

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

**Theory Paper**

**Time: 3 hours**

**Maximum marks: 70**

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

## COURSE CONTENT

<b>Unit 1: Entrepreneurship: Concept and Functions</b>		<b>15 Periods</b>
<b>Competencies- Vision, Decision making, Logical, Critical and Analytical Thinking, Managing Skills</b>		
<b>Contents</b>		<b>Learning Outcomes</b>
<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>• Understand the concept of Entrepreneurship</li> <li>• Explain the functions of an Entrepreneur</li> <li>• Appreciate the need for Entrepreneurship in our economy</li> <li>• Assess how entrepreneurship can help shape one's career</li> <li>• State the myths, advantages and limitations of Entrepreneurship</li> <li>• Discuss the steps in the process of Entrepreneurship</li> <li>• Describe the current scenario of Entrepreneurial activity in India</li> </ul>
<b>Unit 2: An Entrepreneur</b>		<b>25 Periods</b>
<b>Competencies: Need Achievement, Motivation, Ethics, opportunity seeking, Passion, Independence</b>		
<b>Contents</b>		<b>Learning Outcomes</b>
<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>

<b>Unit 3: Entrepreneurship Journey</b>		<b>30 Periods</b>
<b>Competencies: 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>• 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>• Understand 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> </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> <li>• Discuss the concept of social entrepreneurship</li> </ul>	

<b>Unit 5: Understanding the 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>• 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>• Calculate break even of single product and service</li> </ul>	

<b>Unit 7: Resource Mobilization</b>		<b>30 Periods</b>
<b>Competencies: Resourcefulness; Collaboration; Managing Risk; Organizational Skills; Informed Decision Making</b>		
<b>Contents</b>		<b>Learning Outcomes</b>
<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> </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 resource tools – Physical and material, Human, Financial, Intangibles</li> </ul>

## **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

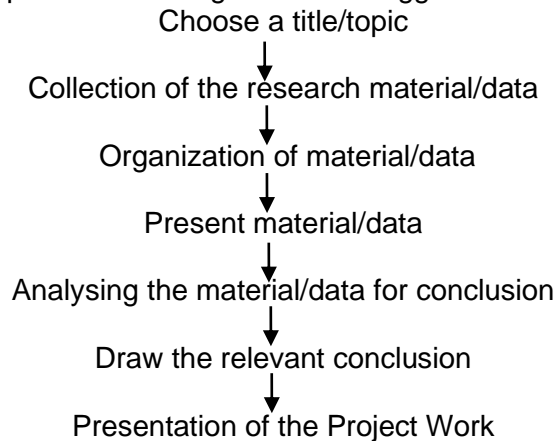
### **2. Role of the teacher:**

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 its 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)**

<b>S N</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
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>