

# IKG PUNJAB TECHNICAL UNIVERSITY

## BACHELOR OF VOCATIONAL-(B.VOC) INTERIOR DESIGN

### 2025 SCHEME

#### 1<sup>st</sup> Semester Study Scheme

TOTAL CREDIT – 18+12\*=30

TOTAL CONTACT HOURS- 22

Course Code	Course Title	Content	Load Allocations					Marks Int : Ext	Credits	Duration of Univ. Exam/ Viva-Voce Hours
			L	T	P	S	Total			
BVID101-25	Interior Design – I	Skill	1	-	-	3	04	60:40	4	04 + External Viva Voce
BVID102-25	Construction & Material – I	Skill	1	-	-	2	03	60:40	3	03
BVID103-25	Technical Drawing – I	Skill	1	-	-	2	03	60:40	3	03
BVID104-25	Graphics – I	Skill	-	-	-	2	02	60:40	2	03
BVID105-25	Workshop – I	Skill	-	-	2	-	02	100:00	1	Int. Viva-Voce
BTUH101-18	Communication Skills	Skill	2	-	-	-	02	40:60	2	03
BTHU102-18	Communicative Skill Lab – I	Skill	-	-	2	-	02	100:00	1	Int. Viva-Voce
EMC101-25	Entrepreneurship Setup and Launch	Skill	-	-	4	-	04	60:40	2	Viva-Voce
<b>Total</b>			<b>5</b>	<b>0</b>	<b>8</b>	<b>9</b>	<b>22</b>		<b>18</b>	
BVID106-25*	<b>Internship/Skill based field training under vendors/ manufacturer's/ contractors/ interior designer's offices.</b>	Skill						60:40	12*	Ext. Viva-Voce
<b>Total Credits</b>									<b>30</b>	

*\*Note: At the end of Internship/Skill based field training each student required to submit a report containing compilation of works done. The marks for internal assessment will be based the performance during the training performance and the final report submitted by them. The marks for the external assessment will be awarded as per the external viva voice based on their reports conducted by the expert from the industry and the HoD/Faculty coordinator. Both the internal & external marks will be uploaded on the portal by the HoD/Faculty coordinator.*

**SUBJECT CODE: BVID101-25**  
**SUBJECT NAME: INTERIOR DESIGN – I**

<b>Programme:</b> B. Voc	<b>Semester:</b> 1
<b>Credits:</b> 4	<b>Theory/Practical/Studio:</b> Studio
<b>L: 1 T: 0 S: 3</b>	<b>Teaching Hours:</b> 13(L)+39(S)
<b>Internal Marks:</b> 60	<b>External Marks:</b> 40
<b>Total Marks:</b> 100	<b>Duration of End Semester Exam(ESE):</b> 4 hours + External Viva-voce

**COURSE OBJECTIVE**

- To get the students interested in and to familiarize them with the basic concepts of Design.
- To develop the ability to translate principle of design into Design solution.

**COURSE OUTCOMES** The student will be able to:

- Understand fundamental knowledge of design and its basic principles.
- learn the skill required to interpret a work of design and to evaluate, identify and analyze artistic expression of forms.
- learn the relationship between human activities and space.

**DETAILED CONTENTS**

**Introduction to Interior Design**

- Definition, scope, and evolution of interior design
- Role of interior designer
- Overview of design process

**Elements & Principles of Design**

- Detailed study of space, line, form, color, texture, light, and pattern
- Principles: balance, rhythm, emphasis, harmony, proportion, and scale

**Basic Design Theory**

- Introduction to aesthetics
- Composition and visual balance
- Form and function relationship

**Studio Projects**

- Design of small-scale objects & furniture layouts in different spaces

**Note:** Students will practice making 2 dimensional compositions on paper using different medium and 3D physical models using different materials (Thermocol, foam, paper, etc.) incorporating above topics. Besides the qualities of a good visual designs shall be explained through photographs, artworks, etc. by the course coordinator.

