



Model Curriculum

QP Name: Entrepreneur (Electives: Women / Gender Sensitivity)

QP Code: MEP/Q5103

QP Version: 2.0

NSQF Level: 5

Model Curriculum Version: 2.0

Management & Entrepreneurship and Professional Skills Council (MEPSC)
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Training Parameters

Sector	Management
Sub-Sector	Entrepreneurship
Occupation	Entrepreneurial Skills
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/1420.9900
Minimum Educational Qualification and Experience	<p>12th grade with 2 years of relevant experience (Entrepreneurship)</p> <p>OR</p> <p>10th grade with 4 years of relevant experience (Entrepreneurship)</p> <p>OR</p> <p>12th pass with 2 years of any combination of NTC/NAC/CITS or equivalent.</p> <p>OR</p> <p>Previous relevant NSQF Level 4 with 3 years experience in Entrepreneurship</p>
Pre-Requisite License or Training	
Minimum Job Entry Age	18 years
Last Reviewed On	29/09/2022
Next Review Date	29/09/2025
NSQC Approval Date	29/09/2022
QP Version	2.0
Model Curriculum Creation Date	29/09/2022
Model Curriculum Valid Up to Date	29/09/2025
Model Curriculum Version	2.0
Minimum Duration of the Course	480 hrs
Maximum Duration of the Course	570 hrs

Program Overview

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills to:

- Explain the importance of using mentor support and networks.
- Describe government schemes available for entrepreneurs and start-ups.
- Explain financial management of enterprises.
- Elaborate starting and managing the business.
- Explain how to procure required resources and manage customers and marketing of operations.
- Explain the importance of ensuring growth and managing risk.
- 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

Compulsory Modules

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	On-the-Job Training Duration (Recommended) (Hours)	Total Duration (Hours)
MEP/N5101: Use mentor support and networks NOS Version No. 2.0 NSQF Level 5	15:00	15:00			30:00
Module 1: Introduction to Skill India Mission and the Role of an Entrepreneur	5:00	0:00			5:00
Module 2: Use mentor support and networks	10:00	15:00			25:00
MEP/N5102: Utilise government schemes and perform financial management of the business NOS Version No.2.0 NSQF Level 5	15:00	45:00			60:00
Module 3: Utilize government schemes and perform financial management of the business	15:00	45:00			60:00
MEP/N5103: Start and manage an enterprise NOS Version No.2 NSQF Level 5	10:00	20:00			30:00
Module 4: Start and manage an enterprise	10:00	20:00			30:00
MEP/N5104: Manage the sales, supplies, marketing, and customer service operations NOS Version No.1 NSQF Level 5	15:00	45:00			60:00

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	On-the-Job Training Duration (Recommended) (Hours)	Total Duration (Hours)
Module 5: Manage the sales, supplies, marketing, and customer service operations	15:00	45:00			60:00
MEP/NS105: Ensure growth and manage risks NOS Version No.2 NSQF Level 5	15:00	45:00			60:00
Module 6: Ensure growth and manage risks	15:00	45:00			60:00
MEP/N9903: Apply health and safety practices at the workplace NOS Version No.5 NSQF Level 4	10:00	20:00			30:00
Module 7: Apply health and safety practices at the workplace	10:00	20:00			30:00
MEP/N9912: Apply principles of professional practice at the workplace NOS Version No.3 NSQF Level 4	10:00	20:00			30:00
Module 8: Principles of professional practice at the workplace	10:00	20:00			30:00
DGT/VSQ/N0103: Employability Skills (90 Hours) NOS Version No.1 NSQF Level 5	40:00	50:00			90:00
Module 9. Introduction to Employability Skills	01:30	01:30			03:00
Module 10. Constitutional values – Citizenship	0:30	01:00			01:30
Module 11. Becoming a Professional in the 21st Century	02:00	03:00			05:00
Module 12. Basic English Skills	04:00	06:00			10:00
Module 13. Career Development & Goal Setting	01:00	03:00			04:00
Module 14. Communication Skills	04:00	06:00			10:00
Module 15. Diversity & Inclusion	01:00	01:30			02.30
Module 16. Financial and Legal Literacy	05:00	05:00			10:00

