

PRACTICAL WORKBOOK FOR STANDARD XI

GENERAL FOUNDATION COURSE

LIST OF PRACTICALS/ ASSIGNMENTS

FIRST TERM

1. Self - Assessment Profile.
2. Profile of a local successful Entrepreneur.
3. Profile of an Entrepreneur from print or electronic media (newspapers, magazines, journals, televisions, internet, books, etc.)
4. Information on local skill base (Human Resource)
5. Brain storming for business opportunities.
6. Value addition assignment for business opportunities.
7. Business opportunities from daily newspapers.
8. Potential business opportunities with existing entrepreneurs (ancillary units)

SECOND TERM

1. Information on local resources (Raw material – agricultural, forest, mining, garbage, etc.)
2. A Report on EDP organised by your institution.
3. Industrial visit with entrepreneurial perspective.
4. An exercise on brain/mind maps.
5. Information on institutional finance to entrepreneurs from commercial banks and other financial institutions.
6. Information on institutional support to entrepreneurs other than banks.
7. Information on business opportunities after visiting trade fairs and exhibitions.
8. Visit to a local polluted site.
9. Study of simple eco system.

FIRST TERM

1. Self - Assessment Profile-

Copy of the questionnaire will be provided to the teachers. The teacher is expected to explain the different aspects of the questionnaire and guide the students to prepare the self- assessment profile individually.

2. Profile of a local successful Entrepreneur-

Teachers will be provided with the guidelines from which a questionnaire should be prepared so that the students can use the same to collect information about a successful Entrepreneur. Guidelines are attached.

3. Profile of an Entrepreneur from print or electronic media (newspapers, magazines, journals, televisions, internet, books, etc.)-

Teachers have to guide the students to collect information from the above mentioned sources on the following points:

- a) Name of the Entrepreneur.
- b) Name of the Enterprise.
- c) Nature of the business.
- d) Reasons why the Entrepreneur took up that particular business.
- e) Requirements of raw-materials, machinery, equipment, manpower, etc.
- f) Brief manufacturing process if any.
- g) Distribution process – how is the product being marketed.
- h) What is the expected profitability?
- i) Where are the customers located?
- j) Who are the competitors and what measures can be taken to face competition.

4. Information on local skill base (Human Resource)-

Student has to identify the local skills available in his /her particular area. Student has to conduct a survey of the concerned locality by visiting at least 10 – 12 houses in his/her area and prepare a report based on the survey.

5. Brain storming for business opportunities-

This is a group activity.

Teacher has to divide the class into 4 – 5 groups. Each group should be assigned a theme. Brain storming should be done by the group based on the theme and a report should be prepared of the same. Each student has to have a handwritten copy of the report prepared by the respective group.

Topics for the theme- Examples:

- a) Businesses in the coastal areas.
- b) Businesses near the railways station, bus stand, etc.
- c) Seasonal businesses – climatic (summer, winter, rainy), festivals (Ganesh, Diwali, Christmas, Ramzan and the like), occasions (feasts, fairs, jatra and the like).

6. Value addition assignment for business opportunities-

Student is expected to take a particular product or service and suggest different ways of adding value to the product or service in order to increase its marketability.

Example of product: A bouquet of flowers.

Value addition can be done by using attractive ribbons, wrappers cards, etc.

Examples of a service: cab/transport service, telephone booking, air- conditioning repairs and maintenance service, etc.

7. Business opportunities from daily newspapers-

Teacher has to suggest areas in the newspaper from where students can collect ideas for business.

8. Potential business opportunities with existing entrepreneurs (ancillary units)-

Students have to identify an enterprise which is dependent on services of ancillary units (small businesses which can supply certain parts of the product as per specifications).

Example: a footwear company which requires the services of cobblers, leather vendors, manufacturers of shoe- soles, rivets, laces, buckles, etc.

Instructions for assignments for the First term

Note:

1. Each student has to prepare three assignments in the first term.
2. The first assignment should be compulsorily based on unit 1
3. The second assignment should be based on unit 2 or unit 3.
4. The third assignment should be based on any one unit from unit 4 to unit 8.

SECOND TERM

- 1. Information on local resources (Raw material – agricultural, forest, mining, garbage, etc.)-** Teacher should instruct the students to prepare an assignment on any one of the raw material.
 - 2. A Report on EDP (Entrepreneurial Development Programme) organised by your institution-** Teacher to invite a resource person from the entrepreneurial or financial field.
 - 3. A report on an industrial visit with the entrepreneurial perspective-** Teacher has to arrange a field visit to any industry and the student has to prepare a report on the same.
 - 4. An exercise on brain/mind maps-** The teacher asks the students to prepare step by step business plan.
 - 5. Information on institutional finance to entrepreneurs from commercial banks and other financial institutions-** Student should visit any one financial institution and collect information on financial assistance provided to entrepreneurs.
 - 6. Information on institutional support to entrepreneurs other than banks-** Example: EDC, CMRY, KVIB, GIDC, PMRY, GHRSSIDC, etc.
 - 7. Information on business opportunities after visiting trade fairs and exhibitions trade fairs and exhibitions, jattras, etc. -** Students should visit fairs, exhibitions, etc. and prepare a report on the same.
 - 8. Visit to a local polluted site-** Students should visit a local polluted site and prepare a report on the same.
 - 9. Study of simple eco system-** Student should study and write a report on any village.
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Instructions for assignments for the second term

Note:

1. Each student has to prepare three assignments in the second term.
2. The first assignment should be based on any one unit from unit 1 to unit 4.
3. The second assignment should be based on any one unit from unit 5 to unit 7.
4. The third assignment should be based on unit 8 or unit 9.