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FOR PUNJAB CLASS 11 PREPARATION

PSEB 11th Class Syllabus 2027 Entreprenuership

EXAM	YEAR	TYPE
Punjab Class 11	2027	Syllabus

Punjab School Education Board

Subject Schema and Assessment Framework
for
Entrepreneurship Curriculum

Class 11

Session 2026 - 27

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1. Introduction

1.1 Background and Rationale

We are living through a time of rapid technological change, where innovation and human potential are redefining progress. Across the world, education systems are being reshaped to meet new challenges.

India stands at a crucial moment. With its young population and growing digital landscape, it has a unique opportunity to become a leader in building a fair and knowledge-driven society.

Punjab, known for its perseverance and reformist outlook, must seize this moment to transform its education system. The traditional job market no longer guarantees employment. The future will depend not just on finding jobs but on creating them.

To support this shift, schools must foster a strong entrepreneurial ecosystem, where students learn to spot opportunities, solve real-life problems, and build confidence to start ventures within their communities.

Introducing the concept of employment at the school level helps students understand how the world of work operates and explore diverse career pathways. Equally important are employment skills such as communication, problem-solving, digital literacy, and teamwork, essential for success in any field and best developed early.

In Punjab, where many youth aspire to migrate or face limited local opportunities, building entrepreneurial and employment readiness in schools is essential. It will empower students to create value locally and contribute to a resilient, self-reliant Punjab.

Business is now a core life skill. Whether running a startup, managing a family enterprise, or working in public service, an entrepreneurial mindset, marked by creativity, risk-taking, and adaptability, is critical.

The Business curriculum is a progressive and experiential program designed for Grade 11 students in Punjab Government schools. It introduces learners to the foundational practices and mindsets of Business through a real-world, hands-on Business journey. The program develops problem-solving capacity, social awareness, and creative thinking by enabling students to identify everyday challenges, generate Business ideas, and convert them into actual entrepreneurial ventures.

1.2 Key Features of the Curriculum:

This curriculum has been developed with the guiding principles of the National Curriculum Framework for School Education (NCF), 2023. It introduces students to entrepreneurial thinking through real-life problem-solving, creativity, and experiential learning.

- **Experiential Learning**: Students participate in hands-on activities such as product creation, market surveys, and customer feedback, encouraging learning through direct experience.

- **Promotion of Entrepreneurial Mindset**: The program nurtures traits such as initiative, creativity, resilience, and problem-solving, core to an entrepreneurial way of thinking.

- **Competency-Based Approach**: The curriculum emphasises decision-making, collaboration, critical thinking, and innovation, helping students apply their knowledge meaningfully.

- **Integrated and Holistic Learning**: Concepts such as financial literacy, social responsibility, design thinking, and communication are interwoven to offer a well-rounded entrepreneurial foundation.

Through this initiative, Punjab aims to strengthen school education by fostering a generation of self-driven, creative, and solution-oriented learners who can contribute meaningfully to their communities and beyond.

1.3 Curriculum Goal and Competency

The goal of the Business Skills Curriculum is to nurture an entrepreneurial mindset in students by offering real-world, hands-on experiences that develop critical competencies. These include:

- **Experiential Learning:** Developing businesses through hands-on projects, iterative feedback, and engagement with real markets.

- **Competency-Based Learning:** Fostering creativity in problem-solving, informed decision-making, effective collaboration, and values-driven thinking.

- **Bridging Education and Employability:** Empowering learners to implement their ideas, manage resources, interact with markets, and reflect on results.

2. Learning Outcomes

Students will be able to:

- Demonstrate key entrepreneurial mindsets: grit, independent thinking, innovation, and self-awareness.
- Apply the 3Ps framework (People, Planet, Profit) to generate meaningful Business ideas.
- Collaborate in teams to create, test, and sell a product/service.
- Build and refine a Business pitch to secure seed funding.
- Engage in marketing and sales with real customers in a school or community setting.
- Reflect on their learning journey and present their work at a Business Mela.

3. Curriculum Structure

Chapter No.	Chapter Title	Periods	Remarks
1	**Fundamentals of Entrepreneurship** (Topics like: Nature and Purpose of Business, Forms of Business Organisations, Public, Private and Global Enterprises, Business Services, Emerging Modes of Business, Social Responsibility of Business and Business Ethics, Sources of Business Finance, Small Business, Internal Trade, International Business, Financial Literacy, Business Mindset & Skills)	3	Theoretical
2	**From Idea to Impact – Planning with Purpose** (3Ps for Business, USP, Market Survey, Customer Feedback, Competitor Analysis, Elevator Pitch)		
3	**Planning & Development of Business Idea** (Market Survey, Prototype, Customer Feedback, Competitor Analysis, Pitch)	7	Practical Workbook

4	**Marketing, Showcasing & Outcome** (Online & Offline Marketing Strategies, Trading Experience, Budgeting, Government Schemes, Reflection)	8	Practical Workbook
Total	—	**18 Periods**	

4. Assessment Framework

4.1 Objectives of the Assessment Framework

- To provide a comprehensive assessment of students' practical entrepreneurial skills
- To evaluate employability skills like communication, collaboration, and creativity
- To ensure assessments are rooted in real-world Business tasks
- To offer a holistic picture of student achievement through multiple assessment forms

4.2 Guidelines of Assessment

1. Industry-Relevant and Performance-Based

Reflects contemporary entrepreneurial practices involving product development, pitching, sales, and exhibition.