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	On-the-Job Training Duration (Recommended) (Hours)	Total Duration (Hours)
Module 17. Essential Digital Skills	10:00	10:00			20:00
Module 18. Entrepreneurship	03:00	04:00			07:00
Module 19. Customer Service	04:00	05:00			09:00
Module 20. Getting Ready for Apprenticeship & Jobs	04:00	04:00			08:00
Total Duration	130.00	260.00			390.00

Elective Modules

Elective 1: Women Entrepreneurship

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	On-the-Job Training Duration (Recommended) (Hours)	Total Duration (Hours)
MEP/N5110: Set up an enterprise by overcoming the challenges NOS Version No. 2.0 NSQF Level 5	30:00	60:00			90:00
Module 21: Enterprise setting	30:00	60:00			90:00
Total Duration	30:00	60:00			90:00

Elective 2: Gender Sensitivity

NOS and Module Details	Theory Duration (Hours)	Practical Duration (Hours)	On-the-Job Training Duration (Mandatory) (Hours)	On-the-Job Training Duration (Recommended) (Hours)	Total Duration (Hours)
MEP/N5111: Practice gender sensitivity while setting up an enterprise NOS Version No. 2.0 NSQF Level 5	30:00	60:00			90:00
Module 22: Practice Gender Sensitivity	30:00	60:00			90:00
Total Duration	30:00	60:00			90:00

Module Details

Module 1: Introduction to Skill India Mission and the role of an Entrepreneur Mapped to MEP/N5101, Ver 2.0

Terminal Outcomes:

- Give an overview of Skill India Mission.
- Discuss the job role of an Entrepreneur.
- Discuss the scope of the sector, sub-sector, and the available employment opportunities

Duration: 05:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Skill India Mission and its objectives. • Describe the roles and responsibilities of an Entrepreneur. • Discuss common organizational structures, hierarchy, and reporting relationships. 	
Classroom Aids:	
Computer, printer, projector, whiteboard/ flipchart, marker and duster. Internet connection and online training platform	
Tools, Equipment, and Other Requirements	
NA	

Module 2: Use mentor support and networks

Mapped to MEP/N5101, Ver 2.0

Terminal Outcome:

- Explain ways to enhance entrepreneurial skills.
- Explain using consultant or mentor support for enhancing entrepreneurial skills.
- Demonstrate building and managing people networks.

Duration: 10:00 hrs	Duration: 25:00 hrs
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain networking and building relationships with different persons from different sectors. ● Explain identifying business opportunities through networks. ● Discuss inexpensive actions to enhance impact of networks. ● Describe using people networks for support in entrepreneurial activity. ● Explain the laws and regulations governing entrepreneurship. ● Describe steps of behavioral analysis to identify own strengths and weaknesses concerning the entrepreneurial activity. ● Explain the process of carrying out skills scan to identify development needs in the knowledge, behaviour and skills required to run a business. ● Discuss activities required for transforming idea into an enterprise or venture. ● Elucidate different ways for promoting and delivering the products and services of a business. ● Describe using mentor or consultant support to improve on business idea or proposal. ● Elaborate different mechanisms to build business relationships. ● Elaborate the appropriate stress and anger management mechanisms. 	<ul style="list-style-type: none"> ● Demonstrate analyzing networks and formal/informal sources of support available for business. ● Analyze business opportunities through the identified networks. ● Carry out behavioral analysis to identify own strengths and weaknesses concerning the entrepreneurial activity. ● Carry out skills scan to identify development needs in the knowledge, behaviour and skills required to run a business. ● Prepare a development plan to identify the methods for developing the knowledge, behaviour and skills identified. ● Demonstrate conduct of brainstorming sessions with the identified consultant or mentor to validate the selected business idea(s). ● Demonstrate the process of carrying out the presentation for the business idea or company details to the network for fundraising. ● Prepare a proposal along with budget to present the entrepreneurial proposition.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster. Internet connection, online training platform app/link.	
Tools, Equipment and Other Requirements	