**GUIDELINES FOR PAPER SETTER**

The examiner will set questions in two parts, Part-A (15 marks) containing 04 theory questions of 5 marks each and student will be required to answer any 3 questions and Part-B (25 Marks) containing 02 drawing/design-based questions on interior layouts and students will be required to attempt any one question.

**EVALUATION METHODOLOGY**

The evaluation is to be done through Viva - voce conducted at the institute level by External jury member appointed in consultation with the university from the appointed panel list of examiners. The answer sheet shall be retained at the institute after the exam for the viva voce.

**REFERENCES**

- V.S. Pramari, Design Fundamentals in Architecture, Somaiya Publications Private Ltd., New Delhi, 1973.
- Francis D. K. Ching, Architecture Form, Space and Order, Van Nostrand Reinhold Company, New York, 1979.
- Structure in Nature- Strategy for Design – Peter Pearce

**SUBJECT CODE: BVID102-25**

**SUBJECT NAME: CONSTRUCTION AND MATERIALS – I**

<b>Programme: B.Voc</b>	<b>Semester: 1</b>
<b>Credits: 3</b>	<b>Theory/Practical/Studio: Studio</b>
<b>L: 1 T: 0 S: 2</b>	<b>Teaching Hours: 13(L)+26(S)</b>
<b>Internal Marks: 60</b>	<b>External Marks: 40</b>
<b>Total Marks: 100</b>	<b>Duration of End Semester Exam(ESE): 3 hours (drawing based)</b>

### **COURSE OBJECTIVE**

- The objective is to introduce the elementary building materials and their applications.
- To familiarize students with construction details of various components of construction

### **COURSE OUTCOMES**

- Understand the properties, types, uses and application of various building materials i.e., brick, lime, cement, mortar, sand, stones etc.
- Gain the fundamental knowledge of building Construction especially in brick and stone.

### **DETAILED CONTENTS**

#### **UNIT – I: Introduction to bricks & mortar**

- Brief introduction to mud, sand, clay, surkhi, aggregates, lime and cement etc.
- Different types of mortar like mud mortar, lime mortar, cement mortar etc.- their properties and uses
- Classification & types, uses, sizes and properties of bricks
- Introduction to various components of a building (sub-structure to super-structure), their structural and functional roles.
- Brick masonry –Plan and elevation of English bond (1 brick Th. wall)
- Brick jalli-design and construction details

#### **UNIT – II: Introduction to stones**

- Classification & types, uses, sizes and properties of Stone available in India
- Stone – dressing, and deterioration and preservation measures.
- Application properties and visual check for different types of stone.
- Properties and uses of artificial stone.
- Stone masonry of various types
- Lintels and skill level details
- Coping and threshold details.

### **TEACHING METHODOLOGY**

The assigned Faculty is advised to undertake 2-3 site visits for better understanding of Brick/Stone bonds, Brick Jalli and conducting a market survey for providing practical exposure.

### **GUIDELINES FOR PAPER SETTER**

Total 08 questions are to be set, 04 theory-based questions (2 from each unit) carrying 8 marks each in part-A and 04 drawing based question (2 from each unit) carrying 12 marks each in Part-B & students are required to attempt 02 Questions from each part with at least one question from each unit in both parts.

### **REFERENCE**

- W.B. McKay, Building construction, vol. 1 to 4
- R.Barry, Construction of buildings vol. 1 to 4
- Chudley, Construction technology vol. 1 to 4
- Ching Francis, D. K., Building Construction Illustrated
- Michell, Elementary building Construction
- Rangwala, Engineering materials
- National Building Code

**SUBJECT CODE: BVID103-25**  
**SUBJECT NAME: TECHNICAL DRAWING – I**

<b>Programme: B.Voc</b>	<b>Semester: 1</b>
<b>Credits: 3</b>	<b>Theory/Practical/Studio: Studio</b>
<b>L: 1 T: 0 S: 2</b>	<b>Teaching Hours: 13(L)+26(S)</b>
<b>Internal Marks: 60</b>	<b>External Marks: 40</b>
<b>Total Marks: 100</b>	<b>Duration of End Semester Exam(ESE): 3 Hours</b>

**COURSE OBJECTIVE**

- The objective is to familiarize the students with good drafting and lettering techniques use in making drawings.
- To gain the basic knowledge for preparing the design drawings by learning about the orthographic projections of simple geometric forms and representation of 3-D & 2-D forms.

