** in the entire academic session.

Assessment details for the project work:

- 10 Marks each for 02 Projects
- 5 Marks for Numerical Assessment
- 5 marks for Viva Voce

TOPICS FOR THE PROJECT:

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

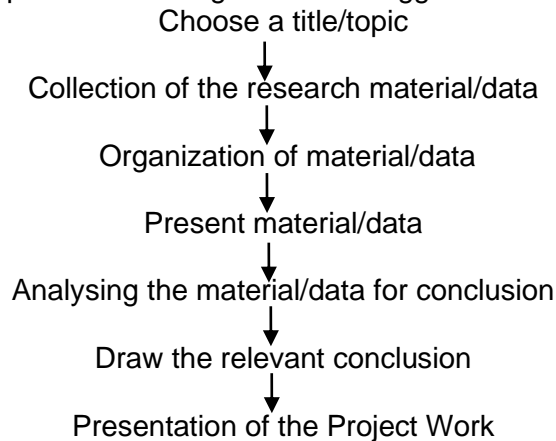
2. Role of the teacher:

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:



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. Viva-Voce

- At the end of the academic session, 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.

Note: Students need to complete two projects. Guidelines for project are given in the CBSE Textbook.

ENTREPRENEURSHIP (Code no. 066)
QUESTION PAPER DESIGN
CLASS XI (2024-25)

S N	Competencies	Total Marks	% Weightage
1.	<p>Remembering: Exhibit memory of previously learned material by recalling facts, listing elements, terms and basic concepts</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	20	28.5%
2.	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways.</p>	30	43%
3.	<p>Analysing and Evaluating: 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>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	20	28.5%
TOTAL		70	100%