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FOR CBSE SENIOR SECONDARY EXAM PREPARATION

CBSE Senior Secondary 2027 Syllabus · Entrepreneurship

EXAM	YEAR	TYPE	SUBJECT
CBSE Senior Secondary	2027	Syllabus	Entrepreneurship

ENTREPRENEURSHIP (Subject Code 066)

CLASS XI-XII (2025-26)
Class XI-XII (2026-27)

Rationale

School curriculum is a dynamic process. It continuously evolves itself reflecting the needs and aspirations of learners. In recent times, our society is influenced by knowledge creation and technological advancements. Competencies affecting Innovation and creativity have become important in all walks of life, including business context. This makes entrepreneurship education even more important for enhancing quality of life.

Entrepreneurship plays an influential role in the economic growth and development of the country. As the world economy is changing so is the dynamism of the business world. The aim of this course is to instill and kindle the spirit of Entrepreneurship amongst students. The idea of this course is to create “job providers rather than job seekers”.

Objectives:

- To develop Entrepreneurial mindset among Higher Secondary School children.
- To encourage school children to opt for self-employment as a viable option for earning dignified means of living.
- To enable students to appreciate the dynamic changes happening in the economy.
- To acquaint the students about the role of Entrepreneurship in the growth and economic development of the nation.
- To promote Entrepreneurship as life-skills to improve quality of life, skills of creation and management of entrepreneurial pursuits.

ENTREPRENEURSHIP (Subject Code 066)

CLASS-XI (2026-27)

Theory Paper

Time: 3 hours **Maximum marks: 70**

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

COURSE CONTENT

Unit 1: Entrepreneurship: Concept and Functions	
Competencies- Vision, Decision making, Logical, Critical and Analytical Thinking, Managing Skills	
Contents	**Learning Outcomes**
• Entrepreneurship – Concept, Functions and Need • Why Entrepreneurship for You • Myths about Entrepreneurship • Advantage and Limitations of Entrepreneurship • Process of Entrepreneurship • Entrepreneurship – The Indian Scenario	After going through this unit, the student/ learner would be able to: • 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	
Competencies: Need Achievement, Motivation, Ethics, opportunity seeking, Passion, Independence	
Contents	**Learning Outcomes**
• Why be an Entrepreneur • Types of Entrepreneurs • Competencies and characteristics • Entrepreneurial Values, Attitudes and Motivation • Intrapreneur: Meaning and Importance	After going through this unit, the student/ learner would be able to: • 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	
Competencies: **Scanning the environment; Information seeking; creativity; Innovativeness; divergent thinking; Perseverance**	
Contents	**Learning Outcomes**
• Idea generation. • Feasibility Study and opportunity assessment • Business Plan: meaning, purpose and elements • Execution of Business Plan	After going through this unit, the student/ learner would be able to: • 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	
Competencies: Risk taking; Determination; Initiative; problem solving ability; Adaptability to changing technologies	
Contents	**Learning Outcomes**
• Entrepreneurs as problem solvers • Innovations and Entrepreneurial Ventures – Global and Indian • Role of Technology – E-commerce and Social Media • Social Entrepreneurship - Concept	After going through this unit, the student/ learner would be able to: • 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	
Competencies: Task oriented, Opportunity seeking, resourcefulness, organizational skills, Analytical and logical reasoning	
Contents	**Learning Outcomes**
• Market: Concept, Types • Micro and Macro Market Environment • Market Research - Concept, Importance and Process • Marketing Mix	After going through this unit, the student/ learner would be able to: • Scan the market environment • Learn how to conduct market research • Understand the elements of marketing mix
Unit 6: Business Finance and Arithmetic	
Competencies: Arithmetic skills, critical analysis, decision making, self-confidence, problem solving	
Contents	**Learning Outcomes**
• 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	After going through this unit, the student/ learner would be able to: • 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	
Competencies: Resourcefulness; Collaboration; Managing Risk; Organizational Skills; Informed Decision Making	
Contents	**Learning Outcomes**
• Types of Resources – Physical, Human, Financial and Intangible. • Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc.	After going through this unit, the student/ learner would be able to: • 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

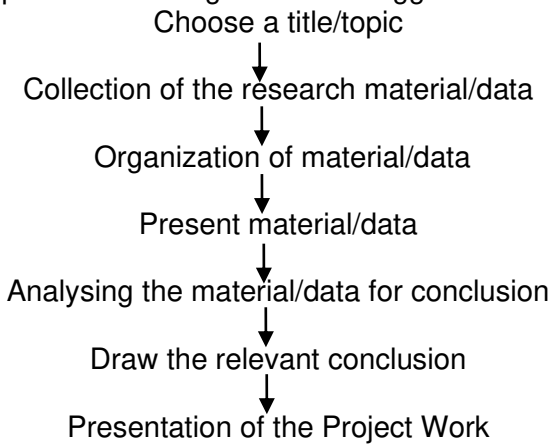
2. Role of the teacher:

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 (Subject Code 066)
QUESTION PAPER DESIGN
CLASS XI (2026-27)

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

ENTREPRENEURSHIP (Subject Code 066)

~~CLASS XII (2025-26)~~

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
• Sensing Entrepreneurial Opportunities • Environment Scanning • Problem Identification • Idea fields • Spotting Trends • Creativity and Innovation • Selecting the Right Opportunity	After going through this unit, the student/ learner would be able to: • 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

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	• 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**
• 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	After going through this unit, the student/ learner would be able to: • 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 theconcept 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**

• Marketing and Sales Strategy • Branding, Logo, Tagline • Promotion Strategy	After going through this unit, the student/ learner would be able to: • 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**
• Franchising: Concept and types • Franchising: Advantages and limitations to franchisor and franchisee. • Mergers and Acquisition: Concept, reasons and types. • Reasons for mergers and acquisitions	After going through this unit, the student/ learner would be able to: • 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**

• 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)	After going through this unit, the student/ learner would be able to: • 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**
• Capital Market: Concept • Primary market: Concept, methods of issue • Angel Investor: Features • Venture Capital: Features, funding.	After going through this unit, the student/ learner would be able to: • 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
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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;
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- 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:

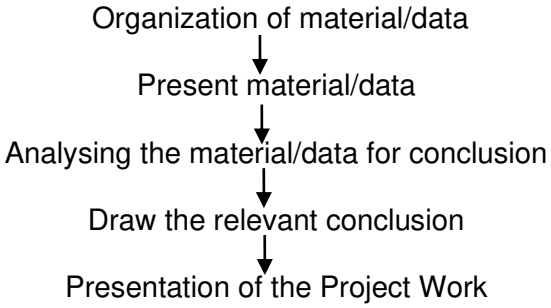
Students may work upon the following lines as a suggested flow chart:

Choose a title/topic

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Collection of the research material/data

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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. 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

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 Udhyog Samachar
4. Project Profile by DCSSI

ENTREPRENEURSHIP (Subject Code 066)
CLASS XII (2025-26)
QUESTION PAPER DESIGN

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3.	**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. **Creating**: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	20	28.5%
	TOTAL	**70**	**100%**