**COURSE OUTCOMES**

- Gain comprehensive understanding of the fundamental techniques of technical drawing and its representation.
- Attain the knowledge to visualize the geometrical forms through plans, elevations and sections.

**DETAILED CONTENTS**

**UNIT – I:**

- Drafting instrument and their uses. Sheet layout
- Drafting – Technique & its principles
- Line - Types of Lines and Dimensioning of line
- Lettering - free hand & block lettering
- Scales – Different types of scale and its uses in the Technical Drawing.

**UNIT – II:**

- Orthographic Projections - Point, Lines, Plane and Solid in simple positions in the First Quadrant.
- Section of Solids of simple forms-Cube, Cuboid, Pyramid and Cylinder and cone.
- Introduction to Isometric projection

**TEACHING METHODOLOGY**

Emphasis should be laid on understanding the concepts through 3D demonstrations of geometrical shapes and forms.

**GUIDELINES FOR PAPER SETTER**

Total 07 questions are to be set, 03 questions to be set from Unit- I carrying 6 marks each and 03 questions each from unit-II & Unit-III carrying 14 marks each. Students will be required to attempt 02 questions from Unit-I & one question each from Unit-II.

**REFERENCE**

1. Engineering Drawing – N.D. Bhatt
2. Engineering Graphics – K.R. Mohan
3. Engineering Drawing – R.K. Dhawan

**SUBJECT CODE: BVID104-25**  
**SUBJECT NAME: GRAPHICS – I**

<b>Programme: B.Voc</b>	<b>Semester: 1</b>
<b>Credits: 2</b>	<b>Theory/Practical/Studio: Studio</b>
<b>L: 0 T: 0 S: 2</b>	<b>Teaching Hours: 0(L)+26(S)</b>
<b>Internal Marks: 60</b>	<b>External Marks: 40</b>
<b>Total Marks: 100</b>	<b>Duration of End Semester Exam(ESE): 3 hours</b>

**COURSE OBJECTIVE**

- The objective is to familiarize the students with visual arts and its basic principles
- And, to explore the potential of Pencil of different grades and Colors as a powerful tool of Graphic Communication.

**COURSE OUTCOMES**

- Gain a fundamental knowledge of perspective and proportions of different elements in interior design.
- Understanding the principles of Graphics.
- Achieve a comprehensive understanding of presentation techniques.

**DETAILED CONTENTS**

**UNIT – I: Pencil as tool of drawing**

- Free hand line-work with different strokes/grades in pencil.
- Effect of light and shade on simple geometrical solids and staircase, etc.
- Freehand (proportionate) sketching of human figures, different types of vegetation, different transport modes and buildings etc.
- Sketching with pen and ink of various scenes showing textures of different materials (such as bricks, stones, grass, glass, timber, marble, digital surface, fabric etc.)

**UNIT – II: Rendering with color**

- Color Rendering of various scenes such as Mall entrance Scene, Hotel Lobby, café scene, etc.
- Live sketching – indoor and outdoor area

**TEACHING METHODOLOGY**

Workshops related to pencil rendering will also be organized, highlighting its technique and style. The students must be encouraged to appreciate the natural/man- made landscape and to understand the interrelationship between them

**GUIDELINES FOR PAPER SETTER**

Total 05 questions are to be set, 03 questions to be set from Unit- I carrying 12 marks each and 02 questions from unit-II carrying 16 marks each. Students will be required to attempt 02 questions from Unit-I & one question each from Unit-II.

