

**BUSINESS AND ENTREPRENEURSHIP**  
**NEW NORMAL CURRICULUM FRAMEWORK**  
**(Class: XI-XII)**



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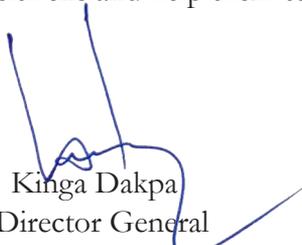
## FOREWORD

Entrepreneurship is a process of generating new business ideas, gathering economic resources and establishing business ventures. A person who carries out such activities and willing to bear risks and enjoy profit as a reward is known as an entrepreneur. Entrepreneurs play a critical role in the economic development of a country. They mobilise resources from the entrepreneurial ecosystem and add value to create new goods and services required in the society, generate employment opportunities and become revenue contributors to the government in the form of taxes besides other contributions.

Entrepreneurship education has become one of the indispensable learning areas in any education system. It enhances entrepreneurial competencies such as creativity, innovation, calculated risk-taking and problem-solving skills which in turn, help in generating business ideas, establishing and managing businesses to address socio-economic challenges. Entrepreneurship education has become crucial for Bhutan owing to the emerging issues such as youth unemployment, trade deficit and soaring national debt. Further, Bhutan is exposed to the global market where ethical issues such as product adulteration, exorbitant prices, integrity and trust, customer rights, breach of moral and ethical duty prevail, posing grave concerns in a small society. Therefore, it is important to make learners aware of such emerging issues and prepare them to overcome or address it through the entrepreneurship education.

The new business and entrepreneurship curriculum developed by Royal Education Council intends to enable learners to develop foundational knowledge and competencies in generating and pitching business ideas, developing business proposals, and mobilising finance to pursue entrepreneurship as a career. The curriculum will also provide a solid foundation for higher studies in entrepreneurship and business management. To that extent, the curriculum has incorporated up-to-date contents and pedagogy which are relevant to the current business world, and particularly applicable to the Bhutanese business ecosystem. Further, the new textbook is rooted in Bhutanese values and development paradigm of Gross National Happiness to ensure that the learners are well-grounded on national goals and aspirations.

It is my sincere belief, therefore, that learners will reap immense benefits by acquiring knowledge, skills, competencies and values in launching entrepreneurial ventures. This would ensure gainful employment after their schooling and contribute in addressing the unemployment and related issues in the country. I am also optimistic that the new curriculum will help our learners to fulfil His Majesty's vision of nurturing SMART (Sincere, Mindful, Astute, Resilient, and Timeless) citizens and help them to become nationally rooted and globally competent.



Kinga Dakpa  
Director General

## ACRONYMS

BCSEA:	Bhutan Council for School Examinations and Assessment
CA:	Continuous Assessment
CFA:	Continuous Formative Assessment
CSA:	Continuous Summative Assessment
DCRD:	Department of Curriculum Research and Development
GNH:	Gross National Happiness
ICT:	Information and Communication Technology
MoE:	Ministry of Education
PP:	Pre Primary
REC:	Royal Education Council
SA:	Summative Assessment
CC:	Commerce Curriculum
ICT:	Information, Communication and Technology
KS:	Key Stage
QAC:	Quality Assurance Committee

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# 1

# INTRODUCTION

## 1.1 Background

A business is defined as an economic activity that is legally organised to provide goods and services to customers. The activities involve exchange of goods or services using monetary aspect as well as transforming raw materials into usable goods or services including logistics. It attempts to satisfy human needs and wants through the creation and exchange of goods and services.

Commerce as a subject of study was first introduced into Bhutanese education in 1978, when Sherubtse College, the then only junior college offering pre-university level education in the country. All the curriculum materials used for teaching the subject were developed and published for Indian ISC Board and assessment was also carried out by Delhi University since the college was affiliated with the university. Although Bhutan Council for School Assessment and Examination (BCSEA) took over assessment when the subject was introduced in the higher secondary schools in the country, the curriculum materials however remained same till the reform was initiated in 2016.

As the old curriculum was developed for ISC board, a number of issues, constraints and challenges pertaining to the existing commerce curriculum have been highlighted during the national school curriculum conference held in 2016 such as content laden, contextualization issues, heavily emphasized on content knowledge, and exam driven curriculum. Hence, there was little or no room for learners to exhibit and enhance skills required for the world of work. To address the shortcomings and challenges of the old curriculum the curriculum reform was initiated in 2016 with the development of the curriculum framework.

The new curriculum is founded on the principle of less is more and all the irrelevant contents were shaded to include only those core and fundamental concepts which amounts to 65% of the old curriculum. Further, the new curriculum is intended to revamp the contents of the old curriculum by including the latest business knowledge and skills applicable in a range of business related career. Through the study of the curriculum, learners are taught to spot the business opportunities, generate business

ideas, develop and execute business plans, and pitch business ideas to the investors. Learners also acquire skills and values such as conscientiousness, respect, initiative, persistent, positive, resourceful, passionate, alertness, empathy, sincere, mindfulness, astute, resilience, and timelessness required for successful business career. Therefore, the new curriculum aims to equip learners with fundamental entrepreneurial skills and competencies to carry out business and sustain their livelihood and also provide foundation to pursue higher education in the field of entrepreneurship and business.

## **1.2 Rationale**

The revised curriculum is incorporated with entrepreneurial skills and competencies to generate new business ideas, gather economic resources, and establish new business ventures which are essential to sustain livelihood and support the Government in economic development. To grow and expand, the business must take the risk. A person who carries out such activities and willing to bear risks and enjoy profit as a reward is known as an entrepreneur. Entrepreneurs play a critical role in the economic development of a country. They mobilise resources from the entrepreneurial ecosystem and add value to create new goods and services required in the society, generate employment opportunities, and become revenue contributors to the government in the form of taxes besides other contributions.

Entrepreneurship education has become one of the indispensable learning areas in any education system. It enhances entrepreneurial competencies such as creativity, innovation, calculated risk-taking, and problem-solving skills which in turn helps in generating business ideas, establishing and managing businesses to address socio-economic challenges. Entrepreneurship education has become crucial for Bhutan owing to emerging issues such as youth unemployment, trade deficit, and soaring national debt. Further, Bhutan is exposed to the global market where ethical issues such as product adulteration, exorbitant prices, integrity and trust, customer rights, breach of moral and ethical duty prevail, posing grave concerns in a small society. Therefore, it is important to make learners aware of such emerging issues and prepare them to overcome and address them through entrepreneurship education.

The new business and entrepreneurship curriculum intends to enable learners to develop foundational knowledge and competencies in generating and pitching business ideas, developing business proposals, and mobilizing finance to pursue entrepreneurship as a career. The curriculum will also provide a solid foundation for higher studies in entrepreneurship and business management. To that extent, the curriculum has incorporated up-to-date contents and pedagogy which are relevant to the current business world, and particularly applicable to the Bhutanese business ecosystem. Further, the new curriculum is rooted in Bhutanese values and development paradigm of Gross National Happiness to ensure that the learners are well-grounded on national goals and aspirations.

