

ENTREPRENEURSHIP
(Subject Code 177)
Class XII (2026-27)

Time: 3 hours

Maximum marks: 70

S.No.	Unit	Marks
Unit 1	Entrepreneurial Opportunity	30
Unit 2	Entrepreneurial Planning	
Unit 3	Enterprise Marketing	20
Unit 4	Enterprise Growth Strategies	
Unit 5	Business Arithmetic	20
Unit 6	Resource Mobilization	
	Total	70
	Project Work	30
	Total	100

COURSE CONTENT

Unit 1: Entrepreneurial Opportunity	
Competencies: Scanning the environment; Analytical and logical thinking; Innovation and creativity; Decision making; self- confidence.	
Contents	Learning Outcomes
<ul style="list-style-type: none"> • Sensing Entrepreneurial Opportunities • Environment Scanning • Problem Identification • Idea fields • Spotting Trends • Creativity and Innovation • Selecting the Right Opportunity 	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Comprehend the concept and elements of business opportunity • Discuss the process of sensing opportunities • Understand the need to scan the environment • Enlist the various forces affecting business environment • Identify the different idea field

	<ul style="list-style-type: none"> • Understand the concept of opportunity and market assessment • Appreciate the ways in which trends can be spotted • Understand the process of creativity and innovation • Transform ideas into business opportunities
Unit 2: Entrepreneurial Planning	
Competencies: Analytical and critical thinking; personal responsibility; determination; Resourceful; collaboration	
Contents	Learning Outcomes
<ul style="list-style-type: none"> • Forms of business organization- Sole proprietorship, Partnership, Company • Business Plan: concept, format. • Components: Organisational plan; Operational plan; Production plan; Financial plan; Marketing plan; Human Resource plan 	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Recall the meaning of the various forms of business organization • Understand the characteristics of the various forms of business organization • Understand the difference between a Public and Private Company • Appreciate the reasons for a private company being more desirable • Appreciate the concept and importance of a Business Plan • Describe the various components of Business plan • Differentiate among the various components of Business plan • Develop a Business Plan

Unit 3: Enterprise Marketing	
Competencies: Persistence, Negotiation, Collaboration, Ethical behavior, team spirit;	
Contents	Learning Outcomes
<ul style="list-style-type: none"> • Marketing and Sales Strategy • Branding, Logo, Tagline • Promotion Strategy 	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Discuss the various marketing strategies used in a business • Explain Marketing Mix. • Understand the concept of Branding, Packaging and Labeling • Describe the various methods of Pricing • Discuss the various factors affecting the channels of distribution • Understand the concept and types of sales strategy • Discuss different tools of promotion • Appreciate the objectives and different modes of Advertising • Understand the concept of personal selling, sales promotion, public relations • Discuss the various techniques of sales promotion
Unit 4: Enterprise Growth Strategies	
Competencies: Need for achievement, Initiative, Analytical thinking, risk vs reward, collaboration, synergy, leadership,	
Contents	Learning Outcomes
<ul style="list-style-type: none"> • Franchising: Concept and types • Franchising: Advantages and limitations to franchisor and franchisee. • Mergers and Acquisition: Concept, reasons and types. • Reasons for mergers and acquisitions 	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of growth & development of an enterprise • Discuss the concept, types, advantages and limitations of franchising • Appreciate growth of business through mergers and acquisitions • Discuss the different types of mergers and acquisitions • Discuss the reasons for mergers and acquisitions

Unit 5: Business Arithmetic	
Competencies: Arithmetic skills, critical analysis, decision making, self-confidence, problem solving.	
Contents	Learning Outcomes
<ul style="list-style-type: none"> • Unit of Sale, Unit Cost for multiple products or services • Break even Analysis for multiple products or services • Computation of Working Capital • Inventory Control and EOQ • Return on Investment (ROI) and Return on Equity (ROE) 	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of Unit Cost and Unit Price • Calculate Break-even point for Multiple products and services. • Understand the concept of Inventory Control • Compute the working capital of a business. • Calculate Return on Investment; Return on Equity and Economic Order Quantity
Unit 6: Resource Mobilization	
Competencies: Risk taking, Communication, Persuasion, Networking, Ethical behavior	
Contents	Learning Outcomes
<ul style="list-style-type: none"> • Capital Market: Concept • Primary market: Concept, methods of issue • Angel Investor: Features • Venture Capital: Features, funding. 	<p>After going through this unit, the student/ learner would be able to:</p> <ul style="list-style-type: none"> • Understand the need of finance in Business • Discuss the various sources of funds required for a firm • Understand the ways of raising funds in primary market • Appreciate the Angel Investors and Venture Capitalists as a source of business finance.

PROJECT WORK

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

TOPICS FOR THE PROJECT:

1. Business Plan
 2. Market Survey
- 10 Marks each for 02 Projects
 - 5 Marks for Numerical Assessment
 - 5 Marks for Viva

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

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:

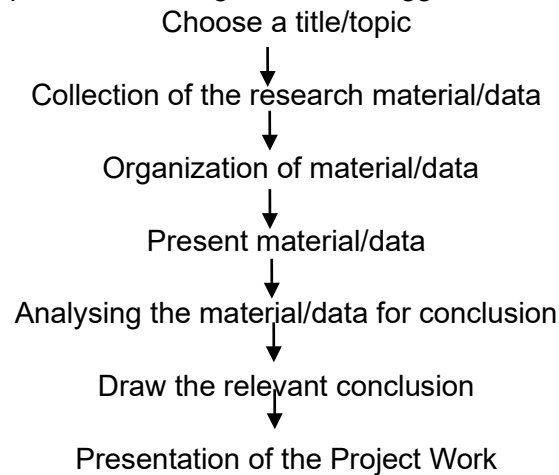
The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- 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
- Various stakeholders and effect on each of them
- Use of different tools for market assessment and it's analysis
- Implication of 4P's in the process of marketing
- Calculation of various costs involved in the business planning 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 External 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*

Prescribed Books:

1. 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

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 Entrepreneurship Development, M.P (CEDMAP), 60 Jail Road, Jhangerbad, Bhopal -462008
3. Laghu Udhog Samachar
4. Project Profile by DCSSI

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QUESTION PAPER DESIGN

SN	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%