**REFERENCE**

1. Graphic Illustrations in Black and White by Jaccueline, Design Press, New York, 1991
2. Architectural Rendering, Crowe Philip- Rofovision S.A.Switzerland, 1991
3. Rendering with Pen & Ink, Robert W. Gill, Thames & Hudson London, 2008.

**SUBJECT CODE: BVID105-25**  
**SUBJECT NAME: WORKSHOP – I**

<b>Programme:</b> B.Voc	<b>Semester:</b> 1
<b>Credits:</b> 1	<b>Theory/Practical/Studio:</b> Practical
<b>L: 0 T: 0 P: 2</b>	<b>Teaching Hours:</b> 0(L)+26(P)
<b>Internal Marks:</b> 100	<b>External Marks:</b> 00
<b>Total Marks:</b> 100	<b>Duration of End Semester Exam(ESE):</b> Internal Viva-voce

**COURSE OBJECTIVE**

- The students will gain basic hands-on experience and fundamental knowledge in carpentry and model making.

**COURSE OUTCOMES**

- Gain the basics knowledge of the carpentry tools and its joints.
- Attain skill to work with different materials for making model.

**DETAILED CONTENTS**

- Types of timber, characteristics and sizes.
- Introduction to different tools for carpentry.
- Carpentry –Introducing the techniques of planning, chiseling & different types of timber joints Hotel Lobby, café scene, etc.
- Preparation of wooden base for model making
- Prepare a Working block model and use different furniture with card board/mount board/sun board etc. to complete the same (practice minimum 3 scales and different materials)
- Form Work - Use of Clay, Brick and Soap for creating three dimensional forms in space.
- Brick Masonry – Small brick masonry construction models for understanding of various bonds, jallies etc.

**TEACHING METHODOLOGY**

The faculty is required to give a complete demonstration of using carpentry tools and making timber joints and cutting techniques of different boards for model making.

**GUIDELINES FOR PAPER SETTER**

No University Exam, The viva-voce for evaluation of portfolio to be done at the end of the semester by the jury comprising of the subject in charge and the HOD/nominee.

**REFERENCE**

1. W.B. McKay, Building construction vol. 1 to 4
2. R.Barry, Construction of buildings. vol. 1 to 4
3. Chudley, Construction technology vol. 1 to 4
4. Ching Francis D.K., Building Construction illustrated

**SUBJECT CODE: BTUH101-18**  
**SUBJECT NAME: COMMUNICATION SKILLS**

<b>Programme: B.Voc</b>	<b>Semester: 1</b>
<b>Credits: 2</b>	<b>Theory/Practical/Studio: Theory</b>
<b>L: 2 T: 0 P: 0</b>	<b>Teaching Hours: 26(L)+0(T)</b>
<b>Internal Marks: 40</b>	<b>External Marks: 60</b>
<b>Total Marks: 100</b>	<b>Duration of End Semester Exam(ESE): 3 Hours</b>

**COURSE OBJECTIVE**

- The objective of the course is to help the students become the independent users of English language.

**COURSE OUTCOMES**

- Students will acquire basic proficiency in reading & listening, comprehension, writing and speaking skills.
- Students will be able to understand spoken and written English language, particularly the language of their chosen technical field.
- They will be able to converse fluently.
- They will be able to produce on their own clear and coherent texts.