## 2

## GOALS

The study of the subject attempts to equip learners with the essential knowledge, skills, and values that are required to take up business ventures and related careers in the country as well as to make them globally competent learners. Based on the above premise, the goals of the subject include the following:

*Impart knowledge and hands-on practices of business which enables them to establish business and create job opportunities for Bhutan, provide the foundation to pursue higher education in the field of business, and avail career opportunities in the relevant field.*

*Prepare enterprising individuals to innovate and generate unique solutions to emerging problems and create business opportunities to sustain livelihood for the individual and society at large.*

*Generate sustainable business ideas, establish business entity that uses national resources mindfully to create goods and services that are desirable to the society and contributes to the economic development of the nation.*

*Develop a pool of professional and technical business leaders who can shoulder various responsibilities in any organization.*

*Recognize and understand ethical issues related to the business professionals to ensure efficiency and integrity in managing the public and private resources and use the services mindfully.*



## 3

KEY  
COMPETENCIES

### 3.1 Spirituality and Values

The spiritual is the essence of the human values inherent within us, these values do not need to be taught or learned, rather learners must be unveiled or evoked to:

*Truthfulness:* speak honestly with co-workers and customers.

*Righteousness:* keep your agreements with your manager and co-workers as well as customers.

*Inner peace:* practice equanimity, even in crises, in times of profit or loss, and in times of praise or blame.

*Love:* listen generously and compassionately to others rather than being judgmental.

*Non-violence:* find win-win solutions to problems, rather than winning at another's expense.

### 3.2 Language

Learners should exhibit strong command in language to present and communicate their business ideas and plans effectively to the stakeholders. It is effective communication through which investors are made to understand the vision, mission, and objectives to promote viable and sustainable business, for the investment. At the same time, convincing communication skills are required to manage the business effectively besides reaching out to the customers. Therefore, the revised curriculum has considered the development of language as a very important competency acquisition in all aspects of learning.

### 3.3 Transversal Competencies

The transversal competencies are skills that are transferable to different learning areas and contexts. These competences are over and above the content related to any specific school subject which can be used in other areas. They are independent of subjects and based on cross-curricular objectives. They are important to learners for better management of

one's learning, maintaining social and interpersonal relations and communication. The following transversal skills must be taught to all children:

- » **Information Literacy:** Supports effective ways of thinking, such as critical thinking, problem-solving, decision making, and explore options and complex business issues.
- » **Communication and collaboration:** The learners must be taught to supports learning and working with others, such as listening and expressing opinions and ideas, interacting and collaborating with business stakeholders, and developing interpersonal skills.
- » **Creativity and innovation:** Learners must be presented with various emerging issues and complex social issues and encourage them to develop solutions through creation of business opportunity.
- » **Digital literacy:** Develop culture of learning and working in innovative learning environments, developing digital competence, ethical, safe, and responsible use of ICT.

### 3.4 Enterprising and Industrious

The learners should exhibit value of hard work and possess determination, commitment and resilience to confront challenges and excel in their endeavours. They should be creative, opportunity oriented, proactive and innovative. They must also seize apt opportunities in different areas of their interest and expertise to transition smoothly to the world of work, with dignity of labour, entrepreneurial skills and leadership qualities. Thus, the learners can apply entrepreneurial thought and action both academically as well as in real world settings.

With such competencies, they can exhibit the value of diligence to be successful in one's endeavour besides enhancing their potential to create business opportunities and broadening their scope further to contribute to national economy, thereby setting a culture of hard work and entrepreneurship.

### 3.5 Sustainable Living

The Business and Entrepreneurship Curriculum is intended to develop knowledge, skills and competencies in learners to understand the concept of business, generation of business idea, develop business proposals, pitch business ideas, and look for investment opportunities to starting a business to sustain their livelihood. The role of business is important for sustainable development because business is capable of converting various problems faced in the society to lucrative opportunities through development of long term solutions. Further, the learners are taught to develop business ideas that are sustainable, eco-friendly, and organic business through mindful use of economic resources.

### 3.6 Health and Wellbeing

The learners should know how to live a healthy life style by making the right choices and knowing the consequences of the choices made. Wellbeing describes a state of overall mental and physical health, strength, resilience and fitness to function well at work and personally.

Although, the business is carried out to earn money or economic gain, learners must be taught to lead healthy and contented life by balancing economic life and personal life. They must be taught the knowledge and skills for balance diet, physical fitness, mental wellbeing etc, to live physically and mentally fit.

### 3.7 Digital Competence

The digital competence refers to the confidence and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life.

Use of digital technologies in the field of business today have become emergently indispensable. It is becoming possibly impossible for any business to survive in the market, if business firms are not techsavvy in the future. Hence, learners must be exposed to all kinds of digital technologies and prepare them to use and innovate such technologies in the field of business and everyday life.

### 3.8 Lifelong Learning

Lifelong learning refers to the process of gaining knowledge and learning new skills throughout the life. The business world is continuously evolving, with industries and jobs expanding at a rapid rate. The job descriptions change and skills required for the jobs are also transforming especially with the advancement of technologies and cultures in the organisation. Hence, the individuals need to consistently invoke the habit of learn, unlearn and relearn, and be responsive to the emerging issues that the country faces by becoming the agent of change.





# GUIDING PRINCIPLES

The guiding principles refer to a set of principles, assumptions, emerging trends and priorities which direct the curriculum development and implementation. The development of the Business and Entrepreneurship Curriculum shall be informed and guided by the following principles:

## 4.1 Values

The new curriculum is intended to educate learners on the knowledge, skills and values related to promotion, establishment and operation of business as their career choice. Although the main aim of any business entity is to earn profit, the curriculum has incorporated values such as passion, commitment, legality, integrity, honesty and respect to prepare learners to practice in their work place. The success of any business depends on the cordial and sustainable relationship with clients, stakeholders and customers. Therefore, the curriculum is intended to equip learners with the skills and values of doing ethical business and importance of maintaining good relationship with any person dealing with.

## 4.2 Business and GNH

The new curriculum intends to bring sane and responsible behaviors in learners while undertaking business activities in their lives. The philosophy of GNH is a powerful change agent within its communities with a genuine commitment to serve others and unwavering commitment to sufficiency.

Besides providing in-depth business knowledge and skills to the learners, commerce curriculum inculcates human and business values as well which are in line with the developmental philosophy of Gross National Happiness (GNH). These values are interwoven in the following four pillars of GNH:

### a. Conservation of Environment:

- » Promote green business that has minimal negative impact on environment by abiding the laws, guidelines and policies of the government.

- » The activities like reforestation, afforestation and environment related campaigns should be carried out as moral responsibilities.
- » Use technologies that can minimize the wastage of resources and save energy.
- » The business can always focus on recollection and reuse of waste materials instead of depending on fresh materials.

**b. Good Governance:**

- » Operate business with honesty, accountability, transparency and integrity.
- » Adopt democratic practices in terms of management and decision making.

**c. Preservation and Promotion of Culture:**

- » Encourage use of indigenous products.
- » Engrave Bhutanese trade marks on the local products.

**d. Sustainable and Equitable Socio-economic Development:**

- » Produce quality products at reasonable price.
- » Minimize the wastage of resources.
- » Doing business ethically and sufficiently.
- » Encourage establishment of business in the least developed regions.

### **4.3 Inclusiveness**

The curriculum should ensure that all types of learners have access to learning. It should value and include the knowledge, perspectives, and backgrounds and experiences of each learner to realise his or her full potential. Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment.

Irrespective of social class, gender, color, abled and disabled, religion, etc., one needs to earn their livelihood to survive. Business remain as one of the most prominent career choices for anyone who possesses skills and passion. Business and entrepreneurship education is intended to equip learners on fundamental knowledge, skills and values to plan, establish, operate and earn their livelihood through establishment of business as career.

## 4.4 Future Focused, Dynamic, and Relevant

The curriculum must guide learners to look ahead by exploring future-focused issues, equip them with ability to develop solutions, and spot opportunities to sustain their livelihood.

A timeline should be set to regularly review the curriculum for each learning area to ensure that it is responsive to the ongoing needs of the learners and the changing world around them; developments in knowledge; evidence-based practice; and new information about learners learning, pedagogy and assessment. Further, the curriculum should be relevant to the learners' lives both current and future.

