

## 20. ENTREPRENEURSHIP (Code No. 066)

### Rationale

Development of school curriculum is a dynamic process responsive to the society and reflecting the needs and aspiration of its learners. Fast changing society deserves changes in educational curriculum particularly to establish relevance to emerging socio-economic environment; to ensure equity of opportunity and participation and finally promoting concern for excellence. In this context the course on entrepreneurship aims at instilling and stimulating human urge for excellence by realizing individual potential for generating and putting to use the inputs, relevant to social prosperity and thereby ensure decent means of living for every individual.

### Objectives:

- Acquiring Entrepreneurial spirit and resourcefulness
- Familiarization with various uses of human resource for earning dignified means of living
- Understanding the concept and process of entrepreneurship - its contribution in and role in the growth and development of individual and the nation
- Acquiring entrepreneurial quality, competency and motivation
- Learning the process and skills of creation and management of entrepreneurial venture

**ENTREPRENEURSHIP (Code No. 066)**  
**CLASS-XII (2018-19)**

| S. No. | Unit                          | Periods    | Marks      |
|--------|-------------------------------|------------|------------|
| 1      | Entrepreneurial Opportunities | 40         | 30         |
| 2      | Plentrepreneurial Planning    | 40         |            |
| 3      | Enterprise Marketing          | 40         | 20         |
| 4      | Enterprise Growth Strategies  | 20         |            |
| 5      | Business Arithmetic           | 40         | 20         |
| 6      | Resource Mobilization         | 20         |            |
|        | Project Work                  | 40         | 30         |
|        | <b>Total</b>                  | <b>240</b> | <b>100</b> |

**THEORY****Total Marks: 70****Unit 1: Entrepreneurial Opportunities****40 Periods**

| Contents   | Learning Outcomes   |
|--|---|
| <ul style="list-style-type: none"> <li>● Sensing Entrepreneurial Opportunities</li> <li>● Environment Scanning</li> <li>● Problem Identification</li> <li>● Spotting Trends</li> <li>● Creativity and Innovation</li> <li>● Selecting the Right Opportunity</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the concept and elements of business opportunity</li> <li>● Understand the process involved in sensing opportunities</li> <li>● Give the meaning of environment scanning</li> <li>● To understand the need to see the environment</li> <li>● Enlist the various forces affecting business environment</li> <li>● Understand the different fields of ideas</li> <li>● Enlist the various sources of idea fields</li> <li>● Understand the process of transformation of ideas into opportunities</li> <li>● Explain the meaning of trend spotting</li> <li>● Understand the concept of opportunity assessment</li> <li>● Explain the meaning of trend spotting</li> <li>● Identify the different ways of spotting trends</li> <li>● Differentiate the process of creativity and innovation</li> </ul> |

**Unit 2: Entrepreneurial Planning****40 Periods**

| Contents  | Learning Outcomes   |
|---|---|
| <ul style="list-style-type: none"> <li>● Forms of Business Entities - Sole proprietorship, Joint Stock Company - Meaning characteristics and suitability</li> <li>● Business Plan</li> <li>● Organisational plan</li> <li>● Operational plan and production plan</li> <li>● Financial plan</li> <li>● Marketing Plan</li> <li>● Human Resource Planning</li> <li>● Formalities for starting a business</li> </ul> | <p><b>After going through this unit, the student/learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the concept of entrepreneurial planning</li> <li>● Understand the forms of business enterprise</li> <li>● Distinguish among the various forms of Business enterprise</li> <li>● Explain the concept of Business plan</li> <li>● Appreciate the importance of a Business Plan</li> <li>● Describe the various components of Business plan</li> <li>● Differentiate among the various components of Business plan</li> </ul> |