Module 3: Utilize government schemes and perform financial management of the business

Mapped to MEP/ N5102, Ver 2.0

Terminal Outcomes:

- Explain various government schemes.
- Explain ways to arrange funds through loans and investors.
- Elaborate insurance and its areas of coverage.
- Demonstrate accounting and financial activities.
- Explain ways to determine the applicable costs and taxes.

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain various relevant government schemes, such as Pradhan Mantri Mudra Yojana, Stand-up India scheme, MSME loans in 59 minutes, Make in India loan, etc. ● Explain necessary approvals and licenses for running a business. ● Explain different types of loan for small and medium-sized businesses. ● Elucidate the importance of approaching appropriate authority to clarify doubts about schemes and application. ● Explain different types of loans, such as gold loan, personal loan, loan against property, etc. ● Explain the business accounting and finance activities relevant to an entrepreneur. ● Elaborate the relevant micro-finance schemes. ● Explain witnesses and guarantors. ● Explain the liabilities associated with loans. ● Explain the concept of credit score and how to maintain a good credit score. ● Explain different types of insurance schemes, such as life insurance, property insurance, accidental insurance, medical insurance, travel insurance, cargo insurance, etc. ● Discuss venture capitalists and angel investors and cloud funding. ● Describe different accounting concepts including personal expenses, business expenses, capital expenses, working capital, cost of production, selling pricing, surplus, profit and loss, break- even etc. ● Explain different types of accounts, such as petty cash, daily expenses, procurement and invoicing etc. ● Elaborate the book-keeping and business accounting practices. ● Explain different types of government subsidies for businesses. ● Discuss various requisite statutory compliances. 	<ul style="list-style-type: none"> ● Demonstrate evaluating different central and state government schemes to identify suitable for the entrepreneurial activity in question (hypothetical situation). ● Determine the financial requirements and available capital for the hypothetical enterprise. ● Analyze loan options and select one for the hypothetical entity. ● Demonstrate comparing the crowd funding platforms and selecting the appropriate ones for the entrepreneurial activity. ● Demonstrate evaluating the applicable interest rates and monthly payments for different types of loans. ● Demonstrate maintaining track of receivables and pending payments. ● Demonstrate the process of carrying out the calculation for the payable Goods and Services Tax (GST), calculating and applying the applicable deductions ● Demonstrate performing costing and pricing of products or services. ● Demonstrate calculating applicable taxes for the enterprise and its services or products. ● Practice basic accounting and book-keeping
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster. Internet connection, (installed) online training platform	
Tools, Equipment and Other Requirements	

Module 4: Start and manage an enterprise

Mapped to MEP/N5103, Ver 2.0

Terminal Outcomes:

- Explain business environment.
- Describe requisite permissions and registrations.
- Elaborate process for starting a venture.
- Describe directing and organizing business activities.
- Explain inclusivity and social responsibility.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Describe types of business, market sectors and sub-sectors within which a planned enterprise will fit in. ● Explain internal and external components/factors of business environment. ● Explain competition and market penetration and ways to increase market share. ● Describe ways to analyze market- trends. ● Describe a business plan and its analysis. ● Discuss promotional activities and advertisements. ● Discuss hiring of staff and preparation of human resource plan. ● Explain coordinating, directing and organizing of business activities. ● Elaborate the importance of teamwork and ethical practices. ● Discuss grievance handling. ● Describe appraisal and feedback to staff, vendors and other stakeholders. ● Explain the importance of ensuring an inclusive work environment for PwD and all genders and persons from diverse cultures. ● Discuss Social responsibility. ● Describe conflict of interest and other conflicting situations. ● Explain the importance of carrying out entrepreneurial activity with adequate responsibility to environment and community. 	<ul style="list-style-type: none"> ● Prepare applications and the relevant documents for applying for registrations and licenses. ● Demonstrate maintaining registers and documents as required by industry standards. ● Analyze the given business plan and present modifications. ● Demonstrate performing a review of business operations to track their progress. ● Demonstrate evaluating the budgetary cash flow systematically.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster. Internet connection, (installed) online training platform	
Tools, Equipment and Other Requirements	