## 4.5 Learner-centered and Developmentally Appropriate

The curriculum should be learner-focused. This implies that curricular contents, teaching techniques and assessment methods for each grade or level of school education will be selected following children's developmental stages. Each child is different and the rate at which an individual child grows and reaches various developmental stages varies, although the patterns and sequences for growth and development are usually the same for all.

Business and Entrepreneurship curriculum is centered on creating opportunities for the learners to become active in the classroom, honoring and utilizing learners' individual experiences and perspectives, and treating learners as partners in the learning process. Curriculum is designed to develop learners' problem-solving skills, challenge their beliefs through honoring many viewpoints and construct deeper personal understandings of the subject content through collaboration.

## 4.6 Entrepreneurship, Employment & Livelihood

Entrepreneurship is a skill which involves identifying business opportunities, creation of new organizations, willingness and ability of an individual to seek out investment opportunities in any environment and be able to establish and run an enterprise successfully, thereby, creating employment opportunities and livelihood. Therefore, the curriculum should focus on:

- » providing knowledge and information on entrepreneurial skills like creativity, risk management, organizational management and effective communication.
- » providing information and skills on the creation of social and economic values by developing core capabilities of idea generation, opportunity recognition, resource acquisition and entrepreneurial management.

- » providing knowledge and skills which are relevant to the current scenario, and
- » helping learners to develop the ability to provide a self-analysis in starting a business.

## 4.7 Stakeholder Engagement

Business and Entrepreneurship education can't be taught in isolation. There is need for involvement of experts from diverse field in framing curriculum and delivering lesson effectively. Individuals like curriculum planners, industrialists, bankers, consumers, learners and educators play a vital role in framing and implementing curriculum. Therefore, the curriculum should incorporate the following.

- » Ensure broad based curriculum by consulting relevant stakeholders, so that the practicability of the content is addressed.
- » The curriculum encourages field works by taking the learners out of the classroom to project sites, industries, banks, business firms and other business entities to explore practical lessons and to become aware of real commercial activities.
- » Involve stakeholders to support learners in providing the first-hand experience.

The knowledge and ideas of people working in different business organizations must be integrated to make the curriculum more realistic, practical and relevant.

## 4.8 Use of ICT

Use of ICT in the field of business is becoming increasingly indispensable. ICT makes a business more efficient, effective and promptly respond to customers' needs. ICT can assist business activities including design, manufacturing, R&D, distribution and sales and feedback. Hence, to prepare our learners for the world of work, curriculum has incorporated ICT as the main tool to enhance learning. Further, the teachers must make use of ICT in every aspects of learning processes to support learners in getting access to reliable sources of information.

With the advancement of ICT, any information related to the subject is easily available to the learners in the internet. Hence, the curriculum focused on providing only the core and fundamental concepts which has led to drastic reduction in curriculum contents. The learners are required to access internet and explore more information about the lesson learned to enhance their knowledge.

## 5

# CURRICULUM STRUCTURE AND ORGANISATION

## 5.1 Strands

Some concepts of the subject are imbedded in the lower key stages (I-IV) in the subjects such as English, Social studies, Geography, Economics and Mathematics. At the secondary levels, five strands are identified as the main components of study. Any curriculum materials designed for the subject should contribute towards enhancing learner's understanding of the strand. As the learners move into their higher education, their understanding and competencies must be broadened progressively.

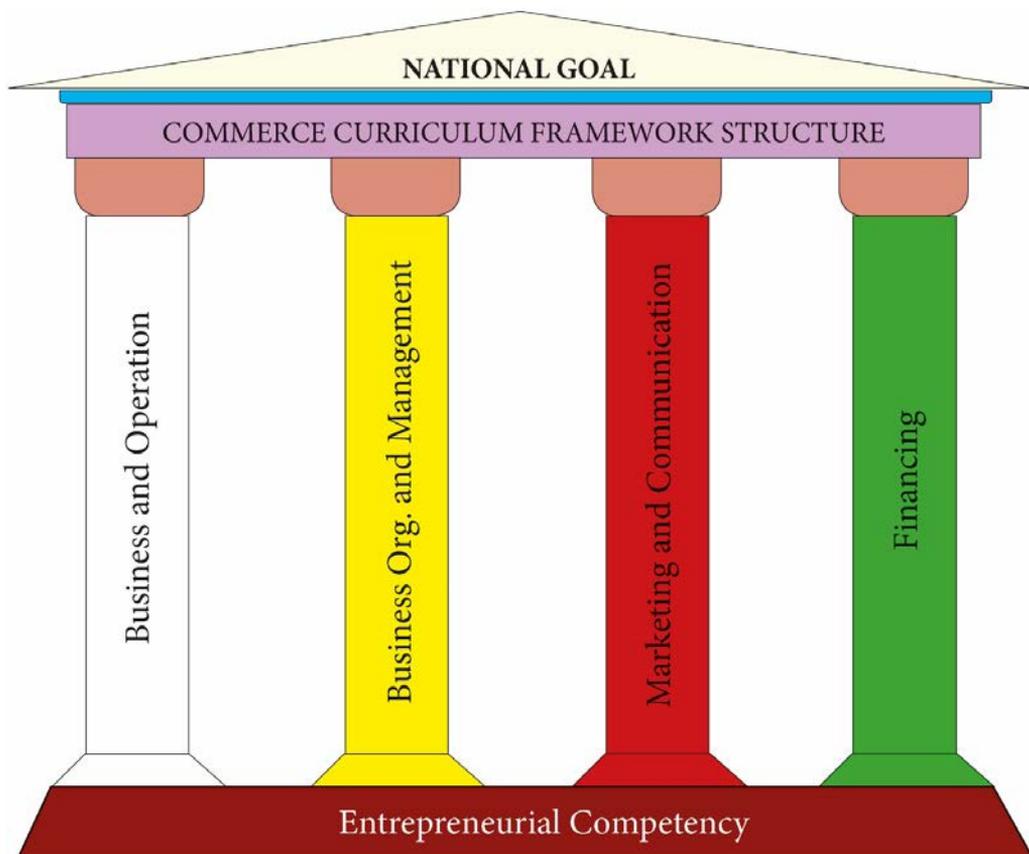


Figure 5.1 Strands

## **Key Stage V (Classes XI-XII)**

### **Strand 1: Business and Operations**

The term business refers to the organized efforts and activities of individuals to produce and sell goods and services for profit. Businesses range in scale from a sole proprietorship to multinational corporations. It includes activities related to extraction of materials, production of goods and services, exchange of goods, and services which directly or indirectly undertaken to earn profit for the business. Operations is the work of managing the inner workings of your business so it runs as efficiently as possible.

In order to equip learners with the knowledge and skills of understanding and operation of business, the strand will educate learners about fundamental concepts of business, establishment, operations, and application of concepts in the real business scenario.

The concept of business and operation is useful to the learners as it helps them in preparing for employment, exploring new business ideas and coping up with the emerging business trends. They also become aware of business ethics and societal values that are essential for operating the business. Furthermore, the study of business and operation equips learners with basic skills of operating business in real-world.

For the enrichment of learning, brainstorming, use of ICT, extended group learning activities, assignment, project work, internship, and excursion are recommended.

### **Strand 2: Business Organization and Management**

Business organization refers to an individual or a group of people who come together to carry out some commercial activities. Some forms of business organizations are classified as Sole Trader, Partnership and Company which are more common today. Management is to plan, organize, motivate, coordinate, direct and control all the essential activities of the business organization. The management and ownership of business depends upon the size and the nature of the business activities. The sole trader and partnership business are managed by owner (s), whereas company is managed by a group of representatives known as Board of Directors.

