Learning Outcome Based Vocational Curriculum

Job Role

UDYAMI MITRA

NQR Code: QG-03-ET-03013-2024-V1-MEPSC
(QP Code: MEP/Q5105)

Grades 11th and 12th

Sector: Management

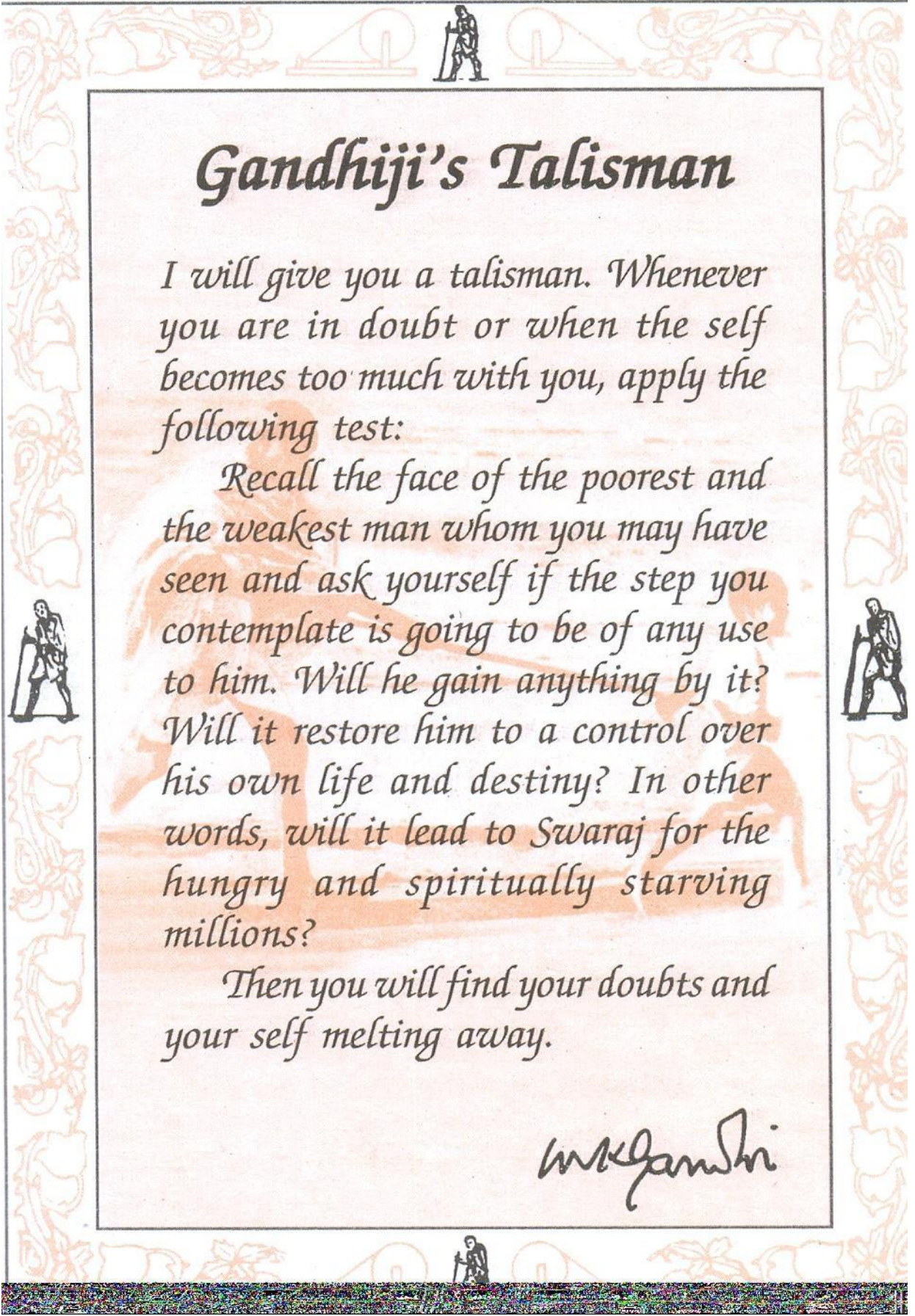### Management & Entrepreneurship and Professional Skills Council (MEPSC)

एन सी ई आर टी
NCERT

PSS Central Institute of Vocational Education, Bhopal

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K.Gandhi

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PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(A constituent unit of National Council of Educational Research and Training, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal– 462 013, Madhya Pradesh, India

LEARNING OUTCOME-BASED VOCATIONAL CURRICULUM

Management & Entrepreneurship and Professional Skills – *Udyami Mitra*

September 2025

http://www.psscive.ac.in

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general education to open pathways of career progression for students. The curriculum has been developed for the vocational education programme introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skill Qualification Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of '*Samagra Shiksha*', which is an overarching programme for the school education sector extending from pre-school to Grade 12.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational education and training package for the job role/vocational subject of "*Udyami Mitra*". The curriculum has been developed for the secondary students of Grades 11 and 12 and is aligned to the National Occupation Standards (NOSs) for the job role. The curriculum aims to provide learner with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate skill needs. The teaching-learning is to be done through interactive sessions in classrooms, practical activities in laboratories or workshops, projects, field visits, etc. and professional experience is to be provided through on-the-job training.

The curriculum has been developed and reviewed by a group of experts and their contributions are duly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

DINESH PRASAD SAKLANI
Director
National Council of Education Research and Training

PREFACE

India, today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. In order to fulfil the growing aspirations of our youth and the demand for skilled human resource, the Ministry of Education, Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha*. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome based curricula, student textbooks and e-learning materials for the job roles in various sectors.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural, and sociological traditions, and it should aptly address the needs and aspirations of the students, besides meeting the skill demands of the industry. In order to honour its commitment to the nation, the PSSCIVE is developing learning outcome-based curricula with the involvement of faculty members and leading experts in the field. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training (VET) experts, industry representatives, and teachers.

The expert group, through a series of consultations, working group meetings, and use of reference materials develops a National curriculum. We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of the curriculum.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education programme, vocational educators, vocational teachers/trainers, and other stakeholders will make earnest efforts to provide better facilities, develop linkages with the industry and foster a conducive learning environment for effectively transacting the curriculum and to achieve the learning outcomes as per the content of the curriculum document.

DEEPAK PALIWAL
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

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1. Course Overview

S. No.	Course Title	*Udyami Mitra*	
1.1	About the Job Role	The *Udyami Mitra* is a community-based mentor who will assist women to become entrepreneurs through conducting entrepreneurship awareness programs, and entrepreneurship development programs and individually assisting women with information and links to resources to start and run an enterprise.	
1.2	Qualification Pack Code	MEP/Q5105	
1.3	NSQF Level	3	
1.4	Course Description	*Udyami Mitra* is responsible for assisting interested women to identify saleable ideas and help them convert it into a business, apply for the applicable government schemes, apply for loans and financial assistance, carry out procurement and day to day running of the venture, *Udyami Mitra* will assist women to identify resources in the community or neighbourhood and their assistance/ role during start of business and running of business	
1.5	Course Outcomes	On completion of the course, students should be able to:	
		• Demonstrate behaviour analysis and skill scan of self and mentee • Describe development of life skills • Describe digital tools applicable for business • Explain financial management of enterprise • Explain the importance of using mentor support and networks • Apply mentorship to assist mentee to start and run a business • Demonstrate the process of applying health and safety practices at the workplace. • Explain the importance of applying principles of professional practice at the workplace. • Discuss the relevance of employability skills	
1.6	Course Requirements	The learner should be holding a 10th Grade pass certificate.	
1.7	Course Duration	600 hrs	
1.8	Course Structure	**Grade 11**	**Grade 12**
		Part A: Employability Skills	Part A: Employability Skills
		Part B: Vocational Skills	Part B: Vocational Skills

