



Kot Bhalwal, Jammu



Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan

Department of ECE

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Entrepreneurship and Business Strategies
2.	Course Code	HSMC-401
3.	Academic Year	2024-2025
4.	Semester	4th
5.	Number of Lesson plans	30
6.	Faculty Assigned	Ms. Gurpreet Kour Sodhi

Faculty Signature



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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Lesson Plan No. 1	Course Name: Entrepreneurship and Business Strategies Topic: Introduction to Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of entrepreneurs. b. Process the necessary skills and traits required by entrepreneurs
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Introduce the concept of entrepreneurship- Justify the need of this subject in recent times.- Motivate students to consider self-employment.2. Development (30 minutes)<ol style="list-style-type: none">a. Entrepreneur: concept Entrepreneurship: definition Examples of successful entrepreneursb. Major traits an entrepreneur must possessc. Advantages of entrepreneurship.<ul style="list-style-type: none">- Give examples to illustrate how skills differentiate an unsuccessful and a successful entrepreneur.3. Exercise (5 minutes) –<ul style="list-style-type: none">- Ask students about the various schemes government has undertaken for promoting entrepreneurship.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Book: Entrepreneurship and small-scale business: Vardamaan Open University <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions Allow students to answer and discuss.<ol style="list-style-type: none">a) What does entrepreneurship mean to you personally?b) How is entrepreneurship different from traditional business management <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2	Course Name: Entrepreneurship and Business Strategies Topic: Role of innovation in entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand innovation b. Understand the role on innovation in entrepreneurship
Teaching Aids (if any)	PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Introduce the concept of innovation- Define how it is different from invention2. Development (30 minutes)<ul style="list-style-type: none">- Innovation: concept and types- Explain Different Types of Innovation with examples:<ul style="list-style-type: none">- Product Innovation- Process Innovation- Business Model Innovation- Marketing Innovation- Social Innovation- Roles of innovation in entrepreneurship- Examples of some Successful innovators3. Exercise (5 minutes) –<ul style="list-style-type: none">- Ask students the various innovative products they have come across
Closure	Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading <ul style="list-style-type: none">- Book: Entrepreneurship and small-scale business: Vardamaan Open University Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Reflective Questions Allow students to answer and discuss. a) Which entrepreneurial traits do you think you already possess? b) What skills would you need to develop to become a successful entrepreneur? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 3	Course Name: Entrepreneurship and Business Strategies Topic: Types of Entrepreneurs	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Acquire knowledge about different types of entrepreneurs.
Teaching Aids (if any)	PPT
Teaching Development	<p>1. Introduction (5 minutes) What is entrepreneurship? Who is an entrepreneur? Can you name one? - Recap of last lecture</p> <p>2. Development (30 minutes) - Explain the different types of entrepreneurs with examples.</p> <ul style="list-style-type: none">- Drone entrepreneur- Social Entrepreneur- Bill and Melinda Gates Foundation- Goonj- Agriculture Entrepreneur- Women Entrepreneur\- Inventors <p>Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Class Discussion: How can drone entrepreneurs compete with the changing times?-
Closure	Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Reflective Questions Allow students to answer and discuss. a) Which type of entrepreneur do you relate to the most and why? b) How can knowing about different types of entrepreneurs help in your own entrepreneurial journey Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4	Course Name: Entrepreneurship and Business Strategies Topic: Types of Entrepreneurs	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Comprehend the role entrepreneurship play in economic development.
Teaching Aids (if any)	PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <p>What is economic development?</p> <ul style="list-style-type: none">- What are the various economic indicators- Recap of last lecture <p>2. Development (35 minutes)</p> <ul style="list-style-type: none">a. Case of company: Phoolb. Role of entrepreneurship in economic developmentc. How Amul gave employment to rural women? <p>Present the Types of Entrepreneurs in categories:</p> <ul style="list-style-type: none">a. Based on Type of Businessb. Based on the Use of Technologyc. Based on Ownershipd. Based on Motivatione. Based on Growthf. Social Classification <p>Use real-life examples and case studies for each. (E.g., Social Entrepreneur: Kailash Satyarthi, Serial Entrepreneur: Richard Branson, etc.)</p>
Closure	<p>3. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>3. Reflective Questions Allow students to answer and discuss.</p> <ul style="list-style-type: none">a) what ways can entrepreneurship help reduce unemployment?b) How does entrepreneurship contribute to the growth of a country? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 5	Course Name: Entrepreneurship and Business Strategies Topic: Factors affecting Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand various factors impacting entrepreneurship.