This strand enhances the knowledge of learners on types of business organization and managerial skills required to manage organization effectively. Further, they are acquainted with skills and knowledge in deciding to setup different types of business and managerial skills for themselves and apply such knowledge in the society and nation at large.

The concepts of business organization and management can be delivered through classroom teaching, project work and case studies.

### **Strands 3: Marketing and Communication.**

Marketing is the process of creating, exchanging, delivering, and communicating the value of goods and services with customers and society at large. Communication is a process of conveying business information from one person to other with the use of mass media. Sharing of information between people both within and outside a business enterprise is done for the commercial benefit of the organization. It also facilitates the organization to keep the staff connected and motivated. The effective flow of communication keeps the business moving forward. Communication is a strong means to promote marketing of the business as it helps to persuade customers to purchase the product from the business. The success or the failure of marketing depends on the choice and reliability of the communication.

This strand equips learners with marketing skills such as buying, packaging, grading, pricing, and selling besides enhancing communication skills, and interpersonal and organizational relations.

Classroom lectures, role play, field trips, project work are some of the strategies to deliver this strand.

### **Strand 4: Financing**

Financing is management of funds for the business activities. It is an activity concerned with planning, raising, controlling and administering the funds used in the business. Financing is the elixir that assists in the formation of new businesses, allows opportunities to grow, create employment opportunities, and produce goods and services that are required in the society. Thus, the business finance is acquiring funds from different sources, allocate to different activities and managing it.

This strand helps learners to acquire analytical skills and personal judgment to manage finances for investment and financing decisions. It further makes learners understand the importance of finance as life blood of a business.

The concept of financing can be delivered to the learners through classroom teaching, project work, group work, presentation, field trips, maintaining personal spending log book or journal, and through the invitation of guest speakers.

### **Strand 5: Entrepreneurship Competencies**

Entrepreneurship is ‘an individual’s ability to turn ideas into action which includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The strand is not taught as separate body of knowledge; it is embedded in the content strands. This strand describes the qualities of successful

entrepreneur such as confidence, resilience, innovation, and competitiveness. Although skill depends essentially on learning, it includes the concepts of efficiency and economy in performance. This strand engages learners to learn and implement business ethics which infuses the value of sincerity, mindfulness, astuteness, and timelessness. This strand aims to boost both hard and soft skills.

- a. **Hard skills: It refers to skills which are acquired by mastering the subject in the school. It is cognitive skills which are learned in the academic subject. These skills are typically easy to observe, quantify and measure.**
  - » *Analytical*: It is the ability to visualize, articulate, conceptualize, solve problems or make decisions with the available information.
  - » *Marketing*: It is a form of communication between entrepreneur and the customer with the goal of selling product or service and generates income.
  - » *Problem solving*: It is process of finding solution to face the complex situation.
  - » *Risk management*: It is a process of identifying, analyzing and acceptance of uncertainty.
  - » *Financing and budgeting*: It forecast the flow of cash and other funds in the business.
  - » *Organizational abilities*: Organizational includes general organizing, planning, time management and coordination of resources.
  
- b. **Soft skills: It is an inherent quality of a person which is not related to academic learning. Soft skills are hard to observe, quantify or measure. They are associated with behaviors and personality traits of an individual.**
  - » *Communication*: It involves sharing and convincing business information effectively and easily.
  - » *Leadership*: It is a process of social influence through which a person can enlist aid and support in accomplishing a common task.
  - » *Decision making*: It refers to a process of selecting logical choice from available option.
  - » *Time management*: It is an act of planning and exercising conscious control over the amount of time spent on specific activity.
  - » *Empathy*: It refers to one's capability of understanding what other feels.
  - » *Work ethics*: It is a belief in the moral benefit and important work.
  - » *Moral responsibilities*: It refers to morally deserving praise, blame, reward, and punishment for one's act.
  - » *Negotiation*: It refers to discussion aimed at reaching an agreement.

- » *Financially literate*: Able to make financial decisions for daily life and for the business ventures

## 5.2 Key Stage

Key stage refers to a stage where learners acquire a set of knowledge, skills, and values at a certain stage in education. Although, the key stage for general education is classified into five stages, the Business and Entrepreneurship Curriculum is offered only in key stage V (Classes XI – XII), considering the developmental appropriateness level of the learners.

## 5.3 Key Stage-wise Competency-based Standards

Standards are concise and clearly articulated descriptions of what learners should know and be able to do at a specific stage of their learning. They are necessary as consistent or comparable way of determining what is being taught in the school or gauging how well teachers and learners are performing in the teaching learning process. Another advantage of learning standard is that it makes developing text books, and other educational recourses easier and cost effective. The expected key learning standards for each strand for classes XI- XII are described as follow:

### Key Stage I-IV (PP-X)

On completion of the key stage IV (class PP-X), learner should be able to achieve the outcomes listed separately under each strand.

#### Strand 1: Business and Operation

- » Get acquaint with basic knowledge of logistics and transportation, trade, resources, employment, balance of payment, economic activities and production which are important concepts in commercial studies.

#### Strand 2: Business Organization and Management

- » Explain the meaning of industry and organization.
- » Classify the types of business and its management.

### **Strand 3: Marketing and Communication**

- » Interpret the meaning of commonly used terms such as communication, consumer, market etc.
- » Know the concept of traditional and modern market.

### **Strand 4: Financing**

- » Compute currency conversion, income & expenditure, tax and profit & loss.
- » Familiarize concepts of public finance, financial institutions, budget, commission and investment.

### **Strand 5: Entrepreneurial Competency**

- » Be aware of skills like leadership, effective communication, collaboration, unity etc. involved in socio-economic life.
- » Know the concept of GNH.

### **Key Stage V (XI-XII)**

On completion of the key stage V (class XI-XII), learner should be able to achieve the outcomes listed separately under each strand.

### **Strand 1: Business and Operation**

- i. Know the basic concepts of business and business practices.
- ii. Identify different aids to trade and how they have facilitated developmental processes in Bhutan.
- iii. Understand the processes and practices of home and international trades.
- iv. Be familiar with concepts and practices of e-commerce.
- v. Understand consumer rights and redressal processes in Bhutan, and become socially responsible
- vi. Acquaint the concepts and practices of operations, supply chain and inventory management.
- vii. Exhibit skills for preparing operational plan for new venture creation.

**Strand 2: Business Organisation and Management**

- i. Identify different types and nature of business organizations, and their roles in facilitating economic growth of the country.
- ii. Make decisions to choose best management practices followed by business organizations.
- iii. Understand different management principles and practices of human resource management.
- iv. Relate the concepts of different types of business organization and management practices in real life situations.
- v. Understand the importance, process and elements of risk management and internal control system.
- vi. Exhibit skills for preparing organizational and management plan for new venture creation.

**Strand 3: Marketing and Communication**

- i. Able to use the fundamentals of marketing and communication in business.
- ii. Become proficient in using various forms of business communication.
- iii. Appreciate and use the skills of negotiation in business and cross-cultural settings.
- iv. Exhibit skills for preparing marketing plan for new venture.

**Strand 4: Financing**

- i. Exhibit knowledge on financial markets, its instruments and the roles of financial intermediaries and regulators.
- ii. Understand the emerging e-financial services in the financial ecosystem.
- iii. Be able to decide on appropriate sources of finance and capital structure for business.
- iv. Exhibit skills for preparing financial plan for new venture.