		Part C: Practical Work	Part C: Practical Work
		Part D: Project Work/ Field Visit	Part D: Project Work/Field Visit
1.9	Assessment Methods	1. Written Exams 2. Practical Assessments 3. Project Work 4. Portfolio 5. On-the-Job Training	
1.10	Basic Resources Required	• Office layout simulation with proper infrastructure • Computers/laptops with internet connectivity • Printers, scanners, projectors • Office equipment simulators for online portals like PMEGP, MUDRA, etc. • Training manuals on entrepreneurship, MSME policies, and government schemes • Government scheme brochures, case study booklets, business plan templates • Access to online tools (*Udyami Mitra* portal, Start-up India, Skill India, etc.)	
1.11	Vocational Teacher/Instructor Information	MBA/M. Com or PG Diploma in Entrepreneurship or related fields, or a B.Voc. Degree in Business Administration or related areas with at least 50% marks from a recognised Institute /college/University 18-37 Years- as on Jan.01 (mention year) Age relaxation to be provided as per Government rules	
1.12	Certification	Certification upon successful completion	
1.13	Potential Educational Pathway	• Certificate Programs in Entrepreneurship Facilitation • Post Graduate Diploma in Business MSME Management • B.Voc. Degree in Business Administration / Entrepreneurship / Rural Development • M.B.A. in Business Management / Office Administration / Rural Management	
1.14	Potential Employment Opportunities	• *Udyami Mitra* • Entrepreneurship Facilitator	

		• MSME Support Executive • Project Coordinator (Skill Development Schemes) • Business Development Executive (Govt./Private Sector) • Digital Mitra / CSC Entrepreneur • Trainer/Instructor in Entrepreneurship/Office Administration Programs

2. Scheme of Units and Assessment

This course of "*Udyami Mitra*" is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Grades 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Grade 11 is as follows:

	GRADE 11		
	Units	**No. of Hours for Theory and Practical = 300**	**Max. Marks for Theory and Practical = 100**
Part A	**Employability Skills**		
1.	Unit 1: Communication Skills – III	25	
2.	Unit 2: Self-management Skills – III	25	
3.	Unit 3: Information and Communication Technology Skills – III	20	
4.	Unit 4: Entrepreneurial Skills – III	25	
5.	Unit 5: Green Skills – III	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
6.	Unit 1: Discovering the *Udyami Mitra* in Self	42	
7.	Unit 2: Discovering the Entrepreneur in the Mentee	41	
8.	Unit 3: Developing Entrepreneurial Behavioural Competencies	41	
9.	Unit 4: Developing Life Skills with Specific Reference to Women	41	
	Total	**165**	**40**
Part C	**Assessment and Evaluation**		
10.	Written Test	3	40 marks
11.	Practical Exam	6	15 marks
12.	Project Work (including Field Visits/On-the-Job Training)	10	25 marks
13.	Student Portfolio	5	10 marks
14.	Viva Voce	1	10 marks
	Total	**25**	
	Grand Total	**300**	**100**

The unit-wise distribution of hours and marks for Grade 12 is as follows:

	Units	No. of Hours for Theory and Practical = 300	Max. Marks for Theory and Practical = 100
	GRADE 12		
Part A	**Employability Skills**		
1.	Unit 1: Communication Skills – IV	25	
2.	Unit 2: Self-management Skills – IV	25	
3.	Unit 3: Information and Communication Technology Skills – IV	20	
4.	Unit 4: Entrepreneurial Skills – IV	25	
5.	Unit 5: Green Skills – IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
6.	Unit 1: Financial and Digital Literacy Skills for Micro-Enterprises	45	
7.	Unit 2: Support for the Entrepreneurship Journey (with Specific Reference to Women)	40	
9.	Unit 3: Promote establishing and managing Entrepreneurial Activities	45	
10.	Unit 4: Health and Safety in the Workplace	35	
	Total	**165**	**40**
Part C	**Practical Work**		
	Written Test	3	40 marks
	Practical Exam	6	15 marks
	Project Work (including Field Visits/On-the-Job Training)	10	25 marks
	Student Portfolio	5	10 marks
	Viva Voce	1	10 marks
	Total	**25**	
	Grand Total	**300**	**100**

3. Teaching/Training Activities

The teaching and training activities have to be conducted in the classroom, laboratory/ workshops, and field visits.

3.1 Classroom Activities

Classroom activities are an integral part of this course, and interactive lecture sessions, followed by discussions, should be conducted by trained vocational trainers/Vocational instructors.

3.2 Practical Work in Laboratory/Workshop

Practical work may include, but should not be limited to, hands-on-training, simulated training, role-play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance the hands-on learning experience of students.

3.3 Field Visits

At least three field visits should be conducted in a year. In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teacher for systematic collection of information by the students on the various aspects.

4. Assessment and Evaluation

1.	Written Test	40 marks
2.	Practical Exam	15 marks
3.	Project Work (including Field Visits/On-the-Job Training)	25 marks
4.	Student Portfolio	10 marks
5.	Viva Voce	10 marks
	Total	100 marks

Knowledge Assessment

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be an objective paper-based test or short structured questions, based on the content of the curriculum.

4.1 Written Test allows candidates to demonstrate that they have the knowledge and understanding of a given topic.

Blueprint for Question Type and Marks Allocation by Difficulty Level (40 marks)

Question Type	Number of Questions	Marks per Question	Total Marks	Difficulty Level
Multiple Choice Questions (MCQs)	6	1 mark each	6 marks	Easy
Short Answer Questions (SAQs)	5	2 marks each	10 marks	Easy
Short Answer Questions (SAQs)	4	4 marks each	16 marks	Moderate
Long Answer Questions (LAQs)	2	4 marks	8 marks	Difficult

Skill Assessment (Practical)

Assessment of skills by the students should be done by the assessors/examiners based on practical demonstration of skills by the candidate, using a "competency checklist". The student has to demonstrate competency against the performance criteria. The assessors assessing the skills of the students should possess current experience in the industry and should have undergone effective training in assessment principles and practices.

4.2 Practical examination: The Practical examination allows candidates to demonstrate their knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. The teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning objectives of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

Checklist for Assessment and Evaluation of Practical

Each criterion is evaluated on a scale of **0-5**, with specific descriptions for each mark range.

S. No.	Criterion	Marks 0-1 (Needs Improvement)	Marks 2-3 (Satisfactory)	Marks 4-5 (Excellent)	Max Marks
1.	**Understanding of Entrepreneurial Ecosystem**	Limited knowledge of MSME schemes, incubation, or funding sources. Struggles to identify key stakeholders.	Basic awareness of schemes and institutions. Can name some support systems with guidance.	Clear understanding of *Udyami Mitra* services, MSME ecosystem, and support mechanisms.	5
2.	**Communication and Mentoring Skills**	Difficulty conveying ideas, poor interpersonal engagement with beneficiaries.	Communicates reasonably well, offers general guidance, limited confidence.	Effectively communicates, confidently mentors entrepreneurs, and listens actively.	5
3.	**Field Visit Documentation and Analysis**	Submits incomplete or unclear observations, lacks reflection and insight.	Covers key points with moderate clarity and some analysis.	Thorough, well-organized documentation with insightful analysis and relevant conclusions.	5
Total Marks					**15**

4.3 Project Work (25 marks)

Projects should simulate real-world scenarios, enabling students to apply their acquired skills and knowledge to solve problems or create tangible outcomes. Projects should align with the curriculum's learning objectives, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines, should be provided by the teachers/assessors.

Field visits can be followed by the submission of reports by the students, based on a checklist. Teachers will develop a detailed checklist of items or questions students need to address during the visit. This could include specific observations, data collection, interviews, etc. Teachers will assess the reports based on the completeness of checklist items, depth of observations, analysis, and overall presentation. After the visit, teachers will also encourage students to reflect on their field experience, for example, what students learned, how they will apply the knowledge gained through the field visit, etc.

On-the-job Training: The employability skills curriculum includes communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills. Field visits of students are organized in industry and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. A component of internship or On-the-job Training (OJT) is an integral part of the curriculum transaction of vocational subjects in schools. Training teaches the learner to do specific tasks, such as riding a bicycle or operating a machine. Trainees acquire insight into the occupational intricacies associated with the performance of the various tasks and use effective approaches, techniques and strategies in dealing with them.

S. No.	Component	Marks
1.	Planning	5
2.	Recording and Data Collection	5
3.	Data Analysis	4
4.	Reporting	4
5.	Presentation	7
	Total	**25**

4.4 Student Portfolio (10 marks)

The student portfolios can include records, plans, models, notes, written work, audio and video programmes, photographs, and other artefacts. Students decide what to include in their portfolios and can reflect on what they have learnt. Teachers can assess not only the components of portfolios but also the processes that students have followed in carrying out these activities while preparing a portfolio for a course.