Teaching Aids (if any)	b. PPT
Teaching Development	<p>1. Introduction (5 minutes) -Recap of last lecture</p> <p>2. Development (30 minutes) a) List of factors affecting entrepreneurship b) Bifurcating and discussing elements promoting and limiting entrepreneurship Categorize into 6 Key Factors Affecting Entrepreneurship:</p> <p>1. Economic Factors - Availability of capital - Labor market conditions - Infrastructure - Raw material and resources - Market demand</p> <p>2. Social & Cultural Factors - Family background - Education level - Social values - Attitude towards risk and innovation - Community support</p> <p>Example: Communities with strong business traditions like Gujaratis or Marwaris.</p> <p>3. Political & Legal Factors - Government policies and schemes - Regulatory environment - Tax policies - Ease of doing business - IP and patent laws Example: Impact of Startup India and Digital India initiatives.</p>



	<p>4. Psychological Factors</p> <ul style="list-style-type: none">- Need for achievement- Risk-taking ability- Locus of control (internal vs. external)- Motivation and vision- Leadership skills <p>Theory: David McClelland's Theory of Need for Achievement (n-Ach)</p> <p>5. Technological Factors</p> <ul style="list-style-type: none">- Availability and access to new technologies- Innovation culture- R&D support- Digital transformation <p>Example: Growth of food delivery startups using mobile app tech.</p> <p>6. Environmental / Ecological Factors</p> <ul style="list-style-type: none">- Natural resources availability- Environmental regulations- Sustainable practices- Climate and geography <p>Example: Organic farming startups in hilly regions.</p> <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Class Discussion: What role can family play in promoting entrepreneurship?
Closure	<p>4. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>4. Reflective Questions Allow students to answer and discuss.</p> <p>a) What external factors do you think might affect your ability to become an entrepreneur?</p> <p>b) How can personal background and environment shape entrepreneurial decisions?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 6.	Course Name: Entrepreneurship and Business Strategies Topic: Myths and Realities of Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Differentiate between common myths and the actual realities of entrepreneurship through real-life examples and reflection.
Teaching Aids (if any)	b.PPT
Teaching Development	<p>1. Introduction (5 minutes) Briefly narrate the story of Colonel Sanders starting KFC at the age of 65 What does this tell you about age, timing, and success in entrepreneurship? Link this to the idea that many commonly held beliefs about entrepreneurship may not be true.</p> <p>2. Development (30 minutes) Concept: Myths and Realities of Entrepreneurship Break the development phase into sub-topics with examples: a) Meaning of Myths vs. Reality (5 min) Define myth in the entrepreneurial context. Explain the importance of breaking misconceptions. b) Common Myths & Realities (15 min) Discuss the following with real-life counterexamples: Myth 1: Entrepreneurs are born, not made. Myth 2: You need a lot of money to start. Myth 3: Entrepreneurs are risk-takers who gamble. Myth 4: Being your own boss means total freedom. Myth 5: A great idea is all you need.</p> <p>Share how Nike started with limited resources and grew with persistence and smart decisions. Connect how his journey dispels myths like needing huge capital or overnight success.</p> <p>3. Exercise (5 minutes) – <i>Case: “Elon Musk and the risk of launching SpaceX and Tesla.”</i> Students identify entrepreneurial traits displayed</p>
Closure	4. Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	5. Reflective Questions Allow students to answer and discuss. a) What is one myth about entrepreneurship you believed before today, and how has your view changed? b) How might these myths affect someone deciding whether or not to start a business? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 7.	Course Name: Entrepreneurship and Business Strategies Topic: Intrapreneurship and Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Differentiate between Intrapreneurship and Entrepreneurship
Teaching Aids (if any)	b.PPT
Teaching Development	<p>1. Introduction (5 minutes) -Starbucks Case</p> <p>2. Development (35 minutes) Concept of Intrapreneurship</p> <ol style="list-style-type: none"> Meaning Motives Relevance Mc Donald's Happy Mean Difference Similarities <p>Present definitions and characteristics of:</p> <p style="padding-left: 40px;">(i) Entrepreneur (ii) Intrapreneur</p> <p>Use a Venn diagram or table to visually differentiate the two Exercise (5 minutes) –</p> <ul style="list-style-type: none"> - Class Discussion: A case of Apple swipe to unlock will be discussed and students will be asked to identify the various entrepreneurial traits form it.