2. Experiential and Contextual

Evaluates the practical application of ideas through real-world settings such as school sales and local markets.

3. Comprehensive Cognitive Skill Development

Evaluates comprehension, practical application, analytical thinking, and creative ability.

4. Balanced and Authentic

Ensures evaluation through both standard rubrics and real-world variability (e.g., customer interaction, product originality)

4.3 Overall Assessment Schema

Component	Marks
Theory	10
Project Work	40
Total	**50**

4.4 Detailed Assessment Structure

A. Theory (10 Marks)

A written test covering fundamental concepts such as:

Unit	Marks
Chapter 1 – **Fundamentals of Entrepreneurship**	5
Chapter 2 – **From Idea to Impact – Planning with Purpose**	5

Assessment Criteria:

- Knowledge & Recall (3 marks) – Definition-based or factual questions
- Understanding & Application (5 marks) – Scenario-based or reasoning questions
- Analytical & Communication Skills (2 marks) – Short reasoning or interpretation

B.1 Project Work (40 Marks)

Based on observed student work across the 2 chapters:

Unit	Marks
Chapter 3 – **Planning & Development of Business Idea**	40
Chapter 4 – **Marketing, Showcasing & Outcome**	

B.2 Project Work (40 Marks)

The project work will span 640 minutes over multiple sessions and includes:

Component	Marks	Description
Ideation	6	Alignment with People, Planet, Profit
Prototype Development	6	Creativity, Functionality, Relevance
Pitch Presentation	12	Structure, Clarity, Teamwork, Confidence
Marketing & Sales	4	Real customer interaction, Sales recording
Business Showcase	4	Presentation stall, Storytelling, Team collaboration
Reflection Portfolio	4	Goal-setting, learnings, personal growth articulation
Execution Documentation	4	Documenting market survey, pitch draft, and progress (adds up to 38 marks)

B.3 Assessment of 50 Marks

Assessor	Marks	Role
Self-assessment	5	Students reflect on their journey and submit learning logs
Peer-assessment	5	Team members rate each other on collaboration and contribution
Teacher/mentor	40	Assesses overall execution, presentation, engagement, and learning of the project work

Each rubric includes **quantitative scores** and **qualitative descriptors** to ensure fairness and clarity.

Role of Multi-Level Assessments

To build reflective and collaborative learning:

- **Self-Assessment** enables students to take ownership of their growth and reflect on mindset development.
- **Peer-Assessment** builds accountability, teamwork, and insight into collaboration strengths/weaknesses.
- **Teacher Assessment** ensures objectivity in evaluating effort, execution, communication, and learning outcomes.

Rubrics for all three levels will be shared with schools for uniformity.

D. Grading Criteria:

Marks Range	Grade
Above 90%	A+
80% - 90%	A
70% - 80%	B+
60% - 70%	B
50% - 60%	C+
40% - 50%	C
33% - 40%	D
Below 33%	E

5. Pedagogical Approach

- Project-based and experiential learning
- Collaborative learning through team activities
- Integration of local case studies and youth entrepreneurs
- Scaffolded reflection and peer-to-peer feedback
- Supportive teacher facilitation with flexible classroom pacing

6. Resources Required

- Student Workbooks and Teacher Manual
- Recording tools (phones/cameras) for pitch videos
- Sales trackers and portfolio formats
- Venue and display materials for Business Mela

7. Career and Skill Pathways

The Business program equips students with transferable skills that are useful across any job or entrepreneurial path:

Skills Built:

- **Communication:** Pitching, customer interaction, marketing
- **Creative Thinking:** Product design, innovation, branding
- **Critical Thinking:** Problem-solving, decision-making, pricing strategies
- **Collaboration:** Working in diverse teams, leadership, and shared goals

Mindsets Strengthened:

- **Grit:** Persisting through failure, trying again after challenges
- **Innovative Thinking:** Trying new ideas without fear
- **Independent Thinking:** Making informed decisions and owning them
- **Self-awareness:** Understanding one's strengths, preferences, and growth areas

These capabilities give Business curriculum students an edge in:

- Future Business and Startups
- Better employability across retail, marketing, design, customer service, or social enterprise sectors
- Higher education or skill development programs related to Business, innovation, or leadership

8. Implementation and Support

- Teachers will receive orientation on Business pedagogy and assessment methods.
- Sample question papers, rubrics, and Business pitch formats will be shared.
- Schools will be encouraged to host local "Business Mela" as a practical evaluation event.
- Mentorship from local entrepreneurs, investors, and college incubators will be integrated to enhance real-world exposure.