Criteria	Description	Marks
Content Relevance	**2 Marks**: Highly relevant, clear understanding, all work reflects objectives. **1 Mark**: Mostly relevant, some areas lack focus. **0 Marks**: Largely irrelevant, significant portions do not address objectives.	0 / 1 / 2

Creativity and Originality	**2 Marks**: High creativity, unique perspectives, innovative ideas. **1 Mark**: Some creativity, conventional ideas. **0 Marks**: Lacks creativity, overly conventional or derivative.	0 / 1 / 2
Technical Quality and Craftsmanship	**2 Marks**: Exceptional technical quality, attention to detail, high craftsmanship. **1 Mark**: Adequate quality, minor flaws or inconsistencies. **0 Marks**: Poor quality, significant flaws, lack of detail.	0 / 1 / 2
Reflective Analysis	**2 Marks**: Thorough analysis, deep insights, considers challenges and improvements. **1 Mark**: Some analysis, lacks depth. **0 Marks**: Lacks analysis, minimal reflection.	0 / 1 / 2
Organization and Presentation	**2 Marks**: Well-organized, logical flow, professional appearance. **1 Mark**: Adequately organized, minor issues. **0 Marks**: Poorly organized, unclear labelling, unprofessional.	0 / 1 / 2
Total marks: 10		

4.5 Viva-voce (10 marks)

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva-voce.

Viva Voce Assessment Rubric

Criteria	Description	Marks
Understanding of Subject	**2 Marks**: Demonstrates a thorough understanding of the subject, able to explain concepts clearly and accurately. **1 Mark**: Shows a general understanding, with minor gaps. **0 Marks**: Lacks understanding, major gaps or misconceptions.	0 / 1 / 2
Clarity of Communication	**2 Marks**: Communicates ideas clearly and effectively, with well-structured responses. **1 Mark**: Communicates adequately, though some responses may be unclear. **0 Marks**: Poor communication, responses are confusing or unclear.	0 / 1 / 2
Confidence and Composure	**2 Marks**: Displays confidence and remains composed throughout, even when challenged. **1 Mark**: Generally confident, but may falter under pressure.	0 / 1 / 2

	0 Marks: Lacks confidence, becomes easily confused.	
Critical Thinking and Analysis	**2 Marks**: Exhibits strong critical thinking, able to analyze and evaluate information effectively. **1 Mark**: Shows some critical thinking, but analysis may be superficial. **0 Marks**: Lacks critical thinking, unable to analyze or evaluate effectively.	0 / 1 / 2
Response to Questions	**2 Marks**: Provides accurate and relevant answers to all questions, demonstrating depth of knowledge. **1 Mark**: Answers most questions adequately, with some lacking depth. **0 Marks**: Fails to provide accurate or relevant answers, demonstrates a lack of knowledge.	0 / 1 / 2
Total marks		**10**

The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty but not teaching the subject in the section/class. For example, a teacher may be deputed as an External Examiner for Grade XII *Udyami Mitra*.

5. Unit Contents

GRADE 11

PART A: EMPLOYABILITY SKILLS

S. No.	Units	Duration (hrs.)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills - III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
	Total	**110**

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Demonstrate Knowledge of Effective Communication**	
1.	• Introduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication	• Role-play on the communication process • Group discussion on factors affecting perspectives in communication • Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous, and Complete) • Chart making on elements of communication
LO2	**Demonstrate Verbal Communication**	
2.	• Verbal communication • Public speaking	• Role-play of a phone conversation. • Group exercise on delivering a speech and practicing public speaking
LO3	**Demonstrate Non-Verbal Communication**	
3.	• Importance of non-verbal communication • Types of non-verbal communication • Visual communication	• Role-play on non-verbal communication • Group exercise and discussion on Do's and Don'ts to avoid body language mistakes • Group activity on methods of communication

LO4	Use Correct Pronunciation	
4.	• Pronunciation basics • Speaking properly • Phonetics • Types of sounds	• Group exercises on pronouncing words
LO5	Demonstrate the knowledge of the Assertive Communication Style	
5.	• Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication	• Group discussion on communication styles • Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	• Steps for saying 'No' • Connecting words (Conjunctions)	• Group discussion on how to respond • Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	• Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech	• Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	• Parts of a sentence • Types of objects • Types of sentences • Paragraph	• Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
LO9	Communicate with People	
9.	• Greetings • Introducing self and others	• Role-play on formal and informal greetings • Role-play on introducing someone • Practice session and group discussion on greeting different people.

LO10	Introduce Self to Others and Write About Oneself	
10.	• Talking about self • Filling out a form to write about oneself	• Practicing self-introduction to write about oneself • Filling up forms to write about self
LO11	Ask Questions	
11.	• Types of questions • Asking close-ended and open-ended questions	• Exercise on asking different types of questions • Group activity on framing open and close-ended questions
LO12	Communicate Information About Family to Others	
12.	• Words that show relations in the family	• Practice talking about family • Role-play on talking about family members
LO13	Describe Habits and Routines	
13.	• Concept of habits and routines	• Group discussion on habits and routines • Group activity on describing routines
LO14	Ask or Give Directions to Others	
14.	• Asking for directions to a place • Giving directions for a place	• Role-play on asking and giving directions to a place • Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	Identify and Analyse Own Strengths and Weaknesses	
1.	• Knowing yourself • Identifying strengths and weaknesses • Difference between interests and abilities	• Activity on writing aim in life • Preparing a worksheet on interests and abilities
LO2	Demonstrate Personal Grooming	
2.	• Guidelines for dressing and grooming	• Role-play on dressing and grooming standards • Self-reflection activity on dressing and grooming

LO3	Maintain Personal Hygiene	
3.	• Importance of personal hygiene • Three steps to personal hygiene • Essential steps of hand washing	• Role-play on personal hygiene • Assignment on personal hygiene
LO4	Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	
4.	• Describe the benefits of teamwork • Working in a team	• Assignment on working in a team • Self-reflection on teamwork
LO5	Describe the Importance of Networking Skills	
5.	• Benefits of networking skills • Steps to build networking skills	• Group exercise on networking in action • Assignment on networking skills
LO6	Describe the Meaning and Importance of Self-Motivation	
6.	• Self-motivation • Types of motivation • Qualities of Self-motivated people	• Activity on staying motivated • Assignment on reasons hindering motivation
LO7	Set SMART Goals	
7.	• Meaning of goals and purpose of goal-setting • Setting SMART (Specific, Measurable, Attainable, Realistic and Time bound) goals	• Assignment on setting SMART goals • Activity in developing long-term and short-term goals using the SMART method
LO8	Apply Time Management Strategies and Techniques	
8.	• Time management • Steps for effective time management	• Preparing a checklist of daily activities • Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III		
Duration: 20 hours		
	Theory (08 hrs)	**Practical (12 hrs)**
LO1	Create A Document on the Word Processor	
1.	• Introduction to ICT	• Group activity on demonstration and

	• Advantages of using (Information and Communication Technology) a word processor. • Working with Libre Office Writer	practice of the following: i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	**Identify the basic interface of LibreOffice.**	

2.	• Standard user interface of Libre Office Writer
	   i. Status bar
	   ii. Menu bar
	   iii. Toolbar
	   iv. Making a text bold
		• Group activity on using the basic user interface of LibreOffice Writer
		 • Group activity on working with Microsoft Word

LO3	**Save, Close, Open, and Print Document**	
3.	• Saving a Word document • Closing a Word document • Opening an existing document • Printing a Word document	• Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	**Format Text in a Word Document**	
4.	• Changing the style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing	• Group activity on formatting text in LibreOffice Writer • Group activity on formatting text in Microsoft Word
LO5	**Check Spelling and Grammar in a Word Document**	
5.	• Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings	• Group activity on checking spellings and grammar using LibreOffice Writer • Group activity on checking spelling and grammar using Microsoft Word
LO6	**Insert Lists, Tables, Pictures, and Shapes in a Word Document**	
6.	• Insert bullet list • Inserting the following in	• Practical exercise of inserting lists and tables using LibreOffice Writer