Module 5: Manage the sales, supplies, marketing, and customer service operations

Mapped to MEP/N5104, Ver 2.0

Terminal Outcome:

- Explain sales and marketing activities.
- Describe vendor management.
- Enumerate quality assurance mechanisms.
- Demonstrate digital marketing and customer services.
- Discuss material and energy conservation.

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain types of sales and marketing and applicable strategies. ● Discuss branding, white labeling, etc. for marketing. ● Describe vendor management strategies. ● Discuss steps in vendor identification, contracts, timeline, and follow-up. ● Describe evaluation mechanisms and managing conflicts with vendors. ● Explain procurement and logistics. ● Enumerate applicable registers and their maintenance. ● Explain different types of quality assurance processes. ● Discuss quality control checklist and disposal of defective items. ● Explain the importance of a Unique Selling Proposition (USP) for the success of a product or service. ● Explain a mix of promotional strategies, such as social media and point-of-sale promotion, cold emailing, and cold calling techniques. ● Explain pitching and negotiation skills for entrepreneurs. ● Describe the methods of pricing strategy and different factors that affect pricing decisions. ● Explain different ways of generating leads. ● Elaborate the Program Evaluation and Review Techniques (PERT). ● Explain the strategies, techniques and tools for customer relationship management. ● Describe digital marketing avenues and platforms. ● Discuss security concerns and precautions while using digital platforms and internet. ● Explain the advantages of e-commerce and m-commerce. ● Describe the process of installing, testing, and configuring WordPress, WooCommerce, themes, payment gateways, and value add plugins manually. ● Describe the process of building an e-commerce website without coding. ● Discuss various internet platforms that can be used for sales and marketing. 	<ul style="list-style-type: none"> ● Prepare the sales plan, and targets. ● Prepare the promotional materials/medium and messages. ● Prepare the vendor contracts, clearly defining measurable metrics, such as the timeline and deliverables. ● Demonstrate maintaining the relevant documents and registers, including the inventory and stock registers. ● Prepare a quality control checklist. ● Demonstrate the process of using digital marketing tools, such as email and Search Engine Marketing (SEM), to market products and services. ● Demonstrate the process of carrying out relevant research to determine the customer's needs and expectations.
Classroom Aids: Computer, printer, projector, white board/ flip chart, marker and duster, Internet, online training platform installed on computer, synchronous and asynchronous tools	
Tools, Equipment and Other Requirements	

Module 6: Ensure growth and manage risks

Mapped to MEP/N5105, Ver 2.0

Terminal Outcomes:

- Describe market research and analysis.
- Explain developing new product/ service or reposition the existing ones.
- Discuss innovation and diversification for growth.
- Explain ways to scale up business
- Enumerate analyzing and mitigating risks.