## **Strand 5: Entrepreneurial competencies**

- i. Demonstrate entrepreneurial thinking and mindset.
- ii. Display entrepreneurial competencies
- iii. Identify problems/business opportunities
- iv. Develop solution and business plan
- v. Exhibit skills of pitching business ideas and plans

### **5.4 Class-wise Competencies**

#### **Class XI**

1. Demonstrate inspiration and drive for venturing into entrepreneurship as carrier option - carrying out contemporary business with high regards to social and environmental responsibilities.
2. Design operations flow chart supported by vibrant supply chain and inventory management system.
3. Develop an appropriate business model canvas consisting of 9 building blocks of a business model.
4. Exhibit understanding of the business environment and stakeholders for managing the stakeholders effectively.
5. Perform assessment of entrepreneurship ecosystem and understand its effect on the business.
6. Be aware of consumer rights and responsibilities and be able to approach for grievance redressal.
7. Select a relevant organisation form for the proposed business.
8. Assess personal entrepreneurial competencies for understanding own entrepreneurial qualities.
9. Apply different functions of management to optimize the performance of an organisation.
10. Implement human resources management process and functions for realising the organisational goals.
11. Design and implement risk management and internal control system for ensuring achievement of organisational Vision Mission and Objectives.
12. Exhibit understanding of business financial system for being financially literate entrepreneur.
13. Conduct financial projection for a startup.
14. Demonstrate understanding of marketing functions, marketing mix, emerging trends in marketing and design appropriate marketing campaign.

15. Exhibit the understanding of market research process for determining viability of new products.
16. Demonstrate knowledge of different business correspondences and make use of various business correspondences for business purposes.
17. Apply etiquette in communication for effective business communication and negotiation.

## **Class XII**

1. Exhibit foundational proficiency in creativity, innovation and entrepreneurship for developing entrepreneurial mindset and competencies.
2. Apply contemporary approaches creativity and innovation to problem solving.
3. Apply various techniques of business idea generation and evaluation for selecting a feasible business idea.
4. Demonstrate understanding of intellectual property rights for protecting business ideas and intellectual properties.
5. Develop and assess business model for making sustainable business model.
6. Exhibit understanding of the fundamentals of business plan for developing a feasible and viable business plan.
7. Conduct market analysis and develop marketing plan for the business.
8. Develop operational plan for the business to operate efficiently and effectively.
9. Develop organisational and management plan for operating the business efficiently and effectively.
10. Develop financial plan, project financial statements and conduct analysis of projected financial statements for understanding the financial viability of the business.
11. Pitch business ideas for garnering support from the business stakeholders.

## 5.5 Learning objectives, Core Concepts, and Process/Essential Skills:

### Class XI

Learning Objectives (K, S, V, A)	Core Concepts	Process/ Essential Skills
<ul style="list-style-type: none"> <li>i. Define business</li> <li>ii. State the objectives of business</li> <li>iii. Identify the characteristics of business</li> <li>iv. Explain the classification of business</li> <li>v. Describe the branches of commerce and industries</li> <li>vi. Explain emerging modes of business</li> <li>vii. Explain the documents used in trade</li> <li>viii. Explain ethical business practices and social responsibilities</li> </ul>	<p>Introduction to Business</p>	<ul style="list-style-type: none"> <li>» Generate business ideas</li> <li>» Develop positive attitude</li> <li>» Awareness about the business opportunities</li> <li>» Critical thinking,</li> </ul>
<ul style="list-style-type: none"> <li>i. Explain the meaning of supply chain</li> <li>ii. Explain the elements and process of supply chain</li> <li>iii. Describe the concepts of operations</li> <li>iv. Differentiate between manufacturing and service operations</li> <li>v. Explain the concept of inventory management</li> </ul>	<p>Supply Chain and Operation</p>	<ul style="list-style-type: none"> <li>» Analytical skills</li> <li>» Interpersonal relation</li> <li>» Assets utilization</li> <li>» Stock Management</li> </ul>
<ul style="list-style-type: none"> <li>i. Explain the meaning of business model</li> <li>ii. Discuss various types of business models</li> <li>iii. Explain the components of business model canvas</li> </ul>	<p>Business Models</p>	<ul style="list-style-type: none"> <li>» Budgeting and business planning</li> <li>» Innovative business ideas</li> </ul>

<ul style="list-style-type: none"> <li>i. Explain meaning of business ecosystem</li> <li>ii. Identify the stakeholders in business ecosystem</li> <li>iii. Discuss the roles of stakeholders in business ecosystem</li> <li>iv. Ascertain the need for vibrant business ecosystem</li> </ul>	<p>Business Ecosystem</p>	<ul style="list-style-type: none"> <li>» Interdependences</li> <li>» Teamwork</li> </ul>
<ul style="list-style-type: none"> <li>i. Explain the concepts of consumer protection</li> <li>ii. Explain consumer rights and responsibilities as per Consumer Protection Act of Bhutan</li> <li>iii. Cite examples of misleading and false representations</li> <li>iv. Describe the procedures to redress consumer grievances</li> </ul>	<p>Consumer protection</p>	<ul style="list-style-type: none"> <li>» Right decision</li> <li>» Problem solving</li> <li>» Ethical practice</li> </ul>
<ul style="list-style-type: none"> <li>i. Describe forms of business organizations</li> <li>ii. Compare amongst forms of businesses organizations</li> <li>iii. Evaluate the benefits and drawbacks of multinational companies to the host countries</li> <li>iv. Describe the procedure and documents required for formation of a company</li> <li>v. Define startups</li> <li>vi. Describe the charms and challenges of startups</li> <li>vii. Discuss essential entrepreneurial competencies of entrepreneurs</li> </ul>	<p>Business organization and management</p>	<ul style="list-style-type: none"> <li>» Business planning</li> <li>» Documentations</li> <li>» Abiding rules</li> <li>» Developing self esteem</li> <li>» Risk taking</li> <li>» Adventurous</li> </ul>
<ul style="list-style-type: none"> <li>i. Describe concepts and functions of management</li> <li>ii. Describe concept of human resource management</li> <li>iii. Explain human resource management process</li> </ul>	<p>Human resource management</p>	<ul style="list-style-type: none"> <li>» Leadership</li> <li>» Problem solving</li> <li>» Time management</li> </ul>

<p>i. Define risk management and internal control system                  ii. Explain the process of RM and elements of effective internal control system</p>	<p>Risk management and control system</p>	<p>» Risk and reward relationship                  » Check and balance</p>
<p>i. Explain Bhutanese financial system                  ii. Explain financial market and their instruments                  iii. Describe the procedure of listing securities with RSEBL                  iv. Discuss the functions of financial institutions and intermediaries                  v. Describe the roles of regulators in the financial system                  vi. Describe the concepts of business finance                  vii. Explain factors affecting capital structure of the business                  viii. Conduct project costing and financial projection for the business                  ix. Conduct analysis of projected financial statement</p>	<p>Business Financing</p>	<p>» Cost estimation                  » Financial management                  » Investment decisions                  » Choice of investment                  » Analytical skill                  » Imagination and projection</p>
<p>i. Define marketing                  ii. Describe the functions of marketing                  iii. Distinguish between traditional and modern marketing techniques                  iv. Explain marketing mix and promotion mix                  v. Develop creative brief for marketing campaign                  vi. Explain the fundamentals of market</p>	<p>Marketing</p>	<p>» Marketing customer service,                  » Designing and creativity                  » Computer skills                  » Business Ethics</p>