Closure	<p>4. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>5. Reflective Questions Allow students to answer and discuss.</p> <ol style="list-style-type: none"> In what ways do you see yourself more as an entrepreneur or an intrapreneur? Why is it important for organizations to encourage intrapreneurship? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 7	Course Name: Entrepreneurship and Business Strategies Topic: India's start up revolution– Trends,	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Develop a comprehensive view of Indian Startup
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) -Introduction to startups Development (30 minutes) <ol style="list-style-type: none"> Types of startups Recent trends in startups The rise of venture capital Essentials/ Imperatives for startup <p>Key Startup Trends in India</p> <ol style="list-style-type: none"> Sectoral Trends <ul style="list-style-type: none"> - EdTech (BYJU'S, Unacademy) - FinTech (Paytm, Razorpay) - AgriTech (Ninjacart, DeHaat) Funding Trends <ul style="list-style-type: none"> - Rise in angel investors, incubators, VCs - Major global investors: Sequoia, SoftBank, Tiger Global - Seed funding → Series A/B → IPOs (Zomato, Nykaa) Tech-Driven Innovation <ul style="list-style-type: none"> - AI, ML, Blockchain, IoT, AR/VR driving startup disruption - Low-code/no-code platforms enabling faster MVPs Women & Youth Entrepreneurship <ul style="list-style-type: none"> - Rise in female founders (e.g., Falguni Nayar – Nykaa) - College startups & incubation centers (Atal Tinkering Labs, IICs) Support Ecosystem <ul style="list-style-type: none"> - Govt: Startup India, Standup India, Digital India - Incubators: T-Hub, C-CAMP, iCreate, AICs - Accelerators & hackathons: Smart India Hackathon, Y Combinator India Exercise (5 minutes) – <ul style="list-style-type: none"> - Class Discussion: Students will be asked to come up with the recent startup business ideas which they believe will be a game changer.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none"> Reflective Questions Allow students to answer and discuss. <ol style="list-style-type: none"> How has the startup revolution impacted youth employment in India? Which recent startup trend do you find most inspiring, and why? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 8	Course Name: Entrepreneurship and Business Strategies Topic: The players involved in the ecosystem	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Develop a comprehensive view on the players involved in the ecosystem
Teaching Aids (if any)	PPT
Teaching Development	<p style="text-align: center;">1. Introduction (5 minutes)</p> <p>Narrate the story of Vineeta Singh (SUGAR Cosmetics) – Highlight her as an entrepreneur who also promoted intrapreneurship within her company.</p> <p>What made her entrepreneurial journey different from a corporate innovator working within a company?</p> <p style="text-align: center;">2. Development (30 minutes)</p> <p>Concept: Entrepreneurship vs Intrapreneurship (10 minutes)</p> <ul style="list-style-type: none">- Meaning & Definitions- Key Similarities: Innovation, risk-taking, leadership- Key Differences: Ownership, resource control, reward mechanisms- Example:<ul style="list-style-type: none">- Entrepreneur: Byju Raveendran (Byju's)- Intrapreneur: Ken Kutaragi (Sony – PlayStation creator) <p>India's Startup Revolution (10 minutes)</p> <ul style="list-style-type: none">- Trends: Growth in tech, fintech, edtech, and agritech- Imperatives: Digital India, Startup India policy- Benefits: Employment, innovation, GDP growth <p>Key Players in the Ecosystem:</p> <ul style="list-style-type: none">- Government (Startup India)- Investors (VCs, angel investors)- Incubators (NASSCOM, IITs)- Startups (Zomato, Ola, Paytm) <p>Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Class Discussion: Role of venture capitalists in startups
Closure	2. Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	2. Reflective Questions Allow students to answer and discuss. a) Who do you think plays the most critical role in a startup ecosystem—government, investors, or incubators? Why? b) How can collaboration between these players support a new venture? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 9	Course Name: Entrepreneurship and Business Strategies Topic: The players involved in the ecosystem	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: Define business incubators, understand their role in the startup ecosystem.
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <p>Definition and Purpose (5 minutes)</p> <ul style="list-style-type: none"> - What is a business incubator? - Difference between incubators, accelerators, and co-working spaces - Why startups need them in early stages <p>2. Development (30 minutes)</p> <p>Key Functions/Services of Business Incubators (10 minutes)</p> <ul style="list-style-type: none"> - Mentorship and Coaching - Networking Opportunities - Seed Funding Support - Infrastructure (Office space, Internet, Equipment) - Legal and Administrative Help - Training Programs <p>3. Types of Incubators (5 minutes)</p> <ul style="list-style-type: none"> - University-Based (e.g., NSRCEL at IIM-B) - Corporate Incubators (e.g., T-Hub, Microsoft Accelerator) - Government-Funded (e.g., Atal Incubation Centers) - Sector-Specific (e.g., agri-tech, biotech incubators) <p>Exercise (5 minutes) – Activity: Think-Pair-Share Prompt: If your college launched a student startup incubator, what 3 facilities or services should it provide?" Pairs share ideas with the class</p>
Closure	<p>3. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>3. Reflective Questions Allow students to answer and discuss.</p> <ul style="list-style-type: none"> a) What support do you think is most valuable from a business incubator? b) Would you consider applying to an incubator for your startup idea? Why or why not? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 10	Course Name: Entrepreneurship and Business Strategies Topic: Rural Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Define rural entrepreneurship, identify challenges & opportunities in rural settings.