	Word document i. Number list ii. Tables iii. Pictures iv. Shapes	
LO7	**Insert Header, Footer and Page Number in a Word Document**	
7.	• Inserting the following in a Word document i. Header ii. Footer iii. page number iv. Page count	• Practical exercises of inserting header, footer and page numbers in Libre Office Writer and Microsoft Word
LO8	**Demonstrate the Use of Track Change Option in a Word Document**	
8.	• Tracking changes in Libre Office Writer • Manage option • Comparing documents	• Group activity on performing changes in track mode in Libre Office Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Differentiate Between Different Kinds of Businesses**	
1.	• Introduction to entrepreneurship • Types of business activities – manufacturing, trading, and service	• Role-play on different kinds of businesses around us
LO2	**Describe the Significance of Entrepreneurial Values**	
2.	• Values of an entrepreneur • Case study on qualities of an entrepreneur	• Role-play on qualities of an entrepreneur
LO3	**Describe the Attitudinal Changes Required to Become an Entrepreneur**	
3.	• Difference between the attitude of an entrepreneur and an employee	• Interviewing employees and entrepreneurs
LO4	**Describe the Importance of Thinking Like an Entrepreneur**	
4.	• Problems of entrepreneurs • Problem-solving • Thinking like an entrepreneur to solve problems	• Group activity on identifying and solving problems

LO5	Generate Business Ideas	
5.	• The business cycle • Principles of idea creation • Generating a business idea • Case studies	• Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	• Understanding customer needs • Conducting a customer survey	• Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	• Importance of business planning • Preparing a business plan • Principles to follow for growing a business • Case studies	• Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III		
Duration: 15 hrs		
	Theory (07 hrs)	Practical (08 hrs)
LO1	Describe the Importance of the Main Sectors of the Green Economy	
1.	• Important sectors of the green economy- i. Agriculture ii. Energy resources iii. Construction iv. Fisheries v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry	• Group discussion on sectors of the green economy • Preparing posters on various sectors for promoting the green economy
LO2	Describe Policies for the Green Economy	
2.	• Policies for a green economy	• Group discussion on initiatives for promoting the green economy • Writing an essay or a short note on the important initiatives for promoting a green economy.

LO3	Describe the Role of Various Stakeholders in the Green Economy	
3.	• Stakeholders in the green economy	• Group discussion on the role of stakeholders in the green economy • Making solar bulbs.
LO4	Describe the Role of Government and Private Agencies in the Green Economy	
4.	• Role of the government in promoting a green economy • Role of private agencies in promoting a green economy	• Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

PART B: VOCATIONAL SKILLS

S. No.	Units	Duration (hrs.)
1.	Unit 1: Discovering the Udyami Mitra in Self	42
2.	Unit 2: Discovering the Entrepreneur in the Mentee	41
3.	Unit 3: Developing Entrepreneurial Behavioural Competencies	41
4.	Unit 4: Developing Life Skills with Specific Reference to Women	41
	Total	**165**

UNIT 1: DISCOVERING THE UDYAMI MITRA IN SELF		
Duration: 42 hrs		
	Theory (15 hrs)	**Practical (27 hrs)**
LO1	**Discuss successful entrepreneurs born or raised**	
1.	• Myth and Truth about Entrepreneurs (Entrepreneurship is a learned skill; Entrepreneurial traits can be developed; Anyone can learn to be an entrepreneur; Entrepreneurial skills can be taught; Success is not determined by natural ability alone; Many successful entrepreneurs are first-generation entrepreneurs) • Stories of first-generation entrepreneurs • Developing entrepreneurship through education	• Conduct a quiz to identify myths and truths about entrepreneurs • Organize a sorting activity: Separate statements into "Myth" and "Truth" with justification • Interact with first-generation local entrepreneurs to identify entrepreneurial competencies and analyse common myths to become an entrepreneur • Organise a debate on the topic "Entrepreneurs are born, not made" • List educational institutions and organisations involved in developing entrepreneurship
LO2	**Describe the roles and responsibilities of a *Udyami Mitra.***	
2.	• Need and importance of *Udyami Mitra* • Personal attributes of *Udyami Mitra* • Roles and Responsibilities of *Udyami Mitra* • Need for employing probing and paraphrasing in organizing awareness programmes. • Using tools and platforms (like StandUp India portal) for promoting Entrepreneurship	• Conduct role-play on the roles and responsibilities of *Udyami Mitra* • Employ probing and paraphrasing in guiding potential entrepreneurs to become entrepreneurs (classroom activity) • Explore tools like the Stand Up India portal and prepare a short presentation on how an entrepreneur can take advantage of available facilities. • Conduct a group guidance activity as a mentor on how Udyami Mitras help

		in promoting self-employment and support budding entrepreneurs, especially women. • Fill a sample daily log sheet recording details of the mentee.
	• Maintain a report on daily entry of the potential entrepreneurs, including women entrepreneurs being mentored • Characteristics of a mentor or consultant as *Udyami Mitra*	
LO3	**Career opportunities and Progression path for *Udyami Mitra***	
3.	• Career opportunities for Udyami Mitra (Facilitator in government initiative; Freelance Service provider; Own enterprise) • Preparing a bio data for a job • Apply and register for jobs and apprenticeship opportunities • Progression path for Udyami Mitra	• Search and list career opportunities for Udyami Mitra • Prepare a biodata for applying for a suitable job • Enroll/Register online for internship/ apprenticeship • Prepare a chart on the Progression path for Udyami Mitra
LO4	**Analyze the behaviour of Udyami Mitra.**	
4.	• Assessment of the strengths and weaknesses of Udyami Mitra • Upskilling through training- individual or group training or mentor support • Beliefs, self-esteem, and self-talk	• Do a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) on yourself and submit and discuss the prepared report to the teacher concerned. • Maintain a self-talk journal for one week, noting down positive affirmations, limiting beliefs, and reflections on self-esteem.
LO5	**Demonstrate essential skills for Udyami Mitra.**	
5.	• Essential skills for Udyami Mitra (Motivation; leadership and communication skills; Risk analysis; Negotiation and problem solving; Self-management- persuasion, stress management, planning, time management; Importance and Benefits of Networking; Build relationship)	• Conduct a group discussion in class on the essential skill for Udyami Mitra • Role Play-Demonstrate the essential skills of a Udyami Mitra by simulating a real-life scenario where aspiring entrepreneurs seek guidance and support.

	Theory (15 hrs)	Practical (26 hrs)
	UNIT 2: DISCOVERING THE ENTREPRENEUR IN THE MENTEE	
	Duration: 41 hrs	
LO1	Discuss entrepreneurship as a Career	
1.	• Concept of Entrepreneur and Entrepreneurship • Entrepreneurs around us: Charms of being an entrepreneur (Self-Employment vs. wage employment) • Role and rewards of Entrepreneurship	• Conduct a local field survey or interview with a local entrepreneur and prepare a short report on their business journey, challenges, and achievements. • Organize a class debate on the topic: "Self-Employment is better than Wage Employment," highlighting the advantages and challenges of both. • Deliver a talk on the rewards of entrepreneurship
LO2	**Explain the types of sectors and enterprises.**	
2.	• Types of Economic Sectors • Emerging economy sectors • Types of Enterprises (with reference to women) • Mapping local enterprises	• Identify and list local examples of the economic sector • Research and prepare a note on any 2 local emerging sectors • Identify any two types of enterprises (Micro, Small, and Medium) with at least one being women-led. • Record details of local enterprises like name, type (micro/small), sector (primary/secondary/tertiary/quaternary), and ownership (individual/family/women-led).
LO3	**Analyze Entrepreneurial behaviour in a potential entrepreneur.**	
2.	• Need and importance of analyzing entrepreneurial behaviour in a potential entrepreneur • Psychometrics tools for Behaviour analysis (with respect to Entrepreneurial Values, Attitude, achievement motivation, and competencies) – General Enterprise tendency test (GETT); Who am I; Imaginary story writing; sentence completion test(SCT); paired completion test)	• List three reasons why behavioural analysis helps in identifying and nurturing future entrepreneurs. • Attempt and administer the General Enterprise Tendency Test (GETT) with fellow students • Analyse self-behaviour as a potential entrepreneur through attempting tests such as Who am I, Imaginary story writing, sentence completion test(SCT), paired completion test.