**Unit 3: Enterprise Marketing****40 Periods**

| Contents   | Learning Outcomes  |
|--|--|
| <ul style="list-style-type: none"> <li>● Goals of Business; Goal Setting. SMART Goals</li> <li>● Marketing and Sales strategy</li> <li>● Branding - Business name, logo, tag line</li> <li>● Promotion strategy</li> <li>● Negotiations - Importance and methods</li> <li>● Customer Relations</li> <li>● Vendor Management</li> <li>● Business Failure - Reasons</li> </ul> | <p><b>After going through this unit, the student/learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the goal setting and SMART goals</li> <li>● Enlist the various marketing strategies used in a firm</li> <li>● Explain the concepts of Product, Price, Place and Promotion</li> <li>● Understand the concept of Branding, Packaging and Labelling</li> <li>● Describe the various methods of pricing.</li> <li>● Explain the various channels of distribution</li> <li>● Appreciate and discuss the various factors affecting the channels of distribution</li> <li>● Understand the sales strategy</li> <li>● State the different types of components of sales strategy</li> <li>● Enumerate the different tools of promotion</li> <li>● Understand the meaning and objectives of Advertising</li> <li>● Able to discuss the various modes of Advertising</li> <li>● Will be able to understand the concept of personal selling and sales promotion</li> <li>● Discuss the various techniques of sales</li> </ul> |

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|  | <p>promotion</p> <ul style="list-style-type: none"> <li>● Understand the meaning and methods of negotiation</li> <li>● Understand the concept of customer relationship management</li> <li>● State the importance of Customer Relationship Management</li> <li>● Explain the concept of management in a firm</li> <li>● Explain the concept and importance of vendor management in a firm</li> <li>● Explain the various reasons for business failure</li> </ul> |
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**Unit 4: Enterprise Growth Strategies**

**20 Periods**

| Contents  | Learning Outcomes  |
|---|--|
| <ul style="list-style-type: none"> <li>● Franchising</li> <li>● Merger and Acquisition</li> <li>● Value Chain and Value Addition</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the concept of growth &amp; development of an enterprise</li> <li>● Explain the concept of franchise</li> <li>● Explain the different types of franchise</li> <li>● Explain the advantages and limitations of franchise</li> <li>● Understand growth of a firm is possible through mergers and acquisitions</li> <li>● Explain the different types of mergers</li> <li>● State the meaning and types of acquisitions</li> <li>● Understand the reasons for mergers and acquisitions</li> <li>● Understand the reasons for failure of mergers and acquisitions</li> <li>● Explain the concept of value addition</li> <li>● Describe the different types of Value Addition</li> <li>● State the meaning of value chain</li> <li>● Discuss the Porters Model of Value Chain</li> <li>● Difference between merger and acquisition</li> </ul> |

**Unit 5: Business Arithmetic**

**40 Periods**

| Contents  | Learning Outcomes   |
|---|---|
| <p><b>Business Arithmetic</b></p> <ul style="list-style-type: none"> <li>● Unit of Sale, Unit Cost for multiple products or services</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the concept of Unit Cost</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Break even Analysis for multiple products or services</li> <li>● Importance and use of cash flow projections</li> <li>● Budgeting and managing the finances</li> <li>● Computation of working capital</li> <li>● Inventory control and EOQ</li> <li>● Return on Investment (ROI) and Return on Equity (ROE)</li> </ul> | <ul style="list-style-type: none"> <li>● Understand the concept of unit price</li> <li>● Calculate Break-even point for Multiple products</li> <li>● Understand the meaning of inventory control</li> <li>● Understand the meaning of Economic Order Quantity</li> <li>● Enumerate the meaning of cash flow projection</li> <li>● Explain the concept of working capital</li> <li>● Understand the terminologies- financial management and budgets</li> <li>● Calculate Return on Investment</li> <li>● Explain the concept of Return on Equity</li> </ul> |
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**Unit 6: Resource Mobilization**