Teaching Aids (if any)	g. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none">- Begin with a real-life success story, e.g., Mansukhbhai Prajapati, the inventor of the Mitticool clay refrigerator. “What makes his entrepreneurial journey unique?” <p>2. Development (30 minutes)</p> <p>a) Concept and Importance</p> <ul style="list-style-type: none">- Definition- Need- Sectors- Government focus <p>b) Challenges Faced by Rural Entrepreneurs (5 Minutes)</p> <ul style="list-style-type: none">- Poor infrastructure- Limited market linkages- Low awareness of technology- Cultural & social constraints (especially for women) <p>c) Support and Opportunities</p> <ul style="list-style-type: none">- Government Initiatives:- Startup India, MUDRA loans, NRLM, RSETIs- Technology and Innovation: Mobile banking, e-commerce- NGO and SHG support: SEWA, Kudumbashree- CSR & Social Enterprises <p>d) Case Study Discussion (5 Minutes)</p> <ul style="list-style-type: none">- Example: Amul Dairy – How it empowered rural farmers <p>4. Exercise (5 minutes) –</p> <p>Activity: Brainstorm Group</p> <ul style="list-style-type: none">- Divide class into small groups- Prompt: “If you had ₹1 lakh and had to launch a small business in a village, what would you do?” Each group presents a one-minute pitch
Closure	Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Reflective Questions Allow students to answer and discuss. a) What are some challenges rural entrepreneurs facing that urban entrepreneurs may not? b) How can rural entrepreneurship contribute to inclusive development? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 12	Course Name: Entrepreneurship and Business Strategies Topic: Women Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Students will be able to describe the concept of women entrepreneurship explore real-life success stories of Indian women entrepreneurs.
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - What do you think are some challenges she might have faced starting her business?" <p>2. Development (30 minutes)</p> <p>a) Concept and Importance (5 minutes)</p> <p>Definition Significance Current Trends</p> <p>b) Challenges Faced by Women Entrepreneurs (10 minutes)</p> <ul style="list-style-type: none"> - Social barriers and stereotypes - Balancing family and work - Limited access to finance - Lack of mentorship and networking - Gender bias in funding/investment <p>c) Support Systems and Enablers (10 minutes)</p> <p>Government Initiatives: Incubators for Women: WE-Hub (Telangana), Her&Now NGOs and SHGs: SEWA, Kudumbashree Digital Platforms: Meesho, Amazon Saheli</p> <p>d) Case Study / Real-Life Examples (5 minutes)</p> <ul style="list-style-type: none"> - Example: <i>Falguni Nayar – Nykaa</i> - Key takeaways from her success - "What factors contributed to her success?" <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none"> - Prompt: "If you were to support a woman starting her own business in your town/village, what resources would she need?" - Pairs discuss and share ideas with the class - Instructor connects inputs with real-world solutions
Closure	Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Reflective Questions Allow students to answer and discuss. a) What role can society and family play in supporting women entrepreneurs? b) What are some areas or sectors where women can be encouraged to start businesses? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 13	Course Name: Entrepreneurship and Business Strategies Topic: Social Entrepreneurship	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Students will be able to define social entrepreneurship and analyze examples of how social enterprises address societal problems
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) “Is this a business or a charity? Why?” Introduce Social Entrepreneurship as a hybrid model that solves social problems while remaining sustainable like a business.</p> <p>2. Development (30 minutes) a. Concept and Key Features Definition Core Traits: <ul style="list-style-type: none">○ Mission-driven○ Sustainable model○ Innovation-focused○ Reinvests profits for social impactExamples: Healthcare, education, clean energy, livelihood generation</p> <p>b) Difference from Traditional Entrepreneurship (5 Minutes) “Can both models exist together?”</p> <p>c) Examples of Social Entrepreneurs in India (10 Minutes) - Arunachalam Muruganantham – Low-cost sanitary napkin machine - Harish Hande (SELCO) – Solar power for underserved areas - Barefoot College – Training rural women as solar engineers - Highlight their approach, impact, and innovation</p> <p>d) Support Systems & Ecosystem (5 Minutes) Incubators & Platforms: Villgro, Ashoka Foundation, Deshpande Foundation - CSR and Government Schemes</p> <p>3. Exercise (5 Minutes) Activity: Social Startup Pitch - Students in pairs design a mini social enterprise idea - 1–2 pairs pitch in 30 seconds each</p>
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions Allow students to answer and discuss. a) How is a social entrepreneur different from a philanthropist? b) Why is financial sustainability important in social entrepreneurship? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 14	Course Name: Entrepreneurship and Business Strategies Topic: Legal form of ownership	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the various types of ownership b. Critically evaluate the differences between various forms