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain stages of growth and parameters to measure them. ● Discuss market research to determine market position and scope for new products. ● Explain data analytics to determine company position in the marketplace. ● Elucidate ways to evaluate the marketing and sales trends to determine future growth and direction. ● Explain process of product development. ● Differentiate product innovation and product development process. ● Describe repositioning a product and introducing a new product. ● Examine product diversification and market diversification. ● State the laws and regulations applicable to diversification, repositioning and launch of the new product. ● Explain growth through mergers and acquisitions. ● Elaborate scaling up a product or service after the pilot phase. ● Describe building business partnerships and supply relationships. ● Explain the importance of scaling up business through mergers and acquisitions the advantages and disadvantages of repositioning. ● Explain the importance of analyzing the risks and threats in the diversification or repositioning strategies. ● Explain ways to identify and control risks. ● Elucidate ways to overcome barriers to growth. 	<ul style="list-style-type: none"> ● Carryout market research to determine the scope and demand for a new product/service for the given company scenario. ● Evaluate and make appropriate improvements to the existing processes and services in the hypothetical scenario. ● Prepare the vertical and horizontal diversification strategies for given situation/scenario. ● Demonstrate how to carry out risk audit. ● Demonstrate maintaining a risk register.
Classroom Aids: Computer, printer, projector, white board/ flip chart, marker and duster, Internet, online training platform installed on computer, synchronous and asynchronous tools	
Tools, Equipment and Other Requirements	

Module 7: Apply health and safety practices at the workplace

Mapped to MEP/N9903, Ver 5.0

Terminal Outcomes:

- Describe the application of health and safety practices at the workplace.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Describe workplace hygiene practices and hygiene-related concerns. Explain the correct handwashing and sanitizing process. List first aid box items and their use. List situations that may lead to accidents at the workplace and ways to prevent them. Elaborate on emergencies in office, in public places, and those created by miscreants. Describe the steps of emergency procedures during accidents/fire or other hazardous situations. Describe the role of guards and other stakeholders during emergency situations. Explain the significance of safety signs. Describe different types of fire extinguishers. 	<ul style="list-style-type: none"> Demonstrate how to maintain personal hygiene at the workplace. Demonstrate correct handwashing. Apply the appropriate ways to keep the workplace neat and tidy. Demonstrate the first aid procedure to be given in different situations. Dramatize (role-play) the emergency procedures during accidents or hazardous situations. Select the appropriate fire extinguishers for the different classes of fires.
Classroom Aids: Computer, printer, projector, white board/ flip chart, marker and duster. Internet, online training platform installed on computer, synchronous and asynchronous tools	
Tools, Equipment and Other Requirements Personal protective equipment (such as mask and helmet) Fire extinguishers (Class A,B,C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer)	

Module 8: Principles of professional practice at the workplace

Mapped to MEP/N9912, Ver 3.0

Terminal Outcome:

- Apply principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.
- Develop personal and professional development competencies.
- Distinguish between unethical conduct, inappropriate behaviour and conflict of interest.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Describe professional appearance and behaviour. ● Differentiate between personal and professional goals and how to develop them. ● Describe the importance of continuous learning professional development plan. ● Describe the policies related to non- discrimination and rights of the clients. ● Distinguish between unethical conduct, inappropriate behaviour and harassment at workplace using sample situations. ● Discuss situations that may lead to conflict of interest and ways to resolve them. ● Discuss conflict resolution and ways to avoid conflicts. 	<ul style="list-style-type: none"> ● Practice professional appearance. ● Dramatize (role-play) professional behaviour. ● Prepare personal and professional goal and a sample professional development plan. ● Demonstrate ways of communicating with team members and different stakeholders in a professional manner. ● Prepare strategies for handling unethical conduct, inappropriate behaviour and harassment at workplace.
Classroom Aids: Computer, printer, projector, white board/ flip chart, marker and duster. Internet, online training platform installed on computer, synchronous and asynchronous tools	
Tools, Equipment and Other Requirements	

Module 9: Introduction to Employability Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

Duration: 01:00	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the importance of Employability Skills for the current job market and future of work • List different learning and employability related GOI and private portals and their usage 	<ul style="list-style-type: none"> • Research and prepare a note on different industries, trends, required skills and the available.
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 10: Constitutional values - Citizenship

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

Duration: 00:30	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen 	<ul style="list-style-type: none"> • Demonstrate how to practice different environmentally sustainable practices
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 11: Becoming a Professional in the 21st Century

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate professional skills required in 21st century

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss relevant 21st century skills required for employment 	<ul style="list-style-type: none"> • Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life • Create a pathway for adopting a continuous learning mindset for personal and professional development
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 12: Basic English Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Practice basic English speaking.