**DETAILED CONTENTS**

**Unit-1 Vocabulary Building & Basic Writing Skills**

- The concept of Word Formation
- Root words from foreign languages and their use in English
- Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives.
- Synonyms, antonyms, and standard abbreviations.
- Sentence Structures
- Use of phrases and clauses in sentences
- Importance of proper punctuation
- Creating coherence
- Organizing principles of paragraphs in documents
- Techniques for writing precisely

**Unit-2 Identifying Common Errors in Writing**

- Subject-verb agreement
- Noun-pronoun agreement
- Misplaced modifiers
- Articles
- Prepositions
- Redundancies
- Clichés

**Unit-3 Mechanics of Writing**

- Writing introduction and conclusion
- Describing

- Defining
- Classifying
- Providing examples or evidence

#### **Unit-4 Writing Practices**

- Comprehension
- Précis Writing
- Essay Writing
- Business Writing-Business letters, Business Emails, Report Writing, Resume/CV

#### **Suggested Readings:**

- (i) *Practical English Usage*. Michael Swan. OUP. 1995.
- (ii) *Remedial English Grammar*. F.T. Wood. Macmillan.2007
- (iii) *On Writing Well*. William Zinsser. Harper Resource Book. 2001
- (iv) *Study Writing*. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press. 2006.
- (v) *Communication Skills*. Sanjay Kumar and Pushp Lata. Oxford University Press. 2011.
- (vi) *Exercises in Spoken English*. Parts. I-III. CIEFL, Hyderabad. Oxford University Press



**SUBJECT CODE: BTUH102-18**  
**SUBJECT NAME: COMMUNICATION LAB**

<b>Programme: B.Voc</b>	<b>Semester: 1</b>
<b>Credits: 1</b>	<b>Theory/Practical/Studio: Practical</b>
<b>L: 0 T: 0 P: 2</b>	<b>Teaching Hours: 0(L)+26(P)</b>
<b>Internal Marks: 100</b>	<b>External Marks: 00</b>
<b>Total Marks: 100</b>	<b>Duration of End Semester Exam (ESE): Internal Viva-Voce</b>

**COURSE OBJECTIVE**

- The objective of the course is to help the students become the independent users of English language.

**COURSE OUTCOMES**

- Students will acquire basic proficiency in listening and speaking skills.
- Students will be able to understand spoken English language, particularly the language of their chosen technical field.
- They will be able to converse fluently
- They will be able to produce on their own clear and coherent texts.

**DETAILED CONTENTS**

**Interactive practice sessions in Language Lab on Oral Communication**

- Listening Comprehension
- Self-Introduction, Group Discussion and Role Play
- Common Everyday Situations: Conversations and Dialogues
- Communication at Workplace
- Interviews
- Formal Presentations

**Suggested Readings:**

- (i) *Practical English Usage*. Michael Swan. OUP. 1995.
- (ii) *Communication Skills*. Sanjay Kumar and Pushp Lata. Oxford University Press. 2011.
- (iii) *Exercises in Spoken English*. Parts. I-III. CIEFL, Hyderabad. Oxford University Press

**SUBJECT CODE:** EMC101-25

**SUBJECT NAME:** ENTREPRENEURSHIP SETUP AND LAUNCH

<b>Programme:</b> B.Voc	<b>Semester:</b> 1
<b>Credits:</b> 2	<b>Theory/Practical/Studio:</b> Practical
<b>L: 0 T: 0 P: 4</b>	<b>Teaching Hours: 0 (L)+ 52 (P)</b>
<b>Internal Marks:</b> 60	<b>External Marks:</b> 40
<b>Total Marks:</b> 100	<b>Duration of End Semester Exam(ESE):</b> Viva-Voce

### **Introduction:**

This semester lays the foundation for the learner to understand what entrepreneurship is, beyond just starting a business. It introduces key ideas like problem-solving, value creation, and self-awareness. The learner will begin exploring basic business concepts while discovering their own interests and strengths.

### **Learners Objective:**

1. Understand the core concepts of entrepreneurship through relatable, real-life examples.
2. Begin to see themselves as problem-solvers and creators.
3. Learn about business paths and choose one to try based on interest or local fit.
4. Launch a micro-hustle (online or offline) to earn their first income.
5. Build confidence and self-belief by doing.

**Outcome:** By the end of this semester, learners will start a simple business activity, earn their first income, and build belief in their ability to do business.