	Theory (15 hrs)	**Practical (26 hrs)**
	UNIT 3: DEVELOPING ENTREPRENEURIAL BEHAVIOURAL COMPETENCIES	
	Duration: 41 hrs	
LO1	**Developing entrepreneurial values and attitude**	

	• Values in general and entrepreneurial values.
	• Identified Entrepreneurial values:
	  1. Innovativeness.
	  2. Independence.
	  3. Outstanding performance.
	  4. Respect for work.
	• Attitudes in general and entrepreneurial attitudes
	• Identified Entrepreneurial attitude:
	  1. Using imagination/ intuition.
	  2. Tendency to take moderate risk.
	  3. Enjoying freedom of expression and action.
	  4. Looking for economic opportunities.
	  5. Finding satisfaction
	  6. Believing that they can change the environment.
	  7. Analysing situation and planning action.
	  8. Involving in activity.
		• Prepare a list of his own entrepreneurial values
		• Identify entrepreneurial values and their roles after listing or reading 3 successful entrepreneurs
		• Exhibiting entrepreneurial values in icebreaking, rapport building, group work, and home assignments.
		• Prepare a two-page note on attitudes in general and the entrepreneurial attitude.
		• Demonstrate and identify own entrepreneurial attitudes during the following micro lab activities:
		  1. Thematic appreciation test.
		  2. Preparing a short write-up on "who am I".
		  3. Write about some of the incidents that have brought success in your life and which you have enjoyed.
		  4. Self-rating exercise

LO2	**Conduct achievement motivation training.**	

	• Introduction to human motives and motivational patterns.
	• Types of Entrepreneurial Achievement Motivation
	• Concept and Components of Achievement Motivation Training (AMT):
	  1. Achievement Motivation:
	  a. Entrepreneurial goal-setting: Shaping entrepreneurial goals; Developing clarity for enterprise building; Coping with ambiguities; Reinforcing help-seeking ability.
		• Explain with suitable examples about different types of human motives.
		• Visit and identify dominant motivation of local entrepreneurs (preferably women) and grocery shop owner or mobile shop owner or medical shop owner and submit the report to the concerned teacher.
		• Demonstrate use of achievements language in thinking and action in exercises; sentence completion and identify in group career issues related to women and discuss the

	b. Risk-taking behaviour's: Hope for success and fear of failure; Learning from feedback; Owning responsibility. c. Personal efficacy: Individual life goal and its linkage to entrepreneurship; Locus of control. d. Achievement planning 2. Influencing 3. Creative Problem Solving • Process of conducting achievement motivation training	possible solutions in classroom situation • Demonstrate strengthening of entrepreneurial motivation behaviour in terms of perception, risk taking, personal efficiency, influencing strategy, creativity and goal setting skills during simulation exercises and participating in business oriented activities organised by the school on different occasions, like skill exhibition cum sale, school fete, etc. • Watch and analyze motivational speeches or videos of successful entrepreneurs and identify the achievement imagery or language used. • Develop a process write-up for conducting achievement motivation training as Udyami Mitra/trainer
LO3	**Developing entrepreneurial behaviour competencies**	

	• Barriers to becoming an entrepreneur
	• Behavioural competencies in general
	• Entrepreneurial competencies:
	  1. Initiative.
	  2. Seeing & acting on opportunities.
	  3. Concern for innovation
	  4. Quality efficiency.
	  5. Goal setting and risk taking
	  6. Problem solving and creativity.
	  7. Systematic planning and efficiency.
	  8. Information seeking.
	  9. Concern for high quality of work
	  10. Persistence.
	  11. Influencing and Negotiating
	  12. Persuasion and assertion.
		• Submit self- rating questionnaire (home assignment) and score responses on each of the competencies with the help of the teacher/trainer.
		• Collect online/offline 2-3 small stories of first-generation successful entrepreneur, including 1 of women entrepreneur.
		• Identify and present entrepreneurial competencies reflected in each collected story and connect it to the definition of each entrepreneurial behaviour competency
		• Demonstrate and internalize entrepreneurial competencies through participating different simulation exercises and field activities

	13. Self-confidence. 14. Commitment to work contract 15. Leading and team building	• Prepare self-competencies profile and submit to the concerned teacher

UNIT 4: DEVELOPING LIFE SKILLS WITH SPECIFIC REFERENCE TO WOMEN		
Duration: 41 hrs		
	Theory (15 hrs)	**Practical (26 hrs)**
LO1	**Demonstrate effective stress management and conflict resolution skills in challenging situations**	
	• Work-life balance • Stress and anger management mechanisms • Stress and conflict resolution techniques • Morale boosting and reinforcement techniques • affirmations • Identify and manage burnout • Self-assessment of skills and strengths • Sign of burnout and handling techniques	• Activity: Design your balanced week (Develop a weekly planner showing a healthy distribution of study, work, rest, and personal time.) • Write 10 personalized positive affirmations and recite them in the classroom and share with family members • Write self-experience on managing burnout.
LO2	**Apply assertive communication and negotiation skills in business and daily life.**	
	• Concept and types of Assertive communication • Features of Assertive communication: modify communication for desired outcome; Manage emotions in communication; Dissociation techniques to prevent emotions from interfering in communication and interaction • Difference between Assertiveness Vs Aggression • Negotiation skills: Importance of negotiation/problem-solving skills; techniques for negotiation	• Activity: Role-play on practicing Assertive Communication (Speak Up the Right Way) • Activity: Let's Make a Deal for starting a business for partnership – Practicing Negotiation Skills

LO3	**Differentiate between constitutional and personal values, and identify key civic rights and duties.**	
	• Identify constitutional and personal values, civic rights and duties • Difference between laws and ethics • Values and environmentally sustainable practices	• Organize a group presentation on constitutional values and relate them to entrepreneurship ethics. • Activity: My Green Commitment: A Week of Sustainable Living
LO4	**Impact of gender bias and socio-cultural barriers on personal and professional growth**	
	• Gender-based beliefs, barriers and challenges in society • Gender discrimination and PwD sensitivity • Issues related to Sexual Harassment • POSH (Prevention of Sexual Harassment) Act. • Ways to handle gender based discrimination • Socio-cultural, familial (family relationship) and other barriers to entrepreneurship • Gender inequality interplay	• Conduct Role-play on Discrimination in a workplace and discussion • Identify and present socio-cultural challenges women face in pursuing career • Discuss in a group and Identify issues and solutions related to Sexual Harassment • Present short case studies on Socio-cultural and familial barriers to entrepreneurship • Activity: Gender Lens: Observing Inequality Around Us • Create an infographic or poster on "Do's and Don'ts" at the workplace under POSH (Prevention of Sexual Harassment) Act.

GRADE 12

PART A: EMPLOYABILITY SKILLS

S.No.	Units	Duration (hrs.)
1.	Communication Skills- IV	25
2.	Self-management Skills - IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills - IV	25
5.	Green Skills - IV	15
	Total	**110**

UNIT 1: COMMUNICATION SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Demonstrate Active Listening Skills**	
1.	• Active listening -listening skill and stages of active listening • Overcoming barriers to active listening	• Group discussion on factors affecting active listening • Preparing posters of steps for active listening • Role-play on the negative effects of not listening actively
LO2	**Identify The Parts of Speech**	
2.	• Parts of speech – using capitals, punctuation, and basic parts of speech • Supporting parts of speech	• Group practice on identifying parts of speech • Group practice on constructing sentences
LO3	**Write Sentences**	

3.	• Writing a simple sentence
	• Writing complex sentences
	• Types of object
	• Types of sentences
	  i. Active and Passive Sentences
	  ii. Statement/
	  iii. Declarative sentence
	  iv. Question/
	  v. Interrogative sentence
	  vi. Emotion/
	  vii. Reaction or Exclamatory sentence
	  viii. Order or Imperative sentence
	  ix. Paragraph writing
		• Group work on writing sentences and paragraphs
		• Group work on practicing writing sentences in active or passive voice
		• Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative, and imperative)

	Theory (10 hrs)	Practical (15 hrs)
	UNIT 2: SELF-MANAGEMENT SKILLS – IV	
	Duration: 25 hrs	
LO1	**Describe the Various Factors Influencing Motivation and Positive Attitude**	
1.	• Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress	• Role-play on avoiding stressful situations • Activity on listing negative situations and ways to turn them to positive
LO2	**Demonstrate the Knowledge of becoming Oriented**	
2.	• Becoming result-oriented • Goal setting – examples of result-oriented goals	• Group activity on listing aim in life
LO3	**Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders**	

3.	• Steps towards self-awareness
	 • Personality and basic personality traits
	 • Common personality disorders-
	   i. Suspicious
	  ii. Emotional and impulsive
	 iii. Anxious
	 • Steps to overcome personality disorders
		• Group discussion on self-awareness

	Theory (06 hrs)	Practical (14 hrs)
	UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV	
	Duration: 20 hours	
LO1	**Identify the Components of a Spreadsheet Application**	
1.	• Getting started with a spreadsheet - types of a spreadsheet • Steps to start Libre Office Calc., • Components of a worksheet.	• Group activity on identifying components of spreadsheet in Libre Office Calc.