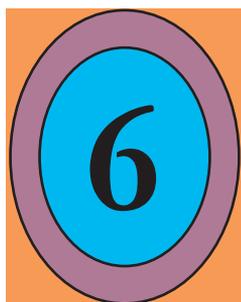
<ol style="list-style-type: none"> <li>i. Define concepts of business communication</li> <li>ii. Present different types of business correspondences</li> <li>iii. Elucidate effective business communication skills</li> <li>iv. Explain the barriers to effective business communication</li> <li>v. Highlight key etiquettes of effective business communication</li> <li>vi. Explain the concept and process of negotiation.</li> </ol>	<p>Business communication</p>	<ul style="list-style-type: none"> <li>» Written</li> <li>» Communication skills</li> <li>» Negotiation skills</li> <li>» Bargaining power</li> </ul>
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a) **Class XII**

<b>Learning Objectives (K, S, V, A)</b>	<b>Core Concepts</b>	<b>Process/ Essential Skills</b>
i. Discuss the meaning of business opportunity ii. Exhibit understanding of business opportunity Identification Process iii. Explain and use the various methods of idea generation.	Business Opportunity Identification and Selection	» Business idea generation » Screening business ideas
i. Describe the components of Business Model Canvas (BMC) ii. Develop Business Model Canvas for the selected Idea iii. Embed Sustainability in Business Model	Business Model and Business Plan	» Planning » Budgeting » Innovating ideas » Mindful use of resources » Communication and presentation
i. Explain the definition of Business plan ii. Discuss importance and users of business plan iii. Discuss the components of Business Plan	Business Plan	» Business planning » Innovation » Imagination » Presentation of ideas

<p>i. Identify target market</p> <p>ii. Conduct customer segmentation</p> <p>iii. Analyse market demand and supply</p> <p>iv. Conduct gap analysis</p> <p>v. Perform competitor analysis</p> <p>vi. Forecast revenue</p> <p>vii. Determine marketing mix</p> <p>viii. Develop marketing strategies</p> <p>ix. Estimate marketing expenses</p> <p>x. Identify noncurrent assets for marketing purpose</p>	<p>» Market research</p> <p>» Marketing skills and customer services</p> <p>» Designing and product innovation</p> <p>» Forecasting</p> <p>» Statistical skills</p> <p>» Computer skills</p> <p>» Business ethics</p>
<p>Market Analysis and Marketing Plan</p>	<p>» Imagination and visualisation</p> <p>» Researching</p> <p>» Allocation of resources</p> <p>» Quality control</p> <p>» Estimation of resources</p> <p>» Problem solving</p>
<p>i. Identify and describe location of production facility</p> <p>ii. Identify raw material requirement, sources, cost and availability</p> <p>iii. Identify labour requirement, sources, cost and availability</p> <p>iv. Exhibit processes/ methods used in production</p> <p>v. Estimate production quantities and schedule</p> <p>vi. Identify non-current assets for marketing purpose</p> <p>vii. Identify sources and terms of procuring non-current assets</p> <p>viii. Estimate plant capacity and utilization</p> <p>ix. Estimate overhead cost for operation</p> <p>x. Calculate total production cost and unit production cost</p>	<p>Operation Plan</p>

<ul style="list-style-type: none"> <li>» Decision making</li> <li>» Designing and innovation</li> <li>» Leadership</li> <li>» Staff welfare</li> <li>» Providing judgments</li> <li>» Decision making</li> </ul>		<ul style="list-style-type: none"> <li>i. Decide the form of business to be proposed</li> <li>ii. Decide the business name and design business logo</li> <li>iii. Write and exhibit the capability of the proponent</li> <li>iv. Frame the organization structure</li> <li>v. Describe the key positions and responsibilities of personnel to be involved in organization and management</li> <li>vi. Decide on recruitment and selection of staff</li> <li>vii. Determine cost of personnel to be involved in administration</li> <li>viii. Identify the non-current assets required for office administration</li> <li>ix. Provide provision for maintenance and repair of non-current assets for office administration.</li> <li>x. Decide and design office layout</li> <li>xi. Provide provision for pre-operating activities and expenses</li> <li>xii. Estimate the overhead cost for organization and management</li> </ul>
<ul style="list-style-type: none"> <li>» Creativity</li> <li>» Managerial skills</li> <li>» Budgeting</li> <li>» Assets management</li> </ul>	<p style="text-align: center;">Organizational and Management Plan</p>	
<ul style="list-style-type: none"> <li>» Financial projection</li> <li>» Financial planning</li> <li>» Exploring budgeting</li> <li>» Estimation of revenue</li> <li>» Presentation skills</li> <li>» Time management</li> </ul>	<p style="text-align: center;">Financial Plan</p>	<ul style="list-style-type: none"> <li>i. Determine total project cost</li> <li>ii. Prepare financial plan</li> <li>iii. Decide and provide provision for security of loan</li> <li>iv. Conduct loan amortization and prepare repayment schedule</li> <li>v. Prepare Projected financial statements</li> <li>vi. Conduct key financial analysis such as Break-even analysis, Payback period, internal rate of return.</li> <li>vii. Pitch business idea and plan to the investors.</li> </ul>



# TEACHING AND LEARNING APPROACHES

Teaching and learning approaches refer to effective pedagogies to equip learners for life, in its broadest sense; build inter disciplinary and cross-curricular skills, concepts, knowledge, and values; facilitate integration of knowledge, skills, and values within and across the disciplines; promote enduring understanding and deeper learning; and promote collaboration, cooperation, and shared learning, thus promoting active engagement of the learners in the learning process.

The following are the teaching and learning approaches that is adopted to deliver Business and Entrepreneurship Curriculum.

» **Competency Based Learning:**

The Business and Entrepreneurship Curriculum is developed to provide knowledge, skills and values related to business and entrepreneurship. It is intended to equip learners with entrepreneurial skills to generate business idea, develop business plans, pitch business ideas to the potential investors, and look for resources to start business to earn livelihood. The learners are taught to design solutions to numerous problems that country faces today and convert such problems to opportunistic business ventures to become an agent to economic development.

» **Place Based Education:**

Place Based Education (PBE) is an approach that connects learning and communities to increase student engagement, academic outcomes, and community impact. In order to connect academic knowledge with the real world experience the learning must be contextualized to local environment. The learners must be taught to design business solution to problems that are prevailing in the local communities and with the help of locally available resources.

» **Dimension of effective pedagogy:**

The principle of effective pedagogy informs teachers and curriculum developers to consider adaptation and adoption of various teaching strategies and skills in making the curriculum learner friendly to facilitate the effective classroom teaching and learning.

Therefore, the curriculum incorporates the latest teaching and learning approaches and strategies to make learning effective and enriching to the learners. Strategies such as blended learnings, use of ICT and other latest active learning tools are used to make learning of the subject more exiting and fruitful.

» **Autonomy, flexibility and adaptability:**

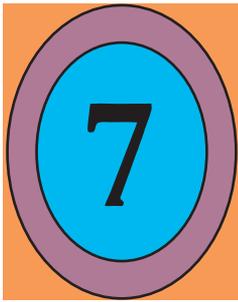
The Business and Entrepreneurship Curriculum is developed to provide business and entrepreneurship education that will equip learners with the knowledge and skills to generate business ideas, develop business plans and proposals, and set going concern business to sustain their livelihood. In the process of delivering the curriculum the teachers must engage local resources based on availability, affordability, and suitability if it adds value to the learning process. The teachers have all the freedom and liberty to choose learning materials, pedagogies and testing mechanisms to meet the learning goals of the subject.

» **Differentiated or Inclusive instructions:**

Teachers need to be aware of different learners' abilities and their learning styles to ensure no learners are left unattended. The curriculum content and activities are designed in a way that it addresses varied learner's abilities including the gifted learners.