### **Guiding Principles/Approach:**

This syllabus is built on principles of **experiential learning, growth mindset development, and identity-first learning**. Drawing from learning science and behavior design, the course shifts students from passive learning to *active doing*, where they try out small business activities in real contexts. The design helps students not just learn entrepreneurship but begin to see themselves as entrepreneurs. Emphasis is placed on *small wins, peer collaboration, and locally relevant opportunities* to ensure learning feels achievable and connected to their realities. The curriculum focuses on conceptual understanding without heavy theory, combining *practical action, reflection, and collaboration*. *By making progress visible and success feel possible, it plants the seeds of self-reliance, initiative, and long-term motivation.*

## Semester Syllabus:

**Format:** 12 weeks, 4 hours/week | 2 credits

**Revenue Target:** ₹10,000

Week	Learning Goal	Measurable Outcome
1	Understand what entrepreneurship is and who can be an entrepreneur	Students define entrepreneurship in their own words and list 2 entrepreneurs from their local area or community
2	Connect personal identity to entrepreneurship (strengths, interests, struggles)	Students create a “value map” showing how a skill/interest/problem from their life could become a business opportunity
3	Learn about 5 business paths: content creation, drop-shipping, cloud kitchen/food business, gig economy and local services	Students explore 1–2 examples from each domain and share one they’re most curious to try and why
4	Choose a path and generate a basic business idea	Students write down a clear offer (what, for whom, why) and one way to reach their customer
5	Take first real action: message, post, pitch, or sell	Students reach out to or serve 1 real potential customer and record what happened
6	Reflect on first attempt and share with peers	Students share their result, a challenge faced, and one idea to improve next time
7	Improve and try again: aim for first ₹100	Students apply a change, try again, and aim to make their first ₹100 or get meaningful response
8	Learn how to identify and understand your target customer	Students talk to 2 potential customers or observe them and list 3 insights about their needs
9	Learn how to serve your target audience better	Students improve one part of their offer (product, delivery, messaging, or interaction) based on customer feedback or need
10	Explore core entrepreneurial values (resilience, honesty, effort)	Students reflect on 1 value they’re building and show it in a business task or peer story
11	Focus on earning and staying consistent	Students complete a second earning task and track their consistency (e.g., same product or message for 3 days)
12	Reflect on earnings, grit, and how to keep going	Students record total earnings, one resilience moment, and one support system or habit they’ll continue with

**Weekly Component:**

<b>Component</b>	<b>Duration</b>	<b>Description</b>
Learning Module	~1.5 hrs	<ul style="list-style-type: none"><li>- Introduces key concepts in a simple and engaging way</li><li>- Includes, examples, and 1–2 interactive discussions or quizzes</li></ul>
Action Lab	~2 hrs	<ul style="list-style-type: none"><li>- Hands-on task on the weekly concept</li><li>- Includes step-by-step guidance, templates, and worksheets</li><li>- Ends with a submission (e.g., video, reflection, or proof of action)</li></ul>
Resources	Self-paced	<ul style="list-style-type: none"><li>- Supplementary videos, short readings, real- life stories, and tools to deepen understanding at their own pace</li></ul>

**Evaluation Criteria**

<b>Evaluation Component</b>	<b>Description</b>	<b>Weightage</b>
<b>Weekly Task Completion</b>	Timely submission of weekly tasks including reflections, activities, quizzes etc.	40%
<b>Target Completion</b>	Performance-based evaluation on hitting <b>revenue or profit targets</b> (e.g., generating ₹10,000 revenue)	30%
<b>Final Project</b>	A comprehensive project based on the semester's theme	30%

## Week 1: What is Entrepreneurship? Who Can Be an entrepreneur?

### INTRODUCTION: Could *You* Be an entrepreneur?

When people hear “entrepreneur,” they often think it means having a company, investors, or an MBA. Some even believe it's only for toppers or those with high grades. But entrepreneurship is more about mindset than qualifications: it's about seeing a problem and doing something about it. Like someone who starts selling snacks because their school canteen is always shut, or a friend who fixes broken chargers for others. If you've ever spotted a need and thought, “I can solve this,” - you’ve already taken your first step.