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) “If you were to open a business, would you do it alone, with a friend, or as a company?”</p> <ul style="list-style-type: none"> - Transition to the topic by stating: “The legal form you choose can affect how your business runs, shares profit, and bears risk.” <p>2. Development (30 Minutes)</p> <p>a) Sole Proprietorship (10 Minutes)</p> <ul style="list-style-type: none"> - Definition: Business owned and run by a single individual - Features: Easy to start, full control, unlimited liability - Merits: Simple to operate, keeps all profits, quick decisions - Demerits: Limited capital, full personal liability, lack of continuity - Example: A local bakery run by one person <p>b) Partnership (10 Minutes)</p> <ul style="list-style-type: none"> - Definition: A business owned by 2 or more individuals - Features: Shared capital/resources, mutual trust, governed by Partnership Act - Merits: Easy to form, pooled resources, shared responsibility - Demerits: Disputes may arise, unlimited liability, limited life span - Example: A law firm with two partners <p>c) Joint Stock Company (10 Minutes)</p> <ul style="list-style-type: none"> - Definition: A business owned by shareholders and managed by a BoD - Features: Separate legal entity, limited liability, perpetual existence - Merits: Large capital, limited liability, transferability of shares - Demerits: Complex training, high regulation, lack of personal touch - Example: Infosys, Tata Motors <p>3. Exercise (5 Minutes) Activity: Business Matching Game</p> <ul style="list-style-type: none"> - Give students a list of business types - Students match the most suitable ownership form to each business and explain their reasoning in pairs
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions Allow students to answer and discuss. a) Why is limited liability considered a major benefit in a joint stock company? b) How can personal relationships influence the success of a partnership? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 15	Course Name: Entrepreneurship and Business Strategies Topic: Legal form of ownership	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Critically evaluate the differences between various forms b. Comprehend the suitability of various form of legal ownership
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) “If you were to open a business, would you do it alone, with a friend, or as a company?”</p> <ul style="list-style-type: none"> - Show hands or use a quick poll. - Transition to the topic by stating: “The legal form you choose can affect how your business runs, shares profit, and bears risk.” <p>2. Development (30 Minutes)</p> <p>a) Partnership (10 Minutes)</p> <ul style="list-style-type: none"> - Definition: A business owned by two or more individuals who share responsibilities and profits - Features: Shared capital/resources, mutual trust, governed by Partnership Act - Merits: Easy to form, pooled resources, shared responsibility - Demerits: Disputes may arise, unlimited liability, limited life span - Example: A law firm with two partners <p>b) Joint Stock Company (10 Minutes)</p> <ul style="list-style-type: none"> - Definition: A business owned by shareholders & managed by a board of directors - Features: Separate legal entity, limited liability, perpetual existence - Merits: Large capital, limited liability, transferability of shares - Demerits: Complex training, high regulation, lack of personal touch - Example: Infosys, Tata Motors <p>3. Exercise (5 Minutes)</p> <ul style="list-style-type: none"> - Give students a list of business types (e.g., neighborhood grocery store, tech startup, multinational IT firm) - Students match the most suitable ownership form to each business and explain their reasoning in pairs
Closure	Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Reflective Questions Allow students to answer and discuss. a) Why is limited liability considered a major benefit in a joint stock company? b) How can personal relationships influence the success of a partnership? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 16	Course Name: Entrepreneurship and Business Strategies Topic: Project Identification	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Identify project ideas from various sources
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none">- Introduce the concept of project- Overview of project management. <p>2. Development (30 minutes) Discuss Project Identification?</p> <p>Sources of Project Ideas</p> <ul style="list-style-type: none">- Market gaps or unmet needs- Hobbies and interests- New trends (tech, environmental, social, etc.)- Government schemes and local problems (smart cities, green energy, etc.)- Research and innovation in colleges/universities <p><i>Example: Ola identified a gap in organized cab services in India.</i></p> <p>Criteria for Project Identification</p> <ul style="list-style-type: none">- Market demand and trends- Availability of resources (capital, raw material, manpower)- Profit potential- Technical feasibility- Government regulations- Social acceptance and environmental impact <p>Tools for Project Identification</p> <ul style="list-style-type: none">- SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)- Need-Gap Analysis- Design Thinking- Customer Feedback & Surveys <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Ask students about various new business ideas that has caught their attention in recent times
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none">- Book: Project: Prasanna Chandra <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions Allow students to answer and discuss.</p> <ol style="list-style-type: none">If you had to pitch this idea in 2 minutes, how would you describe it?What skills and knowledge do you bring to this business? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 17	Course Name: Entrepreneurship and Business Strategies Topic: Project Identification	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Identify project ideas from various sources