LO2	**Perform Basic Operations in a Spreadsheet**	
2.	• Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell • Selecting multiple cells • Saving the spreadsheet in various formats • Closing the spreadsheet • Opening the spreadsheet. • Printing the spreadsheet.	• Group activity on working with data on Libre Office Calc.
LO3	**Demonstrate the Knowledge of Working with Data and Formatting Text**	
3.	• Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving a formula • Formatting cell and content • Changing text style and font size • Aligning text in a cell • Highlighting text	• Group activity on formatting a spreadsheet in Libre Office Calc • Group activity on performing basic calculations in Libre Office Calc.
LO4	**Demonstrate the Knowledge of Using Advanced Features in a Spreadsheet**	

4.	• Advanced features in Spreadsheet
	  i. Sorting data
	  ii. Filtering data
	  iii. Protecting the spreadsheet with a password
		• Group activity on sorting data in LibreOffice Calculations

LO5	**Make Use of Software for Making Slides Presentations**	
5.	• Steps to start Libre Office Impress • Adding text to a slide presentation	• Group practice on working with Libre Office Impress tools
LO6	**Demonstrate the Knowledge of Opening, Closing, and Slide Presentations**	
6.	• Printing a presentation	• Group activity on closing and saving a presentation in Libre Office Impress

LO7	Demonstrate the Knowledge of working with Slides	
7.	• Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text colour	• Group practice on working with font styles in Libre Office Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	• Advanced features used in a presentation • Inserting shapes in the presentation • Inserting clipart and images in a presentation • Changing slide layout	• Group activity on changing slide layout on Libre Office Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	• Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur • Types of entrepreneurs • Roles and functions of an entrepreneur • What motivates an entrepreneur? • Identifying opportunities and risk-taking • Start-ups	• Group discussion on the topic "An entrepreneur is not born but created". • Conducting a classroom quiz on various aspects of entrepreneurship.

LO2	Identify the Barriers to Entrepreneurship	
2.	• Barriers to entrepreneurship • Environmental barriers • Faulty business plan • Personal barriers	• Group discussion about "What we fear about entrepreneurship" • Activity of taking an interview with an entrepreneur.
LO3	Identify the Attitude that Makes an Entrepreneur Successful	
3.	• Entrepreneurial attitude	• Activity on developing an entrepreneurial attitude
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	

4.	• Entrepreneurial competencies
	  i. Decisiveness
	  ii. Initiative
	  iii. Interpersonal skills-positive attitude, stress management
	  iv. Perseverance
	  v. Organizational skills- time management, goal setting, efficiency, managing quality
		• Playing games, such as "Who am I?".
		• Group discussion on business ideas
		• Group practice on "Best out of Waste"
		• Group discussion on the topic of "Let's grow together"
		• Group activity on listing stress and methods to deal with it
		• Group activity on time management
		• Activity on "My entrepreneurial attitude"

UNIT 5: GREEN SKILLS – IV		
Duration: 15 hrs		
	Theory (05 hrs)	**Practical (10 hrs)**
LO1	Identify the Benefits of Green Jobs	

1.	• Green jobs
	• Benefits of green jobs
	• Green jobs in different sectors:
	  i. Agriculture
	  ii. Transportation
	  iii. Water conservation
	  iv. Solar and wind energy
	  v. Eco-tourism
	  vi. Building and construction
	  vii. Solid waste management
	  viii. Appropriate technology
		• Group discussion on the importance of green jobs.

LO2	State the Importance of Green Jobs	

2.	• Importance of green jobs in the following
	  i. Greenhouse gas emissions
	  ii. Minimizing waste and pollution
	  iii. Protecting and restoring ecosystems
	  iv. Adapting to the effects of climate change
		• Preparing posters on green jobs.
		• Group activity on tree plantation.

PART B: VOCATIONAL SKILLS

S. No.	Units	Duration (hrs.)
1.	Unit 1: Financial and Digital Literacy Skills for Micro-Enterprises	45
2.	Unit 2: Support for the Entrepreneurship Journey (with Specific Reference to Women)	40
3.	Unit 3: Promoting the Establishment and Management of Entrepreneurial Activities	45
4.	Unit 4: Health and Safety in the Workplace	35
	Total	**165**

UNIT 1: FINANCIAL AND DIGITAL LITERACY SKILLS FOR MICRO-ENTERPRISES		
Duration: 45 hrs		
	Theory (20 hrs)	**Practical (25 hrs)**
LO1	Identify and apply basic concepts of finance for micro enterprise	
1.	- Basics of Numeracy and Digital literacy - Basics of financial literacy - Business Arithmetic's - Basic Accounting terms: Book keeping and accounting, Golden rules of Accounting - Debt traps and solutions - Statuary and legal compliances	- Identify common local debt traps and suggest preventive actions - Prepare a chart showing the golden rules of accounting - Prepare PPT showing the basic accounting terms - Prepare a compliance checklist for a small business, including PAN, GST, FSSAI, UDYAM registration.
LO2	**Create simple accounting records to track business income and expenditure**	
2.	- Book-keeping: Journal, Ledger, Cash book and other subsidiary books - Record income & expenses - Prepare Cost sheet - Calculating Price of product - Calculating interest on borrowings - Borrowing loan and repayment plans - Cash Flow - Financial Statements: Income-expense, statements, profit and loss a/c.	- Prepare journal and ledger for different 10 transaction. - Maintain a daily income & expense log using cash book format - Prepare a cost sheet of a homemade product (e.g., candles, pickle) with raw material, labour, packaging, and transportation. - Use cost + profit % formula to find selling price of the product created. - Calculate Simple Interest and Compound Interest in business loan context. - Prepare a simple monthly cash flow showing inflow and outflow

LO3	Evaluate funding opportunities and financial regulations for micro-enterprises	
3.	• Government funding schemes/ opportunities (Pradhan Mantri Mudra Yojana (PMMY), Stand-Up India, and the Deendayal Antyodaya Yojana - National Rural Livelihoods Mission (DAY-NRLM) and other schemes) • Credit and micro credit options/agencies in India • GST and tax compliance • Significance of online resources and government portals like the GSTN (Goods and Services Tax Network) • Workout start-up capital, Return on investments • Barriers to investment • Angel Investors/ venture capitalists in India	• Discuss in a group to plan Your Start-up with a Government Scheme • Explore and compare different credit and micro-credit sources available in India for small businesses and individuals. • Participate in a simulation activity on GST calculations of a real business case • Estimate the start-up cost for a business idea, identify sources of funding, and calculate projected ROI. • Search and prepare a write-up on prominent Angel Investors/ venture capitalists in India
LO4	Analyse digital tools and platforms for financial transactions and security	
4.	• Digital tools and their Types (Digital Payment Platforms, Mobile Banking Apps, Digital Wallets, Online Banking Portals, POS & Payment Gateways, Cryptocurrency Platforms, E-commerce Payment Interfaces) • Digital security practices for business (Distinguish scamster and bank messages, Cyber Swachhta Kendra and digital security tips, Significance of Online resources and Govt. Portals, avoiding fraud and protecting business information) • Scheme for financial inclusion and Insurance in India (Pradhan Mantri Jan Dhan Yojana (PMJDY) and Pradhan Mantri Suraksha Bima Yojana (PMSBY) for inclusion and insurance)	• Demonstrate the use of various digital tools based on their types and real-life applications in Micro Enterprise • Identify and suggest solutions for Security Risks in digital transactions • Conduct a role play on the Scheme for Financial Inclusion and Insurance in India

UNIT 2: SUPPORT FOR THE ENTREPRENEURSHIP JOURNEY (WITH SPECIFIC REFERENCE TO WOMEN)		
Duration: 40 hrs		
	Theory (15 hrs)	**Practical (25 hrs)**
LO1	**Identify prospective entrepreneurs (with special reference to Women)**	
1.	• Mapping probable business options in the local area • Individual and Group guidance for women on entrepreneurship as career opportunities • Identification of Potential entrepreneurs (with special reference to women) • Comfort-distress ratio of the women for starting their own enterprise	• Identify and prepare a report on potential business opportunities in the local area based on needs, gaps, and available resources. (visit activity) • Conduct Individual and Group guidance sessions for women on entrepreneurship as career opportunities and identify potential Entrepreneurs (outdoor activity) • Prepare 2-3 profiles for identified potential entrepreneurs, including women • Assess the Comfort-distress ratio of the women for starting their own enterprise using a questionnaire
LO2	**Provide mentees with entrepreneurial awareness.**	
2.	• Entrepreneurship Awareness programs (formal and Informal) • Assessing the eligibility of potential entrepreneurs (with special reference to women) for different government schemes • Assisting in clarity of goal and business vision • Different platforms for selling products and services • Awareness of standards and the Organization for Standardization of products and services in India • Benefits of Networking with other entrepreneurs • Exposure to similar-nature enterprises before developing a business plan • Forming and guiding groups for start-up (with special reference to women)	• Organize awareness programs on entrepreneurship using formal and informal processes • Prepare an eligibility checklist for different government schemes for women entrepreneurs • Meeting with existing entrepreneurs for networking with potential entrepreneurs • List Different platforms for selling products and services