### Component 1: Learning Module (~1.5 hours) Unit 1:

#### What is Entrepreneurship?

1. *Solving problems or creating value in exchange for money.*
2. Entrepreneurship is not just about starting a company: it's about initiative, resourcefulness, and value creation.
3. Different types of entrepreneurs: small shop owners, street vendors, YouTubers, local tailors, mechanics, and more.
4. Entrepreneurs build opportunities instead of waiting for them.


#### Simple Slide/Visual Aid Tip:

A circle that says "Problem", an arrow pointing to "Solution", then an arrow to "Earn". That's entrepreneurship.

<A video that visually shows how entrepreneurship starts with spotting a problem (e.g., long food lines), creating a solution (e.g., pre-order lunch service), and earning from it: illustrating the simple flow: Problem → Solution → Earn>

#### MCQ 1

**Q:** What best describes entrepreneurship?

- A. Getting a job in a company
- B. Solving problems for others and earning from it 
- C. Studying business in college
- D. Buying expensive things

#### Feedback:

1. *Correct! Entrepreneurs solve problems or offer value and get paid for it.*
2. *Not quite! Entrepreneurship is about creating something useful, not just getting a job or studying.*

### Unit 2: Who Can Be an entrepreneur?

Entrepreneurship starts with spotting a problem, finding a solution, and creating value. Today, anyone with a phone and an internet connection can start a business: money helps, but mindset and initiative matter more at the start.

You just need:

1. A problem to solve
2. A simple skill or product
3. The courage to start small

### Examples Carousel (Swipeable cards)

1. **Pooja (India)** – Sells handmade rakhis on Instagram, learned designing on YouTube.

*Problem she saw:* Expensive or generic rakhis in the market; no personal touch.

2. **Luis (Mexico)** – Repairs used phones in his garage, now has loyal customers.

*Problem he saw:* Many people couldn't afford new phones or didn't trust local repair shops.

3. **Sana (Kolkata)** – Started tiffin delivery from her home kitchen, now earns ₹500/day.


*Problem she saw:* Office workers struggled to find affordable, homemade meals.

4. **Sal Khan (USA)** – Started Khan Academy with YouTube lessons to help his cousin.

*Problem he saw:* His cousin needed help with math, but good learning resources were hard to access.

### MCQ

**Q:** Which of these can be a form of entrepreneurship?

- A. Making reels on skincare tips and selling homemade face packs 
- B. Buying new clothes from malls
- C. Studying engineering
- D. Playing games without sharing or streaming

### Feedback:

1. Correct! Sharing useful tips + selling a product = solving a need!
2. Try again! Entrepreneurship is about creating value and helping others.

### Reflection Prompt

1. If you had to earn ₹100 this week, what would you do?

### Component 2: Action Lab (~2 hours) Task

#### Find & Learn from 2 Entrepreneurs Near You

#### Steps (Checklist):

1. Look around your neighborhood or online: find 2 people who earn through their own work
2. Ask or observe:
  - a) What do they do?
  - b) How do they earn?
  - c) What makes them entrepreneurial?
3. Use the **Entrepreneur Tracker Template** (available in the resources tab)

#### Final Deliverable

Learner submits:

1. A short definition of entrepreneurship (in their words)
2. 2 entries from the Entrepreneur Tracker (name, what they do, what learner learned)  
→ Submitted in the submissions tab.

Supplementary Resources (Optional)

1. [Danny O'Neill - Getting started | Entrepreneurship | Khan Academy](#)
2. [The Better India – Stories of local entrepreneurs](#)

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## Week 2: Can I Be an entrepreneur?

### INTRO – What Makes an entrepreneur?

You don't need a suit, a degree, or a lot of money to be an entrepreneur.