» **Learner centered and developmentally appropriateness:**

The curriculum should be learner focused. This implies that curricular contents, teaching techniques and assessment methods for each grade or level of school education will be selected in accordance with children's developmental stages. Each child is different and the rate at which individual child grows and reach various developmental stages varies, although the patterns and sequences for growth and development are usually the same for all. Children experience continuous progression in their learning from the age of 2 to 18 years. They should be able to progress at a rate which matches their needs and aptitudes. A developmental approach will give direction to their learning and at the same time allow for assessment of students' progress.



# ASSESSMENT AND REPORTING

The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning process, skill acquisition or educational needs of students. It is used to measure specific elements of learning and to improve teaching learning process. It is also used to identify weaknesses and strengths to provide specialized academic support.

## 7.1 Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching. Assessment is an ongoing process that arises out of the interaction between teaching and learning. It facilitates enhanced teaching, learning and informed decision making. Some of the purposes are stated below:

- i. Provides diagnostic feedback based on students' knowledge, performance and needs.
- ii. Set bench mark of learning.
- iii. Evaluate progress on performance of students and teaching methods.
- iv. Motivates students and teachers to enhance their performance.
- v. Gathers meaningful data to enhance students learning.
- vi. Promotes commitment for learning and shared understanding of the criteria by which they are assessed.

## 7.2 Principles of Assessment

Principles of assessment provide guidelines for meaningful and effective assessment practices and serves as a philosophical guide of how assessment protocols are developed and implemented. It is underpinned by utmost confidence that every student can improve. Assessment should enable reciprocal learning where teachers and students share and value each other's ideas.

The following are some of the principles:

» **Valid**

Validity ensures that assessment task and associated criteria effectively measures learner's attainment of the intended learning outcomes at appropriate level.

» **Reliable and Consistent**

Assessment needs to be reliable which requires it to be clear and consistent in marking, grading and moderation of assignments.

» **Explicit, Accessible and Transparent**

It needs to be clear, accurate, consistent and timely while providing assessment task and procedures.

» **Inclusive and Equitable**

The assessment must ensure that the tasks and procedures do not disadvantage any group or individual.

» **Relevant**

It should primarily reflect the nature of the discipline or subject and also ensure that learners have the opportunity to develop a range of generic skills and capabilities.

» **Manageable**

The scheduling of assignments and the amount of assessed work should provide a reliable and valid profile of achievement without overloading learners.

» **Timely**

Learners are entitled to feedback on submitted assessment task. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance and the feedback provided should be on time.

## **7.3 Types of Assessment**

» **Diagnostic Assessment (as Pre-Assessment)**

It deals with the assessment of learner's strengths, weaknesses, knowledge and skills prior to instruction. It assesses what the learner already knows. It is often used before teaching or when a problem arises. The evidence of this assessment provide baseline for teaching for further learning.

## » Formative Assessment

Assesses a learner's performance during instruction, and usually occurs regularly throughout the instruction process. It is an integral part of teaching and learning. It contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher do next. The suggested formative assessment techniques used in commerce include:

1. **Written assignments:** Each learner will complete written assignments based on problems on topics related with managerial decision making on different hypothetical practical problem on commerce.
2. **Class participation and preparedness:** Each learner will be assessed based on their active participation and preparedness in the class by contributing to the class discussions through answering questions, stating their opinions and solving in-class-exercises during the sessions.
3. **Debate:** Present ideas to support or argue on a given issue or a problem.
4. **Quiz:** Questions to assess learners' knowledge, skills and attitude.
5. **Symposium:** Presentation and discussion on issues related to entrepreneurship and business subjects.
6. **Seminar:** Presentation and discussion on emerging business ideas and its analysis.
7. **Project work:** learners carry out commerce subject based research activities by which their abilities to translate the learnt concepts and skills into the real field and the world of works are enhanced. They collect secondary data on the given topic and analyse, conclude and make their recommendation in project work report.

## » Summative Assessment

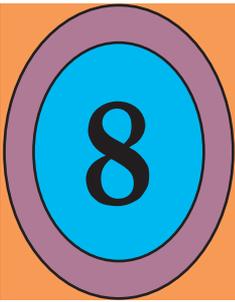
Summative assessment is used to measure learners' achievement at the end of certain instruction period to check the learning progress. The results are also use by teachers to compared to either a standard or to a group of learners for the purpose or promotion to next higher grade or awarding the certification and recognition.

Although the summative assessment for Business and Entrepreneurship Curriculum may be conducted in certain interval period such as weekly, monthly, and unit-wise, the main assessments are conducted at the end of midterm (midterm examination) and academic year (annual examination).

## **7.4 High-stake Examination (Board Examination)**

The high-stake examination which is conducted by BCSEA for class XII is divided into continuous formative assessment consisting of 50% and summative assessment consisting of 50% of the total marks. For the purpose of formative assessment, each learner is required to develop a complete business proposal, fulfilling all the requirements of the proposal. The concerned subject teacher must allow learners to display outmost talent and innovation skills in the process of project development even if it is beyond the scope of assessment. While BCSEA may assign external examiners for the assessment of the project, the subject teacher must assess every stage of project development process and keep the records. The learners are required to exhibit the skills of business pitching to the examiners during final evaluation of the project beside completing all the requirements of a business proposal.

Summative assessment (Board Examination) of 50% questions include multiple choice, short answer and extended answer questions. To ensure that learners are well-versed with the subject, they must be prepared to answer questions based on application and competency-based questions.



# ENABLING CONDITIONS

The school system should create conducive environment to facilitate achievement of the objectives with which the curriculum is being introduced and implemented in higher secondary schools in the country. Over the time, commercial activities have shifted from simple to advanced E-commerce. As a result, use of ICT in business has gained its popularity in the global scenario.

The revised curriculum for Bhutan is developed based on internationally accepted concept, knowledge and practices. It attempts to equip the learners with the knowledge and competencies befitting to the present, international, regional and national business scenario. This calls for the needs to equip schools with competent teachers supported by adequate resources.

Therefore, the following enabling conditions are perceived mandatory for the effective implementation of the curriculum:

## 8.1 Infrastructure

Study of business education do not require high-tech labs and equipment like other science subjects. However, it requires a modest classroom with good internet connections for the learners to get exposure to various study materials. As the study advance, learners are required to pitch business ideas and develop product prototype to test their business idea. For that, schools are recommended to develop facilities such as business incubation centres and mentorship facilities.

## 8.2 Human Resources

For the successful implementation of the curriculum, it is vital to have adequate qualified and competent human resources such as school leaders, teachers, parents and support from other stakeholders:

### » School leaders

Competent school leaders with provision for timely and continuous professional development programmes. They should encourage and support teachers in adopting new

and innovative teaching practice. The new curriculum requires execution of activities beyond classroom and school campus to expose learners to real world of business. Hence, the school leaders must understand the epistemology of the new curriculum and accordingly, facilitate the teacher in conducting the activities.

#### » **Teachers**

Teachers are the means through which the curriculum is communicated to the learners. Therefore, the competency of teachers must be given high priority. The teachers must be trained to prepare learners for the world of work rather than teaching to pass exams. All schools should have trained and qualified teachers in the field of business and entrepreneurship to teach the subject.

#### » **Students**

In contemporary learning, learners are no longer seen as passive recipients of knowledge. Learners engaged and they should become contributors to teaching, learning, and assessment processes.

#### » **Parents**

Effective implementation of curriculum requires active involvement of parents in the education of their children. Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well-informed about their children's school lives and clear about the ways in which they can work with the school.

### **8.3 Resources**

Effective curriculum implementation requires adequate and appropriate teaching-learning materials for all types of learners. The curriculum intends to equip learners with adequate skills and competencies to carryout business as their livelihood and lifelong learning. To enhance such skills, there must be adequate resources allocated to carry out the activities.