LO3	Generate and evaluate opportunities and ideas for developing a business plan.	
3.	• Business Opportunities identification (Source and tools for generating Business ideas (Unique Selling Proposition (USP), SWOT analysis, etc.) • Scanning of the market for developing business ideas (Domestic and global demand) • Market survey for chosen business idea • Selection of business idea for developing business plan (Evaluate business alternatives and scope of the ideas, Examine feasibility and barriers) (Analyzing and assessing chosen business ideas)	• Identify business opportunities through brainstorming and structured brainstorming • Apply Techniques for generating Business ideas, such as Unique Selling Proposition (USP), SWOT analysis, etc. • Scan the local or online market and identify gaps or unmet needs, and develop relevant business ideas. • Design and conduct a basic market survey to test the viability, demand, and customer preferences for a chosen business idea. • Brainstorm Business Ideas and use a Business Idea Evaluation Matrix

UNIT 3: PROMOTING THE ESTABLISHMENT AND MANAGEMENT OF ENTREPRENEURIAL ACTIVITIES		
Duration: 45 hrs		
	Theory (20 hrs)	**Practical (25 hrs)**
LO1	Analyse a business idea using strategic tools and convert it into a viable business plan.	
1.	• Convert ideas into business plans with activities and minute details • SWOT analysis to determine the fit or feasibility of the chosen business idea • Convert idea to USP • Process of developing a business plan for a selected business idea (Steps involved in product development)	• Prepare a business plan in the given proforma using the market survey report • Conduct a feasibility study or assess the business plan, modify and finalize the business plan
LO2	Investigate and assist with the ground work for starting a venture.	

	• Steps and Requirements for Setting up an Enterprise:
	 A. Procedure and requirements involved in setting up an enterprise
	    o Registration and licenses
	    o Infrastructure
	    o Legal, etc.
		• Explain the procedure for registering and selecting the right name for a business
		 • Preparing Logo and tag line for business
		 • Collect and fill out all required forms for registration and license
		 • List the names of institutions that

	B. Location of business
	C. Layout and installation
	• Mobilising resources and support system:
	   o Infrastructural
	   o Financial
	   o Technical
	   o Marketing
	• Forms of business organization
	   o Proprietary
	   o Partnership
	   o Private company
	   o Co-operative society
	   o Trust/NGO
	• Choosing a name and logo for a business
		offer: Infrastructural, Financial, Technical, and Marketing support for establishing a business
		• Enlist various schemes and services provided by various organizations for establishing a business
		• Prepare a draft document for establishing a small business

LO3	**Create and refine business communication materials using peer and mentor feedback.**	
3.	• Communication methods • Prepare communication materials • Present communication to peers • Incorporate feedback • Mechanisms to build business relationships	• List and demonstrate communication methods for your start-up (traditional and Digital methods) • Prepare and present your pitch for marketing of products and services to your classmates in a mock pitch event and receive peer feedback to revise your pitch accordingly • Simulate a networking event where students role-play as entrepreneurs and potential marketing partners
LO4	**Evaluate and apply marketing strategies tailored to the product/service and customer profile.**	
	• Marketing and sales strategy \ (Distinguish competitors for goods/services, preparing a list of competitors, consumers, and suppliers, 4Ps) • Branding and Promotion Strategy • Customer relations and customer satisfaction (Meaning and Types of Customer and their Needs, Meaning of Customer Service)	• Prepare marketing, Sales, and promotion strategy • Develop a brand identity and a suitable promotion plan using low-cost and digital-friendly tools. • Discuss in a group on customer relations and customer satisfaction

	Theory (15 hrs)	Practical (20 hrs)
	**UNIT 4: HEALTH AND SAFETY IN THE WORKPLACE**	

UNIT 4: HEALTH AND SAFETY IN THE WORKPLACE

Duration: 35 hrs

	Theory (15 hrs)	Practical (20 hrs)
LO1	**Identify and report health and safety issues in the workplace**	
1.	• Meaning of health and safety • Importance of health and safety • Health and safety issues in the office • Meaning of Hazards and incidents in the workplace • Reporting protocols for hazards and incidents • Procedures for identifying and controlling hazards	• Conduct a walkthrough of the classroom or lab to identify potential hazards. • Role-play reporting a safety issue using appropriate protocols. • Create a hazard identification checklist for students to use in future assessments.
LO2	**Maintain a clean and hygienic work environment. ment**	
2.	• Meaning of cleanliness and hygiene • Importance of cleanliness and hygiene in the workplace • Personal hygiene practices • Concept of personal protective equipment (PPE) • Proper use of personal protective equipment (PPE)	• Organize a classroom cleaning activity, emphasizing hygiene practices. • Demonstrate the correct way to use PPE and conduct a peer review. • Create a personal hygiene checklist to promote daily practices.
LO3	**Respond effectively to emergencies and administer first aid.**	
3.	• Meaning of First aid • basics for common injuries (e.g., bleeding, burns) • Emergency response procedures • Meaning of Accidents • Rescue techniques during accidents	• Simulate an emergency where students must apply first aid techniques. • Role-play emergency response scenarios, emphasizing communication and teamwork. • Create a first aid kit and list necessary items, discussing their uses.
LO4	**Understand and apply fire safety practices.**	
4.	• Meaning and Significance of Fire safety in the workplace • Types of fires and appropriate extinguishers	• Conduct a fire drill, practicing evacuation procedures and identifying fire exits.

	• Fire safety practices and procedures in the workplace • Rescue protocols during a fire emergency	• Demonstrate the use of different fire extinguishers on simulated fires (e.g., using a fire extinguisher training kit). • Create a fire safety poster that highlights key practices and procedures for the workplace.

6. Organisation of Field Visits

Field Visits: Teachers will develop a structured checklist tailored to the objectives of the *Udyami Mitra* training program, designed to enhance students' understanding of entrepreneurship support systems and MSME development frameworks. The checklist will guide students to observe and document key elements such as the functioning of incubation centers, government schemes for micro-enterprises, financial institutions offering MSME loans, and successful entrepreneurial ventures supported through *Udyami Mitra*. Students will also be encouraged to interact with entrepreneurs, bank officials, and nodal officers to gain practical insights into the challenges and support mechanisms in place for emerging businesses. Following the visit, students will be required to compile detailed reports that highlight their observations, responses to the checklist, and reflective insights on entrepreneurial ecosystems. Evaluation will focus on the accuracy of the data collected, depth of engagement, critical thinking, and the quality of their analysis. Teachers will also promote group discussions and presentations to foster peer learning and reinforce real-world understanding of enterprise development.

A minimum of three field visits should be organized during the academic year. These visits should cover diverse entrepreneurial support environments such as District Industries Centres (DICs), Common Facility Centres, Skill Training Hubs, or MSME Clusters to enable students to grasp the full spectrum of opportunities and resources available through initiatives like *Udyami Mitra*. These experiential learning opportunities will bridge the gap between theory and practice, preparing students to become effective facilitators of entrepreneurship in their future roles. The following aspects are to be covered during the field visits.

Topic	Sub-Topics	Description
Exposure to MSME Units	a. Types of MSMEs	Students will observe and differentiate between micro, small, and medium enterprises across sectors (manufacturing, service, agro-based, etc.).
	b. Business Processes	Understanding production workflows, supply chains, and business cycles.
	c. Challenges Faced by Entrepreneurs	Interact with business owners to identify common problems in finance, compliance, and marketing.