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Read and understand text written in basic English 	<ul style="list-style-type: none"> Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone Write a short note/paragraph / letter/e -mail using correct basic English
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 13: Career Development & Goal Setting

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills

Duration: 01:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss need of career development plan 	<ul style="list-style-type: none"> • Create a career development plan • Identify well-defined short- and long-term goals
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 14: Communication Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Practice basic communication skills

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the importance of communication etiquette including active listening for effective communication 	<ul style="list-style-type: none"> Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette Write a brief note/paragraph on a familiar topic Role play a situation on how to work collaboratively with others in a team
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 15: Diversity & Inclusion

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe PwD and gender sensitization

Duration: 01:00	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the significance of escalating sexual harassment issues as per POSH act 	<ul style="list-style-type: none"> Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 16: Financial and Legal Literacy

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss various financial institutions, products, and services Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions Discuss the legal rights, laws, and aids 	<ul style="list-style-type: none"> Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement Calculate income and expenditure for budgeting
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 17: Essential Digital Skills

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the role of digital technology in day-to-day life and the workplace • Discuss the significance of displaying responsible online behavior while using various social media platforms 	<ul style="list-style-type: none"> • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely • Demonstrate how to connect devices securely to internet using different means • Follow the dos and don'ts of cyber security to protect against cyber crimes • Create an e-mail id and follow e- mail etiquette to exchange e -mails • Show how to create documents, spreadsheets and presentations using appropriate applications • utilize virtual collaboration tools to work effectively
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 18: Entrepreneurship

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe opportunities as an entrepreneur

Duration: 03:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the types of entrepreneurships and enterprises Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement 	<ul style="list-style-type: none"> Create a sample business plan, for the selected business opportunity
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 19: Customer Service

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of maintaining customer

Duration: 04:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Classify different types of customers Discuss various tools used to collect customer feedback Discuss the significance of maintaining hygiene and dressing appropriately 	<ul style="list-style-type: none"> Demonstrate how to identify customer needs and respond to them in a professional manner
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Module 20: Getting ready for Apprenticeship & jobs

Mapped to: DGT/VSQ/N0103

Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

Duration: 04:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the significance of maintaining hygiene and dressing appropriately for an interview List the steps for searching and registering for apprenticeship opportunities 	<ul style="list-style-type: none"> Draft a professional Curriculum Vitae (CV) Use various offline and online job search sources to find and apply for jobs Role play a mock interview
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, and Whiteboard & marker	
Tools, Equipment and Other Requirements	

Elective 1: Women Entrepreneur

Module 21: Enterprise setting

Mapped to MEP/N5110, Ver 2.0

Terminal Outcomes:

- Discuss the significance of ideating for one's entrepreneurship ambition
- Highlight the importance of engaging with sources of support
- Describe the process of raising finances and resources overcoming gender biases and limitations
- Show how to register the venture
- Explain how to manage the venture and stakeholders
- List the steps of scaling up or winding down the enterprise