### **8.4 Community**

To ensure that the learners get adequate entrepreneurial competencies as intended by the curriculum, the community must support learners in exploration and creation of knowledge and information. They must allow learners to use local resources and contribute authentic information for carrying out activities assigned by the teachers.

## 8.5 Policies and Procedures

Besides infrastructure, human and material resources, and other enabling conditions, there must be clear education vision and goals, and policies and guidelines at the national level. At the school level, it is critical to lay out clear policies and operational procedures such as school development plans, curriculum implementation guidelines, assessment and evaluation procedures, resource management guidelines, and rules and regulations to guide school management boards, teachers, parents, and students to promote effective implementation of the national curriculum.

## 8.6 Roles and Responsibilities of Service Providers

The successful implementation of the national curriculum requires clear roles to be played by different stakeholders to enable schools to meet the curriculum intentions.

### » **Ministry of Education (MoE)**

- a. Implement the Business and Entrepreneurship Curriculum developed by the Royal Education Council.
- b. Ensure adequate human resources, infrastructure development, adequate curriculum support materials, and budgetary support to enable effective curriculum implementation.
- c. Provide timely monitoring to ensure adequate human resources, infrastructure development, adequate curriculum support materials, and budgetary support to enable effective curriculum implementation.

### » **Royal Education Council (REC)**

- a. Review, innovate, design, and develop the national curriculum and professional development programmes based on feedback from the field.
- b. Disseminate curricular changes and ensure that the changes are implemented in the schools.
- c. Provide timely professional development for efficient implementation of the curriculum.
- d. Conduct periodic monitoring for professional support services.

### » **Bhutan Council for School Examination and Assessment (BCSEA)**

- a. Conduct national assessment to monitor student performances.
- b. Conduct board examinations based on the national curriculum.
- c. Provide professional development in assessment.
- d. Disseminate result analysis report to various stakeholders.

» **Dzongkhag and Thromde:**

- a. Disseminate information and ensure that changes are implemented in the schools based on national directives.
- b. Facilitate the placement of human resources and supply of material resources.
- c. Facilitate professional development programmes based on the needs of the school leaders, teachers, and other staff within the dzongkhag and thromde.
- d. Monitor school level curriculum implementation and report to relevant agencies.
- e. Provide time to time feedback on the effectiveness of curriculum to relevant agencies.

» **Schools**

- f. Implement the curriculum as intended.
- g. Create a conducive teaching-learning environment.
- h. Ensure that teachers and learners receive adequate teaching and learning materials.
- i. Provide timely professional development programmes to the teachers, learners, and other staff.
- j. Provide feedback on the curriculum to REC.
- k. Provide timely reports on learners' performances to relevant agencies and stakeholders.

## 9

# CROSS-CURRICULAR LINKAGES

Shoemaker (1989) defines cross curriculum as ‘education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association; it views learning and teaching in a holistic way and reflects the real world which is interactive’. Further, Collins, Brown and Newman (1989) argue that the cross curriculum is essential for increasing a children knowledge that can be applied in school as well as outside school. It has been argued that the most successful school uses cross curriculum as a way to integrate subjects so children’s knowledge can be developed further, as well as providing innovation for teacher and enjoyment for children.

No curriculum is standalone curriculum. Components of one curriculum is either taught in other subject or the curriculum uses subject matters of other subjects to provide a comprehensive set of competency to the learners. Similarly, to ensure that Business and Entrepreneurship Curriculum provide holistic and comprehensive business education to prepare learners for the world of work, the curriculum has cross-curricular linkages with various other disciplines as depicted in the following Figure:

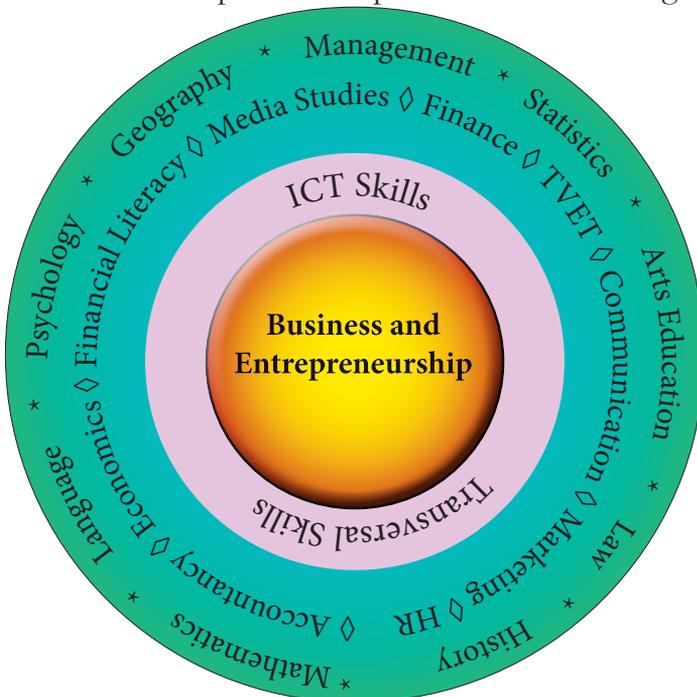


Figure 9.1 Cross-curricular linkages of Business and Entrepreneurship with other disciplines

## Glossary:

Curriculum	The subjects comprising a course of study in a school or college.
Pre-university	Classes XI and XII
BCSEA	Bhutan Council for School Assessment and Examination, school examination body in Bhutan
Board of Directors	Elected representative of shareholders to manage a company
Business ecosystem	A network of business organisations
Business incubation centres	A business incubator is a workspace created to offer startups and new ventures access to the resources they need, all under one roof. In addition to a desk or office, incubators often provide resident companies with access to expert advisors, mentors, administrative support, office equipment, training, and/or potential investors.
Commerce	Exchange of goods and services supported by aids to trade. Subject offered in Commerce Stream
Company	Company” means a company limited by shares incorporated and registered under this Act or an existing company incorporated by or under the Companies Act of the Kingdom of Bhutan
Competency Based Learning	Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.
Curriculum framework	A curriculum framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do
Developmentally appropriateness	Approach to teaching that respects both the age and the individual needs of each child
Diagnostic Assessment	Assessment of learner’s strengths, weaknesses, knowledge and skills prior to instruction. It assesses what the learner already knows.
Differentiated instructions	Use of different teaching-learning instructions based on abilities and learning styles to ensure no learners are left unattended
E-commerce	Trading with the use of Internet
Effective pedagogy	Adaptation and adoption of various teaching strategies and skills in making the curriculum learner friendly to facilitate the effective classroom teaching and learning
Entrepreneurship	A person who sets up a business or businesses, taking on financial risks in the hope of profit.
Formative Assessment	Assesses a learner’s performance during instruction, and usually occurs regularly throughout the instruction process.
GNH	Gross National Happiness, National vision and guiding philosophy of Bhutan’s development process.

Inclusiveness	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other minority groups.
Key Stage	Any fixed stage which the national curriculum is divided, each having its own prescribed course of study. At the end of each stage, pupils are required to complete standard assessment tasks
Learner centered	Teaching approach that places the learner at the centre of the learning
Partnership	Business own by two or more persons
Place Based Education	Place-based education is the process of using the local community and environment as a starting point to teach.
Product prototype	It is an early sample, model, or release of a product built to test a concept or process.
REC	Royal Education Council, agency responsible for development and transformation of school curricula
Sole Trader	Single business ownership
Startups	A startup is a initial stage of a business founded by one or more entrepreneurs to develop a unique product or service and bring it to market
Strands	Domains that group the related general and specific learning outcomes or achievement aims and objectives within a particular learning area or discipline
Summative Assessment	Test or examination based assessment

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