Visit to District Industries Centre (DIC)	a. DIC Functions	Understand the role of DICs in supporting entrepreneurs through subsidies, schemes, and approvals.
	b. Registration & Licensing	Learn about Udyam Registration and compliance support provided by DIC.
	c. Scheme Awareness	Gather knowledge of government schemes such as PMEGP, MUDRA, etc.
Visit to Incubation Centres / Startup Hubs	a. Role of Incubators	Observe how incubators support early-stage start-ups with mentoring, co-working spaces, and funding.
	b. Entrepreneur Mentoring	Interact with mentors and start-ups to understand mentoring processes and pitch development.
	c. Start-up Challenges & Innovation	Identify innovative practices and learn about start-up problem-solving strategies.
Visit to Financial Institutions	a. Role of Banks/NBFCs in MSME Support	Understand how loans and financial support are extended to entrepreneurs.
	b. Credit Appraisal Process	Learn about the procedures and documentation required for MSME loan applications.
	c. Financial Literacy Initiatives	Observe bank-driven financial awareness programs for entrepreneurs.
Visit to Common Facility Centres (CFCs)	a. Role of CFCs in Cluster Development	Understand how shared infrastructure boosts productivity and reduces cost.
	b. Equipment and Machinery Sharing	Learn about the types of tools and their usage in CFCs.
	c. Training Facilities	Observe training modules and participation of local entrepreneurs.
Interaction with Successful Entrepreneurs	a. Entrepreneurial Journey	Students will hear real-life stories and strategies from local entrepreneurs.
	b. Risk Management	Learn how entrepreneurs assess and manage business risks.
	c. Scaling Up a Business	Observe how small businesses transition into medium-sized enterprises.
Visit to Skill Development Centres	a. Skilling & Upskilling of Entrepreneurs	Learn about vocational and entrepreneurial skill-building programs.
	b. Soft Skills & Business Etiquette Training	Understand how interpersonal and presentation skills are developed.
	c. Employment Linkages	Explore how training centres facilitate employment and entrepreneurship.
Visit to Local Markets / Trade Fairs	a. Market Linkages & Buyer-Seller Interactions	Study real-time market behaviour, pricing strategies, and consumer interactions.

| | b. Promotion of Local Products | Understand how branding and packaging improve local product sales. |
| | c. Sales Techniques | Observe direct selling, negotiation, and customer handling techniques. |

On-the-job Training: The employability skills curriculum includes communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills. Field visits of students are organized in industry and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. A component of internship or On-the-job Training (OJT) is an integral part of the curriculum transaction of vocational subjects in schools. Training teaches the learner to do specific tasks, such as riding a bicycle or operating a machine. Trainees acquire insight into the occupational intricacies associated with the performance of the various tasks and use effective approaches, techniques, and strategies in dealing with them.

Assessment and Evaluation
The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job. The assessment should be reliable, valid, flexible, convenient, cost-effective, and above all, it should be fair and transparent. Standardised assessment tools should be used for the assessment of the knowledge of students. Necessary arrangements should be made for using the Holistic progress card for secondary stage technology in the assessment of students.

Knowledge Assessment (Theory)
It should include two components, one comprising internal assessment and the second external examination, including a theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge.

Written Test allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising a group of expert academicians, experts from existing vocational subject teachers, and subject matter experts from universities/colleges or industry.

Skill Assessment (Practical)
Assessment of the skills of the students should be done by the assessors/examiners based on practical demonstration of skills by the candidate, using a "competency checklist". The student has to demonstrate competency against the performance criteria; the assessors assessing the skills of the students should possess experience in the industry and should have undergone effective training in assessment principles and practices.

Practical examination: Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. The teachers/examiners will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the

learning of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

Project work: It is a great way to assess the practical skills over a certain period or timeline. It should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they have acquired. Projects should align with the learning outcomes, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines, should be provided by the teachers/assessors. Rubrics, which would include aspects like content, creativity, organization, presentation, and adherence to deadlines, should be used by the Assessors to establish specific criteria for marking or grading.

Viva-voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce.

A Student Portfolio is a compilation of documents that support the candidate's claim of competence. Documents may include reports, articles, and photos of products prepared by students in relation to the unit of competency. Copies of certificates and awards received for academic achievements, extracurricular activities, or competitions may also be included in the portfolio.

7. List of Tools, Equipment, and Materials

The list of tools, equipment, and materials provided in the curriculum is suggestive. The States/ Union Territories are encouraged to form a committee at the state level and determine the specific details, including the cost of the tools, equipment, and materials. This approach allows for customization based on local needs, resources, and industry requirements.

The tools, equipment, and materials required for training are quite expensive; therefore, only basic tools, equipment, and accessories should be procured by the States/UTs so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. No.	List of Equipment, Tools, and Materials	Quantity	Estimated Cost (Rs.)
1	Workbench with vice	2	15,000
2	Electric Drill Machine	2	8,000
3	Angle Grinder	1	3,000
4	Welding Machine	1	10,000
5	Tool Kit (Spanners, Screwdrivers, Pliers)	3 sets	4,500
6	Measuring Tape (5m)	5	1,000
7	Vernier Caliper	2	3,000
8	Safety Helmet	5	2,000
9	Hand Gloves (Heat & Chemical Resistant)	10 pairs	2,500
10	Safety Goggles	5	1,250
11	Face Mask (Reusable)	10	1,000

12	First Aid Kit	1	800
13	Fire Extinguisher (ABC Type)	2	3,000
14	Electric Extension Board	5	2,000
15	LED Tube Lights (Industrial Area)	10	5,000
16	Ceiling Fan / Exhaust Fan	3	4,500
17	Storage Rack / Shelves	3	6,000
18	Steel Table	3	9,000
19	Stools / Chairs	6	4,500
20	Packing Material (Boxes, Tape, Wrappers)	Lot	5,000
21	Raw Material (as per business type)	Lot	25,000
22	Weighing Scale (Digital)	2	4,000
23	Air Compressor (Small)	1	7,000
24	Water Dispenser / Cooler	1	6,000
25	Portable Generator (Optional)	1	15,000
26	Cleaning Equipment (Mop, Broom, Bucket)	1 set	1,200
27	Notice Board / Whiteboard	1	2,000
28	Register & Stationery	Lot	1,500
29	Laptop / Desktop (Basic)	1	30,000
30	Software Subscription (Accounting/Inventory)	1	3,000
	Total		2,10,250

8. Vocational Teacher's/Trainer's Qualification and Guidelines

1. Qualification and other requirements for appointment of Vocational Teachers/Trainers/Instructors on a contractual or permanent basis should be decided by the State.

2. Prepare Session Plans and Deliver Engaging Sessions: Ensure that all sessions have a clear and relevant purpose that resonates with the students' learning objectives. Encourage the use of interactive teaching methods that actively engage students

3. Deliver Curriculum-Based Education and Training: Ensure that education and training activities align with the curriculum and are designed to achieve specific learning outcomes.

4. Utilize Learning Aids, and ICT and Artificial Intelligence Tools Effectively: Promote the use of various learning aids, and ICT and Artificial Intelligence tools during classroom sessions to improve the teaching and learning process.

5. Engage Students in Varied Learning Activities: Encourage a mix of methodologies, including project-based work, teamwork, practical exercises, and simulation-based learning experiences, to cater to different learning styles.

6. Collaborate with School Management for Skill Demonstrations and Industry Exposure: Work with the school management to organize activities such as skill demonstrations, site visits, on-the-job training, and presentations in cooperation with industry, enterprises, and other workplaces.

7. Identify and Address Student Weaknesses: Assist students in identifying their weaknesses and provide support for upgrading their competencies.

8. Cater to Different Learning Styles and Abilities: Ensure that teaching methods accommodate various learning styles and levels of ability, making learning accessible to all students.

9. Assess Learning Needs and Abilities: Conduct assessments to understand the learning needs and abilities of students, particularly those with different abilities.

10. Provide Additional Support for Students: Identify any additional support students may need and facilitate special arrangements to provide that support.

11. Assist with Student Placements: Provide guidance and assistance to students in securing placements, /UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

Qualification	Age Limit
MBA/M.Com or PG Diploma in Entrepreneurship or related fields, or a B.Voc. Degree in Business Administration or related areas with at least 50% marks from a recognised Institute /college/University	18-37 Years- as on Jan.01 (mention year) Age relaxation to be provided as per the Government rules

The States/UTs should ensure that the Vocational Teachers/Trainers who are recruited undergo Induction training on domain-specific skills and vocational pedagogy before being deployed in the schools. The State should ensure that the existing trainers undergo in-service training every year to make them aware of relevant and new techniques/approaches in their sectors and understand the latest trends and policy reforms in vocational education.

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