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none">- Recap of project identification <p>2. Development (30 minutes)</p> <ul style="list-style-type: none">- Sources of project ideas:- Study of existing industries- Export/ import list- Raw material availability- Government policies and rules and regulations- Economic trends- Trade fare- New technologies- Reviving sick units- Identifying unfulfilled psychological needs- Various government and non-government sources. <p><i>Exercise- (5 min)</i> <i>Think-Pair-share</i> Prompt: One problem you have noticed in your daily life or community. Pair and combine the problem and passion/skill to brainstorm a quick business idea. Students should now share the idea with the class</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none">- Book: Project: Prasanna Chandra <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions Allow students to answer and discuss.</p> <ul style="list-style-type: none">a) How important or urgent is a problem in the current market?b) Is there a real demand for a solution to this problem? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 19	Course Name: Entrepreneurship and Business Strategies Topic: Feasibility Report	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Comprehend the need for feasibility study b. Evaluate project based on various feasibility studies c. Prepare feasibility report
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) - Recap of project identification</p> <p>2. Development (35 minutes) What is a Feasibility Report? Key Components of a Feasibility Report</p> <p>1. Executive Summary - Brief of the business idea and what the report contains.</p> <p>2. Market Feasibility - Demand analysis - Competition - Market entry barriers</p> <p>3. Technical Feasibility - Technology and tools needed - Skills/labor requirement</p> <p>4. Financial Feasibility - Estimated cost and revenue - ROI expectations</p> <p>5. Legal/Regulatory Feasibility - Licensing, permits, policies - Environmental laws, compliance</p> <p>6. Operational Feasibility - Day-to-day workflow - Supply chain/logistics - HR and training needs</p> <p>7. Risk Assessment - SWOT analysis - Mitigation strategies</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading - Book: Project: Prasanna Chandra</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions Allow students to answer and discuss.</p> <p>a) How well does the feasibility report address the practical challenges of implementing the project.</p> <p>b) What potential risks or limitations did the feasibility report identify, and how can these be managed or mitigated?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 20	Course Name: Entrepreneurship and Business Strategies Topic: Techno-Economic Analysis	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of techno-economic analysis and its role in evaluating the technical and economic feasibility of a project.
Teaching Aids (if any)	a. PPT
Teaching Development	<p style="text-align: center;">1. Introduction (5 minutes)</p> <p style="text-align: center;">- Define Techno-Economic Analysis (TEA): “An assessment combining technical performance and economic viability to evaluate a project’s feasibility.”</p> <p style="text-align: center;">- Explain why it is important in business and project planning.</p> <p style="text-align: center;">2. Development (30 minutes) Key Components of TEA Technical Analysis:</p> <ul style="list-style-type: none">○ Technology requirements○ Process efficiency○ Resource needs <p style="text-align: center;">Economic Analysis:</p> <ul style="list-style-type: none">○ Cost estimation (capital, operating)○ Revenue forecasts○ Profitability and payback period <p style="text-align: center;">Discuss how these two aspects interact to give a full project picture.</p> <p style="text-align: center;">3. Example / Case Study Present a simple example of a project (manufacturing unit). Show how to evaluate technical factors (like machinery, manpower) and economic factors (like costs, pricing). Discuss the results briefly.</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading - Book: Project: Prasanna Chandra Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>Reflective Questions. Allow students to answer and discuss.</p> <p>a) Why is it important to consider both technical and economic aspects when evaluating a project?</p> <p>b) How can ignoring either the technical or economic side impact the project outcome?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 21	Course Name: Entrepreneurship and Business Strategies Topic: Business Plan	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Comprehend the concept of a business plan b. Elaborate the key constituents of business plan
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) - Introducing business plan</p> <p>2. Development (35 minutes) What is a Project Plan? A detailed document that outlines how the project will be executed,</p> <p>Components of a Project Plan Objectives and Scope What is to be achieved? What is included/excluded? Work Breakdown Structure (WBS) Breaking the project into smaller manageable tasks. Timeline / Schedule Duration of each task, milestones, deadlines (Gantt charts) Resources Allocation Human resources, equipment, tools, technology Budget Plan Cost estimates for each phase and resources Risk Management Identification of risks, mitigation strategies Monitoring & Control How progress will be tracked (KPIs, reports) Roles and Responsibilities Who is responsible for what? (RACI matrix if needed)</p> <p>3. Project Plan vs. Project Formulation - Differentiate and discuss</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading - Book: Project: Prasanna Chandra</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions Allow students to answer and discuss.</p> <p>a) How clearly does the business plan define the goals and vision of the business? b) What are the strengths and weaknesses of the business Strategies outlined in the plan?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 22	Course Name: Entrepreneurship and Business Strategies Topic: Business Excellence Model	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Comprehend the concept of project formulation