**20 Periods**

| Contents   | Learning Outcomes  |
|--|--|
| <p><b>Resource Mobilization</b></p> <ul style="list-style-type: none"> <li>● Angel Investor</li> <li>● Venture Capital Funds</li> <li>● Stock Market - raising funds</li> <li>● Specialized Financial Institutions - Meaning and objectives</li> </ul> | <p><b>After going through this unit, the student/ learner would be able to:</b></p> <ul style="list-style-type: none"> <li>● Understand the need of finance in the Business</li> <li>● Understand the various sources of funds required for a firm</li> <li>● Understand the methods of raising finance in primary market</li> <li>● Understand the importance of secondary market for mobilization or resources</li> <li>● Give the meaning of stock exchange</li> <li>● Raising funds through financial markets</li> <li>● Understand the relevance of stock exchange as a medium through which funds can be raised</li> <li>● Understand the role of SEBI</li> <li>● Explain the concept of angel investors</li> <li>● Explain the concept of venture capital</li> <li>● Explain the objectives played by IDBI, SIDBI, IFCI, NABARD, IIBI, SFC, TFCI, SIDC</li> </ul> |

**Project Work**

**40 Periods**

- 1) Business Plan
- 2) Survey

*Refer to the Guidelines issued by CBSE*

**Prescribed Books:**

1. Entrepreneurship - Class XI- C.B.S.E, Delhi
2. Entrepreneurship - Class XII - C.B.S.E., Delhi

3. Udyamita (in Hindi) by Dr. MMP. Akhouri and S.P Mishra, pub. By National Institute for Entrepreneurship and Small Business Development (NIESBUD), NSIC-PATC Campus, Okhla
4. Everyday Entrepreneurs - The harbingers of Prosperity and creators of Jobs - Dr. Aruna Bhargava.

**Magazines**

1. Udyamita Samachar Patra (Monthly, Hindi), Pub. By centre for Entrepreneurship Development, M.P. (CEDMAP), 60 Jail Road, Jhangerbad, Bhopal-462008.
2. Science Tec. Entrepreneur (A Bi Monthly Publication), centre for Enterprenurship Development, M.P (CEDMAP), 60 Jail Road, Jhangerbad, Bhopal - 462008
3. Laghu Udhhyog Samachar
4. Project Profile by DCSSI

| QUESTION PAPER DESIGN 2018-19 |  |   |                                  |                                  |                                |                                |                      |                                |              |
|-------------------------------|--|---|----------------------------------|----------------------------------|--------------------------------|--------------------------------|----------------------|--------------------------------|--------------|
| ENTREPRENEURSHIP              |  |   | Code No. 066                     |                                  |                                |                                | CLASS-XII            |                                |              |
| TIME: 3 Hours                 |  |   |                                  |                                  |                                |                                | Max. Marks: 70       |                                |              |
| S. No                         | Typology of Questions  | Learning outcomes & testing skills  | Very Short Answer (VSA) (1 Mark) | Short Answer -I (SA-I) (2 Marks) | Long Answer 1 (LA-1) (3 Marks) | Long Answer 2 (LA-2) (4 Marks) | Essay Type (6 Marks) | Total Marks                    | % Weigh tage |
| 1                             | <b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)  | <ul style="list-style-type: none"> <li>● Reasoning</li> <li>● Analytical skills</li> <li>● Critical skills</li> </ul> | 2                                | 1                                | 2                              | 1                              | -                    | 14                             | 20%          |
| 2                             | <b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand Conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)   |   | 1                                | 1                                | 1                              | 1                              | -                    | 10                             | 14%          |
| 3                             | <b>Application-</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)                                     |   | 1                                | 2                                | 1                              | -                              | 2                    | 20                             | 29%          |
| 4                             | <b>High Order Thinking Skills-</b> (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) |   | 1                                | 1                                | 2                              | -                              | 1                    | 15                             | 21%          |
| 5                             | <b>Evaluation-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)   |   | -                                | -                                | 1                              | 1+1 (Values - based)           | -                    | 11                             | 16%          |
|                               | <b>TOTAL - 3 project (10 marks each) 30</b>  |   | 5x1 =5                           | 5x2 =10                          | 7x3 =21                        | 4x4 =16                        | 3x6 =18              | 70 (24) (project) (30)         | 100%         |
|                               | <b>Estimated Time (in minutes)</b>   |   | 5 min                            | 15 min                           | 42 min                         | 48 min                         | 55 min               | 165 min + 15 min. for revision |              |