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of women's entrepreneurship • List the various biases that can limit the choice of business domains and models for women • Describe the traditional (common) and non-traditional (uncommon/male-dominated) enterprise domains and models for women entrepreneurship. • Highlight the benefits, risks, and challenges of pooling/sharing resources or working collectively with others to start an informal enterprise venture • Discuss the importance of anticipating resistance and being prepared to address it • Enumerate the common challenges for women in achieving financial independence • Enlist the factors typically limiting women's aspiration for the scale of venture • Elucidate the concept and benefits of peer learning, networking and mentoring • Discuss various current financial enterprise incentive schemes offered by reliable sources including women-specific ones • List common sources of resource- raising including avenues that provide women-focused funds 	<ul style="list-style-type: none"> • Role-play a situation to show how to interact with women entrepreneurs while raising funds • Prepare a sample individual and business profile on various relevant digital platforms • Develop a sample personal story that highlights the achievements attributed to being a "woman" as an entrepreneur • Dramatize a situation on how to communicate to co-workers including male colleagues where they are over-stepping their authority or role requirements and causing interference • Prepare a sample financial goal as a part of entrepreneurship • Demonstrate how to fill in registration forms or follow the application process for various women entrepreneurship requirements • Dramatize how to give valid and accurate responses for clarifying questions related to raising resources while handling negative gender-biases
Classroom Aids: Computer, printer, projector, white board/ flip chart, marker and duster. Internet, online training platform installed on computer, synchronous and asynchronous tools	
Tools, Equipment and Other Requirements	

Elective 2: Gender Sensitivity

Module 22: Practice Gender Sensitivity

Mapped to MEP/N5111, Ver 2.0

Terminal Outcome:

- Discuss the significance of gender sensitivity
- Describe the process of adopting gender-sensitive and inclusive approaches in an enterprise

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Discuss the significance of following the recommended gender-inclusive practices in hiring and work management ● Highlight the ways of creating a conducive environment at the enterprise for all genders ● Discuss the need to show respect to all genders irrespective of the background ● List ways to make gender diversity and inclusion a company initiative and priority ● Describe the significance of remunerating all the genders at par 	<ul style="list-style-type: none"> ● Role-play a situation on how to interact with personnel, clients, and vendors using gender-neutral statements. ● Role play a situation on how to train an employee, irrespective of gender ● Role-play a situation on how to create a culture of shared accountability
Classroom Aids: Computer, printer, projector, white board/ flip chart, marker and duster. Internet, online training platform installed on computer, synchronous and asynchronous tools	
Tools, Equipment and Other Requirements	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate		4	Entrepreneur, Start-up Mentor	2		

Trainer Certification	
Domain Certification	Platform Certification
MEP/Q5103, V2.0, Entrepreneur (Electives: Women Entrepreneurship / Gender Sensitivity) Minimum accepted score is 80%.	MEP/Q2601, V3.0, Trainer (VET & Skills) Minimum accepted score is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate		3	Entrepreneur, Start-up Mentor	2		

Assessor Certification	
Domain Certification	Platform Certification
MEP/Q5103, V2.0, Entrepreneur (Electives: Women Entrepreneurship / Gender Sensitivity) Minimum accepted score is 70%.	MEP/Q2701, V3.0 Assessor (VET & Skills) Minimum accepted score is 80%.

4. Methods of Validation

- Unless the trainee is registered and attends all the days of the training, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, ID verification is carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.
- The assessor conducts the assessment in accordance with the assessment guidelines and question bank about the job role.
- The assessor carries a tablet with the loaded questions. This tablet is geotagged, so it is monitored to check their arrival and completion of assessment.
- A video of the practical session is prepared and submitted to MEPSC by the assessor or assessment agency.
- Random spot checks/audits are conducted by MEPSC-assigned persons to check the quality of assessment and to identify any breaches in the guidelines.
- The assessment agency will be responsible for putting details of the assessment in SIP. MEPSC will validate the data and results received from the assessment agency.

5. Method of assessment documentation and access

- The assessment agency will upload the result of the assessment in the SIP portal. The data cannot be accessible for making changes by the assessment agency after the upload. The assessment data will be validated by the MEPSC assessment team. After uploading, only MEPSC can access this data.
- MEPSC approves the results within a week and uploads final result on SIP.

References

Glossary

Term	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related sets of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
EEE	English, Employability and Entrepreneurship
NCO	National Classification of Occupations
NQR	National Qualification Register