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Recap of business plan <p>2. Development (35 minutes)</p> <p>What is a Business Excellence Model (BEM)? framework used by organizations</p> <p>Popular Business Excellence Models</p> <p>EFQM Model (European Foundation for Quality Management) Enablers: Leadership, Strategies, People, Partnerships & Resources, Processes Results: Customer Results, People Results, Society Results, Business Results EFQM emphasizes continuous improvement and stakeholder satisfaction.</p> <p>Malcolm Baldrige National Quality Award Model (USA) Categories:</p> <ul style="list-style-type: none"> - Leadership - Strategies - Measurement, Analysis, and Knowledge Management - Results - Focus on performance excellence across all dimensions. <p>Benefits of Business Excellence Models</p> <ul style="list-style-type: none"> - Promotes a culture of excellence - Encourages self-assessment and benchmarking - Aligns organizational activities with strategic objectives - Enhances customer and stakeholder satisfaction - Drives innovation and sustainable performance
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none"> - Book: Project: Prasanna Chandra <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions Allow students to answer and discuss.</p> <ol style="list-style-type: none"> a) How does the Business Excellence Model help an organization identify its strengths and areas for improvement? b) In what ways can applying a Business Excellence Model enhance overall organizational performance and customer satisfaction? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 24	Course Name: Entrepreneurship and Business Strategies Topic: SSI; Development & Objective	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the contribution of SSIs to GDP, employment, exports. b. Analyze the role of SSIs in rural development and self-employment.
Teaching Aids (if any)	a. PPT
Teaching Development	<p>2. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Definition of Small-Scale Industry (SSI) <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> - Share a simple example: <i>A small textile unit or a home-based food packaging business.</i> - Highlight importance: <ol style="list-style-type: none"> 1. Backbone of Indian economy 2. Easy to set up with low capital 3. Generates employment <p>Brief history of SSI development in India: Post-independence industrial policy support</p> <p>Role of government institutions Impact of economic liberalization and digitization on SSIs Support through infrastructure, finance, and training Rise of women and youth entrepreneurs</p> <p>3. Objectives of SSIs: Explain the core objectives:</p> <ul style="list-style-type: none"> - Generate employment - Encourage entrepreneurship - Boost exports through indigenous products - Help in equitable income distribution <p><i>Exercise-</i> Think of one SSI example (real or imagined). A few pairs can share their findings with the class.</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading - Book: Project: Prasanna Chandra Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions</p> <p>(a) What challenges do SSIs commonly face, and how can they overcome them?</p> <p>(b) Why is government support essential for the growth and sustainability of SSIs?</p> <p>(Spend 5 minutes to evaluate student assimilation of the lesson contents)</p>





Lesson Plan No. 25	Course Name: Entrepreneurship and Business Strategies Topic: Role of SSI in economic Development of India.	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand how Small-Scale Industries (SSIs) contribute to the economic growth and development of India
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) Define SSI: Industrial units with limited investment and workforce, often locally managed.</p> <p>Highlight that SSIs form the backbone of India's industrial sector, especially rural and semi-urban areas.</p> <p>2. Development (30 minutes)</p> <p>Key Roles of SSI in Economic Development:</p> <ul style="list-style-type: none">- Role- Employment Generation- Balanced Regional Development- Contribution to Exports- Entrepreneurial Development- Utilization of Local Resources- Reduces Urban Migration <p>Exercise- (5 min) Students form pairs and discuss: One SSI or small business in their town/village. How it contributes to employment or development.</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none">- Book: Project: Prasanna Chandra <p>Spend 5 minutes to wrap up and consolidate the learning</p>
Evaluation	<p>1. Reflective Questions</p> <p>(i) Why are SSIs important in promoting self-employment in India?</p> <p>(ii) What role can SSIs play in reducing regional economic disparities?</p> <p>(Spend 5 minutes to evaluate student assimilation of the lesson contents)</p>



Lesson Plan No. 27	Course Name: Entrepreneurship and Business Strategies Topic: SSI registration	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept and importance of SSI. b. Identify the eligibility criteria for SSI registration
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes)</p> <p>Definition of SSI/MSME Importance of SSI in the Indian economy</p> <p>2. Development (30 minutes)</p> <ul style="list-style-type: none">- Benefits of SSI registration (e.g., subsidies, tax rebates, access to loans)- Eligibility criteria for registration - <p>Demonstration:</p> <ul style="list-style-type: none">- Walkthrough of Udyam Registration Portal- Steps to register- Required documents (Aadhaar, PAN, business details) <p>Interactive Activity:</p> <ul style="list-style-type: none">- Provide a scenario: “Ravi wants to register his garment manufacturing unit as an SSI. Guide him through the process.”- Conduct a short quiz on benefits and steps. <p>Exercise (5 minutes):</p> <ul style="list-style-type: none">- Recap key points- Take student questions- Share additional reading resources and assignments