You need one thing: a mindset. Entrepreneurs notice problems around them: and do something about it. From the boy fixing bikes outside his house to the girl teaching dance on Instagram, they all started small. What matters most is not what you have: it's how you think and act.

### Component 1: Learning Module (~1.5 hours)

#### Unit 1: What Makes an entrepreneur?

##### Key Concepts:

1. **Entrepreneurs are driven by curiosity:** they ask questions, explore possibilities, and seek better ways to do things.
2. **They take initiative:** they act, experiment, and create using limited resources with creativity and courage
3. **They learn by doing:** embracing mistakes as stepping stones to progress.
4. **They take full ownership:** one day they're the marketer, the delivery person, and the customer support, all in one.
5. **They are resilient:** they persist through challenges, adapt to change, and keep moving forward with purpose.

##### Real-Life Examples:

1. Nithin & Nikhil Kamath (Zerodha) – Started India's largest stock brokerage without formal degrees or external funding, just deep curiosity about stock markets and a desire to simplify investing.
2. *Qualities: Took initiative early and stayed persistent through challenges.*
3. Prajakta Koli (MostlySane) – Started by making comedy sketches about everyday Indian life: family, school, relationships: and became one of India's top digital creators.
4. *Qualities: Stayed consistent, adapted over time, and built strong audience trust.*
5. Tilak Mehta (Paper n Parcels) – As a teenager, launched a courier startup using Mumbai's dabbawala network for delivery.
6. *Qualities: Thought creatively and acted with confidence at a young age.*

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## Unit 2: Start Small: Build Ideas from What You Know

In the last unit, you learned that entrepreneurs don't just have ideas: they act, solve problems, and use what they have.

But the big question now is:

“What can I offer?”

That's where the Value Map comes in. It helps you take your first step toward thinking and acting like an entrepreneur: in your own way.

### What is a Value Map?

**A Value Map connects three simple things:**

**A. What people around you need**

→ *Look around: is there something people often struggle with or something that could be better?*

**B. What you *enjoy* or are *willing to try***

→ *You don't need to be an expert. Start with small things you like doing: talking to people, fixing, organizing, helping, designing, or learning something new.*

→ *Even if you're just curious about something: that's enough to begin.*

**C. What solution you can create**

→ *Use what you enjoy or are learning to try solving a real need around you: even in a small way*

### Visuals:

3 overlapping circles:

1. “People Need”
2. “I Can”
3. “My Offer”

### Examples:

**1. People Need → Affordable meals**


I Can → Cook + have access to home kitchen My Offer → ₹40 tiffin service

**2. People Need → Study tips in Punjabi I Can → Speak clearly + love teaching**

My Offer → 3-minute video tips on Instagram

### MCQ

**Q: What's the first step to being an entrepreneur?**

- A. Waiting for the perfect idea
- B. Solving a problem with your skills 
- C. Buying a shop
- D. Studying for years



**Feedback:**

1. *Correct! Entrepreneurs start by solving small problems using what they already have.*
2. *Try again! It's not about waiting: it's about starting.*

**Reflection Prompt**

1. If someone gave you ₹500 and asked you to earn from it, what would you do?

**Component 2: Action Lab (~2 hours)****Task: Create Your Personal Value Map Steps (checklist in app):**

1. Think of 2–3 problems people face around you (hunger, phone repair, boredom, etc.)
2. List your own skills, interests, or resources.
3. Match each problem with something you could offer.
4. Use the **Value Map Template in the resources** to organize your ideas.

**Final Deliverable (Submitted in App):**

1. Your completed **Value Map** (in 3 columns: Need, Skill, Offer)
2. Highlight **1 idea** you'd like to explore for your future hustle

**Supplementary Resources (Optional)**

1. "Start with Why" by Simon Sinek
2. [10 Characteristics of Successful Entrepreneurs | Business: Explained](#)

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