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none">- Book: Project: Prasanna Chandra <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions</p> <p>(i) What is the name of the portal she should visit to register her enterprise? (ii) Name of two documents Ritika will need to complete her SSI registration.</p> <p>(Spend 5 minutes to evaluate student assimilation of the lesson contents)</p>



Lesson Plan No. 28	Course Name: Entrepreneurship and Business Strategies Topic: NOC from Pollution Board	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a) Understand the significance of NOC (No Objection Certificate) from Pollution Control Boards. b) Describe the process of obtaining NOC from Pollution Board
Teaching Aids (if any)	a. PPT
Teaching Development	1. Introduction (5 minutes) What according to you is NOC from Pollution Board? 2. Development (30 minutes) - Importance of regulatory clearances for industries - Brief overview of SPCB and CPCB Pollution Category Classification - Explain industry categories: Red, Orange, Green, White - Show examples of each type (use real SSI examples) NOC Application Process - Online application via State Pollution Control Board portals - Documents required - Typical timeline and fees involved - Importance of compliance Exercise (5 min) - Give a case: e.g., "A student wants to set up a bakery unit—does it need NOC?" - Students identify categories, NOC type required, and draft a basic checklist
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. - Recap of the NOC process - Common mistakes and challenges in obtaining NOC - Q&A - Provide sample NOC formats or links to real examples 2. Suggested Reading - Book: Project: Prasanna Chandra Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions a) Why do you think environmental clearance is important even for small-scale industries? b) How does the NOC process balance industrial development with environmental sustainability? (Spend 5 minutes to evaluate student assimilation of the lesson contents)



Lesson Plan No. 29	Course Name: Entrepreneurship and Business Strategies Topic: Machinery and equipment selection	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the importance of selecting the right machinery and equipment for a business. b. Identify factors influencing machinery selection (technical, economic, and operational).
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) Imagine you are starting a bakery or a toy manufacturing unit. What kind of machines do you need?"</p> <p>2. Development (30 minutes)</p> <ul style="list-style-type: none">- Importance of right machinery in productivity, cost, and quality- Types of machinery (manual, semi-automatic, automatic)- Key factors in selection:<ul style="list-style-type: none">- Capacity and output- Cost and budget- After-sales support and availability of spare parts- Ease of operation and maintenance- Compliance with standards and safety - Process for Equipment Selection- Step-by-step:<ul style="list-style-type: none">- Define requirements- Estimate budget- Vendor selection- Purchase and installation <p><i>Exercise- (5 minutes)</i></p> <ul style="list-style-type: none">- Provide students with a short scenario (e.g., a food processing unit) Ask them to identify suitable machinery and justify their choices
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. Recap key points Address doubts and practical concerns</p> <p>2. Suggested Reading Book: Project: Prasanna Chandra Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions</p> <p>(i) Why is selecting the right machinery crucial for the success of a small business or startup?</p> <p>(ii) What trade-offs would you consider between buying new machinery vs. second-hand equipment?</p> <p>(Spend 5 minutes to evaluate student assimilation of the lesson contents)</p>



Lesson Plan No. 30	Course Name: Entrepreneurship and Business Strategies Topic: Schemes and Policies for Entrepreneurship Development.	Course No.: HSMC-401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the role of government in entrepreneurship development. b. Identify major national-level schemes promoting entrepreneurship
Teaching Aids (if any)	a. PPT
Teaching Development	<p>1. Introduction (5 minutes) Do you believe that government support is sufficient to create a thriving entrepreneurial ecosystem? Justify your answer.</p> <p>2. Development (30 minutes) Introduction to Entrepreneurship Development - Need for government support - Challenges faced by entrepreneurs Central Schemes and Initiatives - Startup India - Stand-Up India - MUDRA Yojana - Atal Innovation Mission (AIM) - MSME Schemes Policies Promoting Entrepreneurship - National Policy on Skill Development & Entrepreneurship - Make in India - Digital India Support Institutions - SIDBI, NSIC, NIESBUD, DICs, Incubation Centres Success Story of a Startup (Choose from real-life Indian examples like Zoho, Zerodha, or a local startup)</p> <p><i>Exercise- (5 Minutes)</i> Group Activity: Students analyze a scheme and discuss its potential impact</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading Government of India – Startup India Portal: https://www.startupindia.gov.in</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions</p> <p>a) Which government scheme do you find most relevant for your business idea, and why?</p> <p>b) How do you think these policies address the major challenges faced by first-time entrepreneurs in India?</p> <p>(Spend 5 minutes to evaluate student assimilation of the lesson contents)</p>